SOCIAL NETWORK SITES AND STUDENTS DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN NAIVASHA SUB COUNTY, NAKURU COUNTY, KENYA

BY

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Thesis Submitted to the Faculty of Education in Partial Fulfillment of the Requirements for the Award of the Degree of Master of Education in Educational Research and Evaluation.

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DECLARATION

This Thesis is my original work and has not been presented in any other university for the award of masters' degree. Information obtained from other sources has been properly acknowledged.

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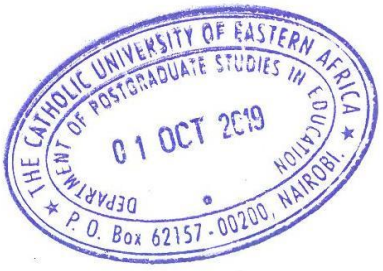
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ABSTRACT

The purpose of this study was to assess the influence of social network sites (SNS) to secondary school students' discipline in Naivasha Sub-County, Kenya. The study was guided by the following research questions: For what purposes do students use the various accessible social networks? How does the access of SNS affect the discipline of the students? What are the challenges of instilling discipline to students, arising from access to SNS? What are the suggestions for curbing negative use of Social Networks? The study was grounded by the gratification theory developed by Elihu Katz, Jay Blumer and Micheal Gurevitch. A convergent parallel design was used to collect both qualitative and quantitative data. Study targeted 40 deputy head teachers, 40 guiding and counseling teachers and the 3,050 students from form 3 and 4 of the 40 public secondary schools. Probability and non-probability sampling techniques were used to determine the sample size of the participants. The probability sampling techniques used were simple random and stratified random sampling, while the non-probability technique used was purposive sampling technique. Sample size for the research were 10 deputy head teachers, 10 guidance and counseling teachers and 305 form 3 and 4 students. Data were collected through questionnaires, interview schedules and document analysis guide. Quantitative data collected were analyzed using descriptive statistics such as frequencies and percentages, while qualitative data were summarized in themes and presented in narrative form as well as raw data excerpts. Findings showed that students use various social networks for the purposes of entertainment, seeking information and keeping up with the current affairs, making friends and dating purposes. The students received negative influence such as cyber bulling and sexual advances through dating that negatively impacted their discipline. From the findings, the researcher concluded that social networks affected students discipline through missing of classes, bullying others, disrespect for authority, disrespect for parents and participation in strikes. The study recommended that school management should liaise with teachers to educate the students on the dangers of the various SNS through guidance and counseling talks and discussions. Principals should reinforce spot checks in the dormitories to deter students from carrying phones to school.

DEDICATION

This Thesis is dedicated to my beloved husband Paul Kahiga, children Abigail Njoki and Stency Njeri, who supported me with resources and moral support. May the Lord bless them.

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To God be the glory, for I can do all things through Christ who strengthens me (Philippians 4:13). My sincere gratitude goes to Him for granting me the energy, good health and sound mind needed to complete this work. From the formative stages to the final draft of this project, I owe gratitude to my supervisors Dr. Anne Kanga and Dr. Margaret Gikuhi for their careful guidance and sound advice. To my classmates of 2013/2017 for the sharing, encouragement and inspiration, may God bless you abundantly. My husband Paul Kahiga I salute you for your support morally and financially. To my employer Vine Yard Girls Boarding High School manager and the director, receive gratitude for giving me peace of mind during this research period.

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LIST OF ABBREVIATIONS AND ACRONYMS

DQ	Diagnostic Questionnaire.
IAD	Internet Addiction Disorder
PIU	Problematic Internet Use
SMS	Short Message Service
SNS	Social Network Sites
SPSS	Statistical Package for Social Sciences
SMPs	Social Media Platforms.
UK	United Kingdom
US	United States
YIAT	Young Internet Addiction Test

CHAPTER ONE

INTRODUCTION

I. Background of the Study

Social Network Sites (SNSs) are web based services that allow individuals to construct a public or a semi-public profile within a bounded system as well as articulate a list of other users with whom they share a connection. Through SNS, users view and traverse their list of connections and those made by others within the system (Boyd & Ellison, 2008). When a teenager joins a site like Facebook, they first create a personal profile. These profiles display information, such as one's name, relationship status, photos, occupation, religion, ethnicity, videos and personal interests. The recent developments in computer technology coupled with the advancements in mobile phone technology have seen accelerated growth in the use of social media platforms (SMPs).

Social networks are not so much a recent invention but rather have been in use since the late 1960s. In 1969, CompuServe was invented, and it is the first known social network platform (Bennette, 2013). The inventions of other social media sites in the early period of the 1970s and 1980s did not penetrate deep into society primarily because the technology to support its uses was not readily available. Co-operant factors such as computers, the World Wide Web (www), mobile phones, Google, and web hosting technology had the tremendous growth in the numbers. Sites such as Facebook, Twitter, WhatsApp and lately Instagram are common nowadays. Technology at large, and social media in particular, have clearly defined our present generation of students, labeled "Generation Next" by Pew Research (2013). Some of the main features of an average student today were spelled out in a report published in 2013, which highlighted the following as common elements in our students. First of all, we are facing a generation that uses technology and the Internet to connect with people in new and distinctive ways,

mostly evolving the idea of self-fulfilment: Pew Research also refers to them as the “Look at Me” generation. They are clearly aware of technology’s advantages and disadvantages. An excess of information has not kept them disconnected from parents and family, and they tend to be radical in the continent (tattoos, non-traditional hair styles, body piercings), but not in the content. In terms of political involvement, they tend to show higher percentage of voting participation, and are less cynical about government and political structures. Almost half of them classify themselves as democrats, and they seem to be comfortable with globalization and have been raised on the culture of instant gratification.

In the current society, technology and adolescents seem to be destined for each other in that, both are young, fast paced, and ever changing. According to Hertz and David-Ferdon (2008), previous generation of teens readily embraced new technologies and especially electronic media, such as record players, TVs, cassette players, computers, and VCRs. However, the past two decades have witnessed a virtual explosion in new technology, including cell phones, iPods, MP-3s, DVDs, and PDAs (Personal Digital Assistants). Moreover, this new technology has been eagerly embraced by adolescents and has led to an expanded vocabulary, including instant messaging (“IMing”), blogging, and text messaging. Consequently, youth are spending increasing amounts of time using electronic media, with the average American youngster now spending one-third of each day with some form of electronic media (Escobar-Chaves and Anderson, 2008). As a result, this has led to a phenomena of electronic aggression perpetrated through technology such as harassment or bullying (teasing, telling lies, making fun of someone, making rude or mean comments, spreading rumors, or making threatening or aggressive comments) that occurs through email, a chat room, instant messaging, a website (including blogs), or text messaging.

Sunitha and Narayan (2010) observed that social networking has become part of the daily life experience for an increasing number of people. They also further pointed out that the rapid adoption of social network sites by teenagers in the United States and in many other countries around the world raises some important questions. Ahn (2010) observed that while teenagers are engaged with technology they are more disengaged from another major component of their lives, thus raising a major social concern. No one denies that youth use these technologies to communicate with the world, and they do so with high frequency and intensity (Leenhart et al., 2007b).

Moreno and Kelb (2012) observed that, for adolescents' social networking sites are an important medium for self-expression, communication with friends and peer feedback. They further said that 22% of adolescents log on to their favorite social networking sites more than ten times a day. Studies have shown that adolescents often believe that the reference to social networking sites precise and can influence their own perception and actions (Moreno & Kelb, 2012).This visits to social networks possess danger to an adolescent life as they meet friends that can otherwise turn them to negative behavior in their lives which is a societal crisis. What started as a hobby for some computer literate people has become a social norm and way of life for people all over the world, (Boyd, 2007).

Social Networking websites content is less controlled and these sites though popular with adolescents, do have many issues such as addiction and even online bullying that can adverse effects on their discipline and academic performance. Kalra and Manani (2013) argue that excessive use of these sites not only have long lasting effect on psyche of students but also affects the physical, mental and social aspect of life. They further add that sometimes these sites also affect the academic achievement of the students because they could not want to leave that particular aura and thus their concentration stands

divided. Many students have lost interest in their studies as they spend most of their time on these sites (Kalra & Manani, 2013).

The use of social media among students has reached high levels and has affected their study time, poor grammar and wrong spellings when socializing on social media as well as diverting their attention from their studies (Ndaku, 2013). Students spend much of their study time on social networks than in their academic undertakings and it has affected their Grade Point Average (GPA). The Social network sites serve as both a meeting place for teens to interact with other likeminded people and a show place for a teen's artistic, musical abilities and reading skills. Students are given opportunities to participate in essay and writing competitions of which they are awarded with cash prizes (Boyd, 2007). Networking sites provide forums for discussions on variety of topics for students to participate. This helps students to develop good reading habits and expose them to a variety of informative topics.

Social media sites allow teens to meet many online tasks that are relevant to their lives offline: to lie about friends and family, make new friends, share photos, and share ideas (Ito. et al., 2008). Social media participation can also offer teenagers deeper benefits that extend into their view of self, community, and the world (Boyd D, 2007). Thus, youths who spend more time on Facebook are better at showing "virtual empathy" to their online friends (APA, 2011). Again, social media sites allow teens to accomplish many online tasks which are important to them offline: staying connected with friends and family, making new friends, sharing pictures, and exchanging ideas (O'Keeffe, G.S, Clarke-Pearson. K, 2011).

Adolescents can find and access online information about their health concerns easily and anonymously. Excellent health resources are increasingly available to teenagers on a variety of topics of interest, such as sexually transmitted infections, stress reduction,

and signs of depression (O'Keeffe, G.S, Clarke -Pearson. K, 2011). However, the encouragement of parents to have information about the online accession of their children would go a long way in obtaining more knowledge and would lead to a deeper discussion about this issue. According to Lenhart et al. (2010), teens also use online searches to gain answers to many of their health concerns with 31% of online teens getting health, dieting, or physical fitness information. Seventeen percent of youths who use the internet, report they use it to gather information about health topics that are hard to discuss with others, such as drug use and sexual health (Lenhart et al., 2010).

The different studies conducted on the effects of social media sprang from the results that were seen when people use the media and the new technologies which evolved. Many scholars suggest that students learn in new ways using social media; and as such, educators should embrace these new platforms (Ito et al., 2009). Middle and high school students are using social media to connect with one another on homework and group projects (Boyd D, 2010). Some schools successfully use blogs as teaching tools which has the benefit of enhancing skills in English, written expression, and creativity (Borja RR, 2005). In addition, social media programs allow students to gather outside of class for the purpose of collaborating and sharing ideas about assignments (O'Keeffe, G.S, Clarke -Pearson. K, 2011). Social networking can provide tools for teaching in compelling ways that engage young students (APA, 2011). It is important not to ignore the negative impacts associated with increased social networking among students (Hinduja & Patchin, 2009). Social network sites have greatly contributed to the development of dangerous online behavior. This is exposure to unwanted materials, participation and facility to become a member of controversial groups. Some youths may identify strongly with this sort of material and they may be encouraged to practice it (Wolak, et. al., 2003). Other forms of

dangerous online behavior include bullying. Other studies point out that minors are usually harassed by people of the same age (Hinduja & Patchin, 2009).

Globally, a study conducted in Turkey on profiles of secondary school students' use of social media and their views about its outcomes to learning Urhan (2014). The research was based on phenomenological approach. The participants were determined by maximum variation sampling which is a type of purposeful sampling. The work group was made of fourteen secondary school students. The data were gathered by standardized open-ended interviews. The data were analyzed by content analysis technique. The data showed that social media was referred to as a source of surfing for information both for school issues and personal interests. The way students used the social media included both risks and opportunities. The data implied that social media provided students with a fertile setting to socialize interact and express self-ideas and emotions. It enhances learning indirectly through strengthening communicative and language skills and increasing the power of perception that leads to a better comprehension. Statements of the participants explored that those social media content occupied students with their own learning history. Consequently, we should note that it is the users' ability, awareness, competence and creativity that will make social media valuable and meaningful. The current study observed whether social networks were valuable and meaning in use by students in schools to enhance their discipline and academic performance.

In India teens are most likely to visit icon sites for instant messaging (Knight, 2006). Those on social network sites have more discretionary income, shop online more and pay less attention to traditional media. The amounts of time spent by students on social networks like Facebook and WhatsApp continues to be a worrying concern for parents and teachers across the world. The concerns of parents and teachers revolve around the uncertainties behind the responses to several questions. First, what are teens

doing in communication forum such as chat rooms and blogs? What do they talk about? What is the relationship between teen's virtual worlds and real worlds? Are these online communication activities changing adolescent's behavior? If the young brain is exposed from the outset of a world of fast action and reaction, of instant screen images flashing up with the press of a key, such rapid interchange might accustom the brain to operate over such timescales (Wintour, 2009).The current study looks at on whether the social sites visited would change the lives of the adolescents significantly.

On the same issue, Brown and Marin (2009) noted that electronic media had many social and educational benefits and risks, that caregivers and educators had expressed concern about the dangers young people can be exposed to through these technologies. Moreover, Ray and Jat (2010) noted that radio, television (TV), movies, video games, cell phones, and computer networks have assumed central roles in our children's daily lives. Actually, the media has demonstrated potentially profound effects, both positive and negative, on children's cognitive, social, and behavioral development. This is in agreement with a study that had reviewed a decade of research concerning television and youth in the United States and concluded that, children will have viewed 200,000 acts of violence and 16,000 murders by the time they are 18 years of age (Donnerstein, 2010). Consequently, there can be adverse effects posed to these young peoples' behaviours as a result of unlimited exposure to electronic media, not forgetting that the secondary school students in Kenya are among these young people being mentioned. Therefore, considering the increasing exposure of children to newer forms of media especially electronic media, greater accessibility of foreign media and programming, less formal suppression and management in many parts of the world, there is need to carry out a research on how this could be influencing their behavior and especially the behavior of secondary school students' in Kenya.

Social networking has become the trend among the young people. Having computers and advanced cell phones has enabled easy access to emails, chartrooms, Facebook and twitter services which are facilitated by the internet. Furthermore, according to an East Africa Survey, uptake of Facebook among urban youth, it was reported that among youth between the ages 7 and 24 years in Kenya, Uganda and Tanzania, there are interesting aspects concerning the accessibility and use of internet towards communication and entertainment (Mutua, 2011). Additionally, the research revealed that, 35% of the targeted group in the entire region had access to the internet with Kenya leading the pack at 49% with internet access, Tanzania at 30% and Uganda at 26%. Moreover, the study indicated that, of these 74% in Kenya are on an online social network and Uganda had 59% networks across the entire region. This information seems to have implications because the youth between 7 and 24 years forms the age group of Kenya's secondary school students. They therefore end up spending most of their time watching television, listening music and surfing Internet from the ever available mobile phones to satisfy their curiosity. As a result, activities that require focused attention, such as reading, are declining among the youth, while activities that depend on multitasking, such as instant messaging (IMing), are increasing. This observation has the implication that in a school environment where students' level of discipline is low by the many social networks sites they visit, the more the learning achievement may undoubtedly be compromised. In Naivasha Sub-County, where the study was executed, a total of 7 schools experienced unrest between 2010 and 2015 which translated to 25% of the total number of secondary schools in the Sub-County (Naivasha Sub-County Education Office, 2015). Several studies have been carried out to determine the causes of students' indiscipline in schools. A majority of the studies have tended to show that unfavorable home and school based factors are critical antecedents to students' indiscipline. However the current study looked

at on whether access and use of social networks sites in school compromised student's discipline.

Service providers have also helped to provide easy access to internet by going a step further to provide special offers in order for people to access internet. For instance Kenyan Safaricom has recently launched a new subscription internet bundle allowing subscribers 'access to Twitter, WhatsApp and Facebook for Kshs.10 a day. These preferred communication channels are the Social Networking Sites (SNS).Teenagers are among the most avid users of technology in general and social network sites in particular (Lenhart, Madden, Macgill & Smith 2007b). Recent reports find that youth spend nearly 10 hours per day using some form of technology with socially networked media playing a large role in their daily lives (Rideout, Foehr & Robert 2010). Neelamalar & Chitra (2009), state that members of social sites can easily form groups (called communities) and share their opinions among themselves through discussions threads, forums and polls. In their study on the impact of social network on Indian youth they found out that 95% who are members in one or more social networking sites spend varying amount of time from less than an hour to five hours every day in social networking sites. A case in point is Ikunza (2012) whose report indicated that KCPE candidates at Kakamega Primary school in Kakamega town sneaked from class to play computer games in a nearby cybercafé. The head teacher stated that he was shocked to find the pupils in uniform busy playing computer games costing Kenya Shillings 40 per hour. It is significant to note that those were only primary school pupils. In secondary schools, similar cases are reported daily and especially from schools within Naivasha District where mass truancy is prevalent. This provoked the researcher's concern over how electronic media could be influencing students' behavior.

Cell phones have been used by students in masterminding strike episodes through text messages amongst themselves within or outside their schools. For example, Kariuki, Karanja and Munene (2012) reported that learners in Kenya secondary schools were spreading strike messages through text messages using mobile phones which had been sneaked into the school. On the same issue, Murumbi (2012) reported that, more than a hundred students in Tetu district went on strike after one of the students was suspended for having a mobile phone in school. Messages on strikes being passed through mobile phones can make schools to be rocked by violent strikes at a particular time of the year when no one is aware of the cause. This further explains why the current study is focused on finding out how electronic media could be influencing secondary school students' behavior as increased use of televisions, radios, computers and cell phones has not only benefited the society, but also disadvantaged some of its members especially the youth. Moreover, it is widely accepted that media has profound influence on child health, including violence, obesity, tobacco and alcohol use, and risky sexual behaviors, this really complicates students discipline of which the current study examined.

Further, this may imply that students' behavior is an issue that has been and continues to remain in school settings. According to Mwangi and Birgen (2008), school violence that rocked schools in Kenya and Uganda during the first half of the year 2008 was blamed on peer influence, bad parenting, and laxity in teaching service, sloppiness in ministry of education, media, the mobile phones, pocket money and drugs. Moreover, Wanjiru (2009) added that the most common types of discipline cases included having phones in school, drug abuse, school strikes, stealing, fighting, bullying and sneaking from school, sexual assault and homosexuality. To date, these and other behavioral cases have continued to be reported in secondary schools amongst students. School administrations, teachers and other stakeholders seem to wonder what has continued to influence students'

behavior negatively. This calls for the researcher to investigate into what is influencing students' behavior despite there being school rules and regulations which students are expected to follow or face punishment. In other words, could this increased change in students' behavior cases be as a result of increased and unlimited exposure to electronic media? It is therefore necessary for both educators and parents to recognize the fact that there is high usage of SNS by secondary school students and it is vital to find out the effects of these online sites on students 'discipline' and find remedies for the use of SNS, something the current study examined.

1.2 Social Network Sites (SNSs)

Today the Internet has taken a firm place in people's lives. It is difficult to imagine a young man who at least once a day did not check for updates in social networks and did not leaf through the news lines. The modern reality requires us to stay in touch and keep abreast of the latest news and trends. However, does this trend affect the discipline of students? The use of social media has rapidly risen in the last few years. It is not only being used by the working people but also there is heavy increase in the use of social media by the students or education society (Raut and Patil, 2016). With such broad acceptance, there is no surprise that social media have affected the way people live and socialize. Social Networking Sites such as Facebook is one of the latest examples of communication technologies that have been widely-adopted by students and, subsequently, have the potential to become a valuable resource to support their educational communications and collaborations with faculty. Social media are mostly used by students to communicate and exchange ideas with lecturers specifically in western contexts (Sudha and Kavitha, 2016). Hasnain, Nasreen and Ijaz (2015) stated that the development of technology and increase in internet usage, social media has become a part of our daily

lives. If social media is used in a positive way, it can help students and youth to get knowledge that can be used to improve their academic performances.

Furthermore, Neal (2012) stated that the term social media relates to the many easy-to use services that anybody can use to interact with other people online such as Facebook, YouTube, Blog, Twitter and so on and so forth. Therefore, using social media easy and simple services enable us to create online presence very easily as signing up for Facebook and Twitter account, subsequently create our own content on the web within minutes. Besides that, academic achievement is the ability of student to study and remember facts and being able to communicate his/her knowledge orally or in written form even in an examination condition (Kpolovie, Joe and Okoto, 2014).

It is not surprising that social media usage is one of the most common activities among children, adolescents, and emerging adults nowadays. It offers today's youth a portal for entertainment and communication and it is becoming one of the main platforms for accessing information and news. The social media usage of American adults aged 18–29 years who represent the higher percentage of university students rose from 12 percent in 2005 to 90 percent in 2015 (Perrin, 2018). Also in Egypt, the rate of social media users is increasing, El Gazzar (2013) mentioned that social media users specifically those who are using Facebook have exceeded seven million which is (9.76%) of the population, (40%) of these are between 18-24 years old. Saied, ElSabagh and El-Afandy, (2016) reported that this percentage has increased to 54.6% in 2015; more than 80 percent of them are young people specifically university students.

This aggressive adoption of social media among the younger generation, according to Vorderer (2016) could be attributed to their up to date knowledge of and comfort with the latest technology and the convenient accessibility to these social networking tools. For

instance, they can access social media from their cell phones any time any place. This encourages them to use social media not only for receiving and retrieving information, but also for being online and connecting with others, and from being from being consumers and participants to "prosumers" which means that they consume and produce media on the social media platform (as cited in Obar & Wildman, 2015)

The social networks of children and youth are formed in the context of their families, peer groups, schools, and neighborhood communities. 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. This can lead to improved academic performance as it can provide new opportunities for learning. Social media networking can be more student-centered as they can create a greater opportunity for student to student communication and collaboration (Coleman,1990). 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. 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 people's profiles to understanding who one does and

doesn't add as a friend. Social networking sites also have some 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). For some adolescents, these platforms have become a way to advertise tor 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 these changes. As the 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 (Howard, 2001 and Nie, 2001) 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. From this perspective, activities in the virtual and real space are not contradictory but complementary in producing and strengthening social capital. Internet use is assumed to make up for a weak point of social capital embedded in the real space by increasing communications. A complicated network emerges from Internet interaction. This network has attributes such as cooperation,

voluntariness, and sharing information Boyd (2006). These attributes are exactly coincides with the characteristics of social capital. This could help those with low self-esteem to gain confidence and begin to participate in class discussions and answering classroom questions. As individuals spend more time on the Internet, it necessarily reduces available time for people to interact with parents, teachers and books (Howard, Raine& Jones 2002). Excessive engagement in social media has deleterious 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.

Today's students communicate via technology, and that If you say absolutely no Facebook or texting, you are cutting off an important relationship with students technology as an online teacher use of technology via the use of a variety of tools such as Skype, text, email, Facebook and twitter. Social media open up new ways for collaboration and discussion in the sense that, it offers a great deal of content posting, coping, sharing and search ability by easily using online search tools. Students today use social media anywhere and at any time where internet connection is available in order to meet their educational needs Dewing, 2010). Students use social media to communicate with their Teachers as a group outside of class and to plan school events and what not, it also allowed students to get help on school work from teachers during the evening, weekends, and holidays so that they never fell behind. The cell phone numbers and We Chat are equally used to get in touch with teachers quickly during the school day, if a student is going to be late or absent or outside the school.

On the subject of the number of complaints of inappropriate contact involving social media, the possible threats are too great. Student engaging in a private relationship outside the classroom circles begs for inappropriate behavior to commence (Gurman

2015). There is the likelihood of users not being courteous and respectful of other such that Profanity, vulgarity, obscenity, or language that is harassing, derogatory, or otherwise inappropriate for the school environment sometimes circulates in these platforms. Users could easily display, send, retrieve, or download any items that are sexually explicit, or contain hate based or discriminatory material without the notification of a teacher, school administrator or even their peers in the event. This in turn could make students concede that they have no right or expectation of privacy with respect to their use of school technology and therefore would not want to participate fully (Gurman 2015). There is always the potential for things to go wrong, and that is true before technology as well. So commentators would have to stop worrying about what could go wrong and realize that there is a huge opportunity associated with social media that broaden the learning experience of students.

Initially, Facebook was created for Harvard students (Bennett, 2013). Today, there are over one billion people who use Facebook globally. How people use Facebook is not different from one age group to another. More importantly is the fact that people use Facebook because it is overly interactive. It allows for the reunion of old-time friends and family, sharing pictures, playing games online, and following the other person's social life (Ingvadóttir, 2014). Facebook is easy to update, and one can receive comments on what he or she posts making it very attractive and addictive to use. A study conducted in U.K reveals that 87% under the age of 30 belong to a social network site (typically Facebook) (Smith, Gibson & Bell, 2011). In 2010, Facebook was the most visited site in the U.S. and on Christmas day the most visited site in the U.K. (Daily mail, Reporter, 2011; Singer, 2011). In most third world countries use of the internet has been made more accessible by mobile phones. Most people use the internet to access news, weather and sports reports, to plan and book vacations and to find out more about their interests. Nowadays people are

using the internet mostly to interact on social network sites, they chat, share photos, message, stay in touch with friends and relatives worldwide.

While Facebook is popular among all students, Instagram seems to define teens from the rich backgrounds (Lowrey, 2015). The glamour that comes with the use of Instagram is what attracts the youth especially secondary school students and those in tertiary institutions. There is a social divide that clearly brings out the social class of those that use Instagram. In families where the annual income is $30000 or less, 51 percent of the teenagers used Facebook compared to only 19 percent that use Instagram (Lowrey, 2015). On the other hand, in families where the annual income was more than $1000000, only 31 percent of the teenagers used Facebook (Lowrey, 2015). The percentage of those using Instagram increased to 25 percent (Lowrey, 2015). The trend reveals that the high-class prefer Instagram to Facebook. Through all the income groups, the value attached to Facebook is reducing from lower income families to higher income household where Instagram gains gradually.

WhatsApp is another recent communication technology that came as an instant messaging service. Started in 2009 by two ex-Yahoo staff, this Smartphone messaging system handles more than ten billion messages a day and is reckoned to have more than 250 million users worldwide (The guardian, 2013). With WhatsApp messenger, communication through mobile phone has become easier, faster and cheaper, it is less expensive as compared to the normal phone messaging. An individual can chat with friends and family overseas through WhatsApp without incurring global sms charges. Today, the uses of WhatsApp have diversified, and one can share recorded voice and videos in real time. Another reason that attracts young people to use of WhatsApp is the fact that it is almost free, and they only incur data charges that are very low compared to the consumption of other sites. A research carried out in Ghana (2010) explains that social

networks grabs the total attention and concentration of the students and diverts it towards non educational unethical and inappropriate actions such as useless chatting, time killing by random searching and not doing their jobs.

Social network sites are most recent form of media and having many features and characteristics. It has facilities like communicating, texting, image sharing, audio and video sharing, fast publishing linking with all over the world, direct connecting on the same channels (Salimkhan, 2008). WhatsApp which is an instant messaging service, much cheaper than normal messaging. MySpace is used by some teens to disclose personal information or try on new identities (Manago, Graham, Greenfield & Salimkhan, 2008).

What differentiates social network sites from previous media like a personal homepage is the display of one's friends (Boyd & Ellisol, 2007). In addition to exhibiting a network of friends, other users can then click on their profiles and traverse ever widening social networks. The three features; profiles, friends and traversing friend's lists represent the core, defining characteristic of Social networking sites. Lange's (2007) ethnographic study of YouTube shows that users deal with issues concerning public and private sharing of video. Some YouTube users' posts video intended for wide audience, but share very little about their own identities. Their motivations might be to achieve internet fame and gather views. Other members upload videos intended for a small network of friends and may restrict the privacy settings to only allow access to those individuals (Banquil & Chua, 2009).The study observed on whether the social networks had a direct influence on student's indiscipline and their academic performance in schools in Naivasha Sub County.

1.3 Statement of the Problem

The Kenya flower industry especially at Naivasha is the largest flower exporter in the world (Rikken, 2011), and is Kenya's top foreign exchange earner (Ksoll,

Macchiavello and Morjaria 2009). It employs over 50,000 people directly and supports several hundred thousand indirectly (Ethical Trading Initiative 2005). It contributes to the country's status as a leading African economy and provides a source of income for many Kenyans. The industry has however been the focus of several damaging media exposés and academic research documenting on extensive human rights and environmental abuses. It has been realized that students' indiscipline in secondary schools in Naivasha district has become a cankerworm that has eaten too deep into the students' moral up bring. Students from this flower growing areas of Naivasha have become uncontrollable and highly disrespectful to: themselves, teachers, school administrators, parents and to the society at large. All of these are equally contributed to the fact that student come from different family backgrounds, economic status, cultures and values. Indiscipline in school greatly affects the quality of teaching and learning, uncovered/unfinished school curriculum (Mariene, 2012; resulting to poor results, dropouts, and wastage of resources invested by stakeholders of education such as parents, and the government.

A major task facing educational administrators is the continuous existence of the problem of dropout, deviant behaviours, examination malpractice, lateness and poor academic performance among students. The need has therefore arisen for school administrators, teachers, parents and the general public to eliminate indiscipline in schools. Kenyans cannot remain complacent when large human and material resources are wasted, indiscipline is rampant and instability is created in schools leading to ineffective learning. Lack of self-discipline among students moved the researcher to find out the major causes and contributors of SNS on students' indiscipline in secondary schools in Naivasha and the interest and anticipation of finding long lasting solutions.

Technological shift from analogue to digital has immensely changed the way people communicate in society. Many adolescents have joined and many more are still

joining Social Networking Sites (SNS). Sunitha and Narayan (2010) observe that social networking has become part of the daily life experience for increasing number of people. With the explosive growth in the number and use of social media in everyday communication method for individuals and organizations, there has been a corresponding increase of its incorporation in teaching and learning in higher institution. In view of this, this study examined and assessed the impact social media has on teaching and learning in higher education be it positive or negative impacts. They further raised concerns such as how do these SNS fit into the lives of these teenagers and what do they learn from their participation. Is whatever being learnt and shared on these social networking services for academic purposes?

Banquil and Chua (2009) came up with a conclusion that social networking sites do affect one‘s academics adversely and cause a gradual drop of grades of students. They attribute this to the student investing his or her time in social networking sites instead of their studies. It is therefore vital to investigate whether apart from communicating if there is any other role that these social networking sites play in school going teenagers ‘life. In developing nations, indiscipline has been a major and continuous administrative problem among secondary schools in developing countries. Students’ indiscipline in Kenya’s’ secondary schools is depicting a worrying trend. This is because; hardly a school term passes without incidents of indiscipline being reported in the mass media. This has the implication that if this behaviour trend goes unchecked, our secondary schools may not play their role expectations of producing responsible citizens. Evidence adduced from studies within and outside Kenya seems to suggest that unfavourable school and home environments are critical risk factors to students’ misdemeanour. This study therefore assessed on the contributions of SNS on children’s education and level of students’ discipline in public secondary schools in Naivasha sub-county, Kenya. Ogolla (2008)

established that, reports of violence broadcasted over electronic media could easily influence others to commit crimes. These crimes include physical violence, raping and assaulting of females. These studies are very significant because they describe situations that influence behaviour among high school students. However, it was equally important to find out whether teachers and parents were aware of these situations; hence the researcher's desire to find out on how electronic media could be influencing secondary school students' behaviour. Therefore, the current study sought to investigate the influence of the Social networks students' behavior (discipline) in Naivasha District of Nakuru County, Kenya.

1.4 Research Questions

This study was guided by the following four research questions;

1. For what purposes do students in Naivasha Sub County public secondary schools use the various accessible social networks?
2. How does the access of social networks affect the discipline of the students in public secondary schools in Naivasha Sub County?
3. What are the challenges of instilling discipline on public secondary schools students, arising from access to social networks?
4. What measures can be taken to instill discipline to students on the use of social networks?

1.5 Significance of the Study

Owing to the broad and new challenges arising from technological advancements, teachers, parents and the society need appropriate knowledge and awareness so as to know how social networks sites could be influencing students' discipline and behavior. Therefore, this study has potential contribution in that; first, Parents, teachers, and school

administration would gain knowledge on what kind of information students were being exposed to as they interacted with social networks sites .

Second, the study finding would also offer insights on how particular indiscipline cases related to exposure on social networks sites could be solved. Third, findings would make students aware of the harm they are exposing themselves to as a result of uncontrolled exposure to social networks sites. This would awaken in them a desire to control unnecessary exposure to social networks.

Fourth, it is hoped that once the society is informed it would take the necessary precautions towards censoring what is being offered by the media so as to curb its negative influence. Finally, it is assumed that education policy promoters would encourage media literacy programs as part of school curriculum so as to enable students have the knowledge and skills to critically analyze media messages.

The findings of the study enable Policy makers, Ministry of Education to learn about Social network sites and their roles in learners' lives, doing this is crucial in understanding the world in which students inhibit as well as identifying the knowledge, skills and dispositions involved in social and cultural capital. This kind of activity leads into fruitful explorations, investigating what sort of practices might constitute advantageous online activities (Green & Robelia 2009) and the nature of the influences that shape the presentation of self in social network sites.

It is hoped that the findings of this study will bridge the gap of lack of sufficient information on how social network sites contributes to students discipline in public secondary schools. The results' of this study are likely to influence further research by other researchers who may be interested in this field of knowledge.

1.6 Scope and Delimitation of the Study

The study focused on perceived effects of social networking on the discipline of secondary school students. This means that the findings of the study had limited generalizability to secondary school students. That is the study focused on ten public secondary schools, three boys boarding, three girls boarding, and four mixed day secondary schools. There were many factors that affect discipline of secondary school students, but this study focused on discipline issues contributed by usage of social network sites.

The study confined itself to secondary school students in only public schools in Naivasha Sub-County. Since few similar studies had been done especially in secondary schools, there was limited empirical literature on the area of effects of social network sites on secondary school students discipline especially in the context of Kenya. Among the many social networks the study looked into are the use of Facebook, YouTube and WhatsApp by the secondary school students. It was expected that the youth might have failed to give the correct information on the basis of invasion of their privacy, the researcher assured them that the study was purely used for academic purposes and not motivated by any other interest.

1.7 Theoretical Framework

This study adopted Uses and Gratification Theory. Uses and Gratification Theory, is a model that focuses on why people use certain media rather than on the content of the media. Uses and Gratifications theory was propounded by Elihu Katz, Jay Blumler and Micahel Gurevitch in 1974. According to Severin and Tankard (2001), the uses and gratifications theory involves a shift of focus from the purposes of the communicator to the purposes of the receiver, to determine what functions mass communication is serving for audience members. One of the tenets of the uses and gratifications theory is that

audiences are active, and they seek to find out the mass media that satisfy their gratifications. The Internet has enabled audience to find and also have more options from which they are able to select the websites and web pages that satisfy their specific needs. The Internet also allows audiences to be in more control of the media.

Uwem et. al., (2013) asserts that while using the new media, people are actively combining several motives to fulfill their yearnings and aspirations, properly referred to as gratifications. This also happens when they are using social networking websites. The uses and gratifications approach is therefore a good way to find out what other purpose students use social networking sites for in public high schools in Naivasha Sub County, Nakuru County. From a uses and gratifications perspective, social networking sites have a wide range of information material, thus those who utilize their services and resources should be able to satisfy a wide array of needs (Uwem et.al:2013). Uses and gratification approach will enable the researcher to understand what gratification the students seek and whether that gratification is obtained and what effects of the gratification obtained have on the user of the media (Park et.al: 2009).

User and Gratification theory was preferred over the Social Learning Theory and Time Displacement Theory, because in the Social Learning Theory participants can either be self-regulated learners or not. On the other hand, the time displacement theory assumes that when adolescents increase the time they spend on social network site engaging on recreational and social activities, time sacrifice will have to be made in other areas, such as time spent on reading, studying and doing homework (Neuman, 1991).

1.7.1 Strengths of the Gratification Theory

Uses and Gratification theory is one of the most influential theories in the field of communication research. It has the ability to allow researchers to study mediated

communication situations, single or multiple sets of psychological needs, psychological motives, communication content, and psychological gratifications within a particular context (Blumer & Katz's, 1974). The strength of the uses and gratification theory lies in its flexibility and descriptive power. User and gratification theory focuses more on the audience as opposed to the content of the media itself. It looks into how people use media rather than the media effects on its users. The theory claims that users take an active role in choosing media that fulfills their individual needs.

The society understanding of the theory has been strengthened by scholars by expanding the concept of gratification by differentiating between "gratification sought and gratification obtained" (Kink & Hess, 2008; Palmgreen, Wenner & Rayburn, 1980). This extension of the theory suggests that whatever gratification users expect to receive from a media may be different from what they actually receive. Uses and gratification theory is a powerful mass communication theory that places power in the hands of the user. The user and gratification perspective proposes that receivers make deliberate, intentional decisions about the media messages they expose themselves based on individual needs and desires. Thus the need to guide and inform students.

1.7.2 Weaknesses of the Gratification Theory

Many people have criticized this theory as they believe the public has no control over the media and what it produces. Blumer (1979) argues that the nature of the theory underlying uses and gratification research is not totally clear. This makes the line between gratification and satisfaction blurred arousing questions, if we only seek what we desire or actually enjoy it. The User and Gratification theory focuses too narrow on the individual and ignores the social structure and place of the media in that structure (Severin & Tankard, 1997). It is difficult to take information used in the studies due to the individualistic nature of uses and gratification theory. Most researchers rely on

recollection of memory rather than data. (Katz, 1987). This makes self-report complicated and immeasurable. Media authority advocates claims that the User and gratification theory goes too far in claiming that people are free to choose the media fare and the interpretations they want (Severin & Tankard, 1997). Also uses and gratification theory pays attention to the individual audiences and neglect the social structure and place of the media in society. (Ammissah, 2010).However, to mitigate the weakness the researcher used two more theories as part of the criticism in the review of related literature. The theories discussed were; Social penetration theory and Technological Determinism. These theories were the basis on which the current study was anchored to bridge the gap of gratification theory.

1.7.3 Application of Gratification Theory

There are many theories that were considered in the study but the gratification was the most suitable to explain the scope of the study. The theory was correlate with the present study because when a user uses media he/she have first to give priority to get more and more gratification and satisfaction. Afterwards, the user gets influenced with time. So under these theoretical frameworks of user and gratification theory and media effect research and theory, users of Social Networks Sites log on their favourite forms of social network to their interest and gratification.

When users log on into the social networks sites he/she wants to get more gratification and satisfaction through social network sites, so it has different effects on its users that might be positive or negative. Users are rational and log in accurate place for their gratification, so for the satisfaction of their desire they are independent and have the opportunity of different popular form of social network sites like Facebook, YouTube, Skype and Twitter, from which they are free to choose the type and time to use their favourite form of social media. The present study will focus on the usage of social media

and its influence on youth discipline. Uses and gratification theory was a facilitator to accomplishment of my study objectives.

1.8 Conceptual Framework

The goal of this study was to assess social network sites (SNSs) contribution on secondary school students' discipline, in Naivasha Sub-County, Kenya. The study focused on the relationship between social network sites as the Independent Variable (IV) and the students discipline as the Dependent Variable (DV). Social network sites could included: Facebook, twitter, YouTube, LinkedIn, and What Sapp. The teens choose the social media to use according to their individual needs. Discipline is viewed in terms of doing the right activities at the right time, portraying the acceptable behaviors in school and out of school, avoiding the negative peer and media influences and the individual character among others.

The dependent variable in this study was students' discipline, which was measured in terms of students' behavior, number of times the student is punished, types of friends and the nature of information passed through the social network sites. A moderating variable is a second independent variable that is included because it is believed to have significant contributory or contingent effects on the originally stated independent variable-dependent variable relationship (Mugenda Mugenda 2003). In this research project, the moderating variables or intervening variables included personal attributes, family attributes, environmental attributes and guidance and counseling attributes. (see figure 1).

Conceptual framework showing the influence of social network sites and students discipline

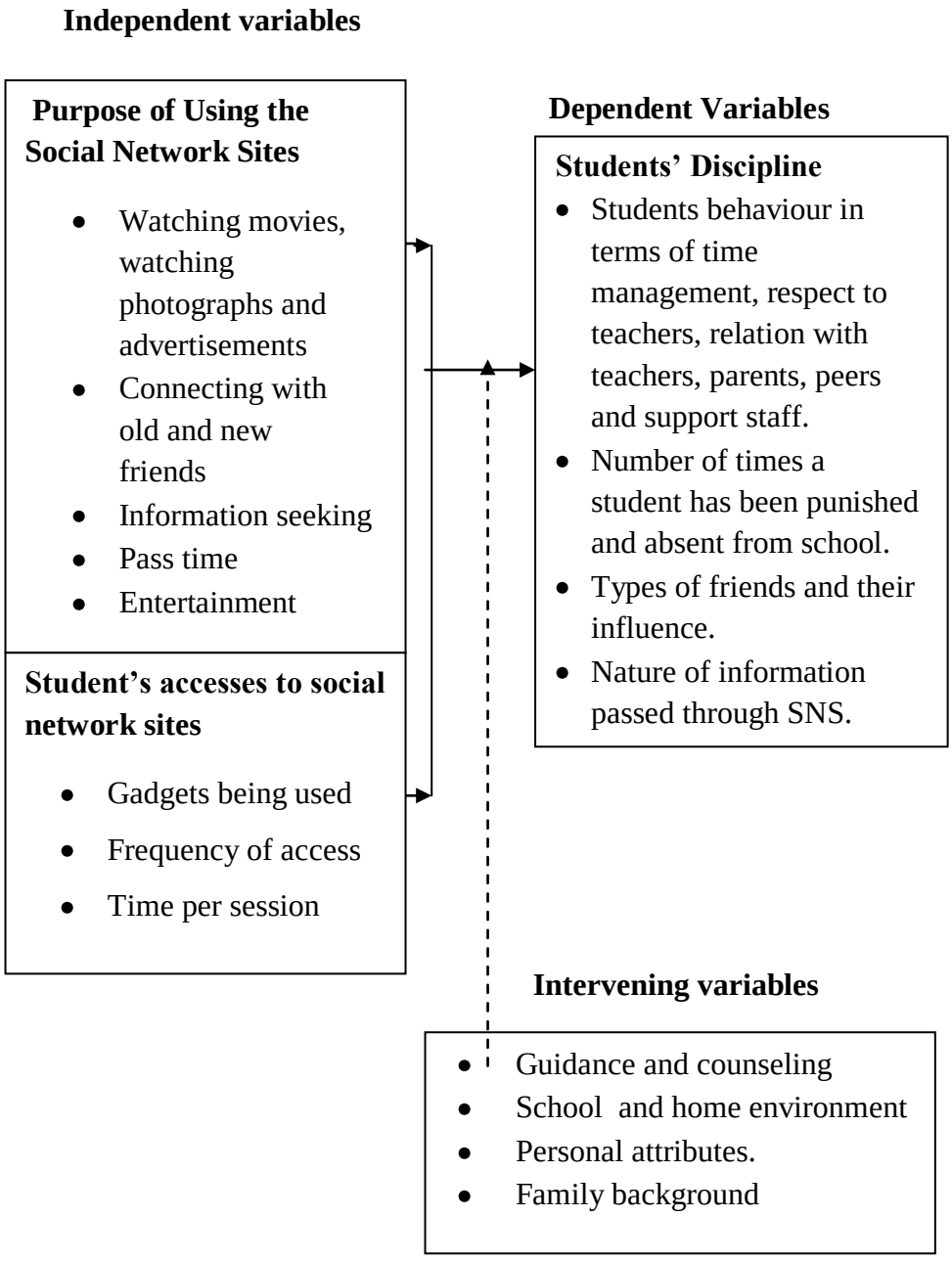


Figure 1: Conceptual Framework of the Study

Source: Author

1.9 Operational Definition of Key Terms

***Adolescents*:** Is a transitional stage of physical and psychological development that generally occurs during the period from puberty to legal adulthood (age of majority). In this study teenagers, and the youths will be used interchangeably to mean between 13-19 years of age. Most of the secondary school students fall in this age group.

Facebook: is a popular free social networking website that allows registered users to create profiles, upload photos and video, send messages and keep in touch with friends, family and colleagues.

Pornography: printed or visual material containing the explicit description or display of sexual activity, intended to stimulate sexual excitement.

***Sexting*:** sexually explicit photographs or messages via mobile phone. Is defined here as the transfer of sexual explicit photos via cell phone.

Social media: websites and applications that enable users to create and share content or to participate in social networking. This will include Whatsapp, Twitter, instagram and Facebook. It will be used interchangeably with social network sites.

***Social networking*:** the use of dedicated websites and applications to interact with other users, or to find people with similar interests to one's own. In this case, it is the use of internet based social media programmers to make connections with friends, family, classmates, customers, and clients.

Twitter: is a free social networking micro-blogging service that allows registered members to broadcast short posts called tweets. Is a micro blogging site that allows users to post characters. It offers little application for entertaining like Facebook

Student discipline: Behavior that has value attribute acceptance in the society and follows laid down rules and regulations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

A number of scholars have dealt with topics related to this study. This chapter focused on what other researchers have done and their findings and provided relevant information required to address the research questions raised in chapter one. The Focused chapter on critical review of related theories that could bridge the gap left by the gratification theory and the empirical studies that gave a thematic insight on the research questions raised from chapter one.

2.2 Critical Review of Related Theories

This section dealt with theories which describe the issues of social networks in teen's life. The theories discussed in this section were; Social penetration theory and Technological Determinism. These theories were the basis on which the current study was anchored to bridge the gap of gratification theory. They were considered the most relevant in the study in context.

2.2.1 Social penetration theory

Social Penetration Theory was formulated by psychology professor Irwin Altman and Dalmas Taylor in 1973, to describe the dynamics of relational closeness. According to SPT relationships are in constant development. Both people involved in the process influence which way the relationship is going. Do both parties want the same thing? If they do, the relationship will be more likely to travel towards the intimate side as they continue to communicate. Relational closeness can progress from superficial to intimate.

To understand this theory there are two essential things to take into account: Firstly, we live in a society where expressing yourself is encouraged. Secondly, SPT

involves more than physical intimacy. Other dimensions of intimacy include intellectual and emotional, and the extent to which a two persons share activities (West & Turner, p. 168). This means that relationship development relies heavily on communication of information and emotions as well as physical activities. Moreover, as a relationship develops, the messages we communicate will also change. The more intimate a relationship is, the more personal information we disclose about ourselves. According to West & Turner, self- disclosure is essential in the relationship development process. The only way for two people to understand each other is for them to engage in personal conversations; such discussion requires each person to exchange personal bits of information. SPT explains how relationships are always changing. This means that relationships can escalate or de-escalate. If both parties in the relationship share information, feelings and activities with each other, they will become closer and more intimate. However, if they don't it will have the opposite effect. Some relationships move the other way and depenetrate, which is the slow deterioration of relationship (West & Turner, p. 170).

According to West & Turner, penetrations can be viewed along two dimensions: breadth and depth. Breadth refers to the number of various topics discussed in the relationship. Depth refers to the degree of intimacy that guides topic discussion. Take two different pools as examples: a narrow and shallow pool and a broad and deep pool. Which pool do you see yourself swimming in? For my example to work we need to establish that we all like pools that we can jump into and splash around. The narrow and shallow pool would not be any fun because of the lack of breadth and depth, while the broad and deep pool would be a lot of fun. Applying this to our relationships explains how broad and deep ones are more intimate. It also explains how intimate relationships need breadth and depth to survive.

In a society with a constant change in values, norms, and beliefs a phenomena is occurring more often now than ever; “One-night-stands”. This is where a new relationship skips the stages of communication (self-disclosure), and move directly to the intimate physical part of the relationship. I have observed that these relationships are usually short lasting and always depenetrate to a stage of complete superficiality. Applying SPT to this phenomenon might help explain why. According to SPT, relationships involve more than physical intimacy. Emotional and intellectual intimacy is also important for intimate relationships. I can assume that “one-night-stands” only involve physical intimacy because neither party has had time to communicate enough on an intellectual and emotional level. Usually it would take time for people to disclose personal information about themselves. Maybe this is why these relationships depenetrate. If emotional and intellectual intimacy develops in a different rate than the physical intimacy, maybe I can assume this relationship will depenetrate Unfortunately SPT does not explain the rates of which these different factors develop.

The theory of social penetration can be applied to computer mediated communication. The path to social penetration theory comes from sharing a wide range of topics and revealing the core of a person’s self-concept. On the computer, people tend to share the same information they would in face to face interaction. This is true especially with Facebook users. Teenagers are among the most prolific users of social network sites. Altman and Dalmas Taylor in 1973, observe that youth spend a considerable portion of their daily life interacting through social networks subsequently questions and controversies emerge about the effects Social network sites have on adolescent development. This review outlines the theoretical frameworks researchers have used to understand adolescents and Social network sites. Very rarely, if ever, is there a direct causal relationship between a technology and social outcome such as learning (Clark,

1983, 1991; Schmidt and van dewater, 2002). To understand Social network sites as social information system, Kling (2007) has added that researchers must take into account the following features of Social network sites, the users' populations in these online communities, the behaviour that can be plausible be limited to social outcomes. This section will discuss literature related to social network sites and students discipline.

Social networking enhances the student sense of community, collaboration and sharing, brings an additional responsibility and workload, which some students find inflexible and rather "forced" (Minocha, 2009). Through the use of social networking sites students are able to communicate, express themselves and collect profiles that highlight their talents and experience. According to Gross (2004), students use social network sites not only for leisure and personal socialization but also a platform for more meaningful and serious deliberations, sharing links, making friends and online learning. Most schools are using these sites to promote education, keep students up to date with assignments, and offer help to those in need (Boyd, 2007). Generally the internet and social networking sites can be positive influence on students. Social networking sites enable the students express themselves in their own unique ways (Boyd, 2007). In addition they serve as a meeting place for teens to interact with other likeminded people and as a show place for a teens artistic, musical abilities and reading skills (Boyd, 2007).The underlying tenets of these theory agrees with the research purpose that investigated influence of social networks sites on students discipline in schools which in itself guarantees good academic performance of students in secondary schools.

2.2.2 Technological Determinism Theory

At the broadest level, Technological Determinism Theory has informed many analyses of changes in socio-economic configurations: the transition from feudalism to capitalism, changing occupational and skill structure of the labor force in the 20th century,

the emergence of post-industrialism in the post-World War II era, the subsequent emergence of the "information society," "post-Fordism," and globalization. For some, technological progress represents the promise of the gradual emancipation of mankind from the burdens of unnecessary sickness and labor. For others, this same path represents a loss of our very humanity, ensnaring us in ever more elaborate, alienating, and dangerous technological webs. Another family of positions on TD argues that technology does indeed determine much -- too much -- in contemporary society, but that this power is characteristic of only a specific historical period. This is determinism by default: "capitalist" or "industrial" society has unleased technological innovation, but has yet to put into place the mechanisms needed to give it the requisite social guidance.

One prominent variant of TD takes inspiration from Marx. On this orthodox reading of Marx, the "forces of production" (technology plus workers' capabilities) form the infrastructure for both the structure of relations of production and the superstructure of politics and culture; the productivity of the forces of production tends to develop over time; the overall direction of this change is largely independent of the social structure, although the latter can accelerate or retard the rate the change; and over time, the relations of production and the superstructure are forced to adapt to accommodate further technological change. (Note that other scholars, relying on other passages in Marx's oeuvre, read him as a powerful anti-TD theorist.) At a more micro level, a rich tradition of organizational studies starting with Woodward and Burns and Stalker has highlighted the role of technology in shaping organization structure. This so-called "contingency theory" has been the object of numerous challenges to its underlying TD. More recent work in the transaction costs economics tradition imports into organizational theory the technological determinism of mainstream economics in the guise of exogenous, technically determined "asset specificity." TD can be also be found in much of micro organizational

behavior/social psychology research on the effects of a given technology on psychological functioning and interpersonal relations.

It is sometimes argued that TD becomes more plausible the longer the time frame and the broader the aggregate in question. Softer versions of TD may allow that in shorter time-frames and smaller-scale contexts, technology's effects could be swamped by social forces. However, we should note that such an assumption reflects a materialist view of history, and idealists see things in exactly the opposite terms: for those who prioritize ideas, culture, or the role of great individuals, the scope for TD is restricted to the local and short-time horizon.Technological Determinism Theory complements the gratification theory by explaining how social network sites influences their users and their behaviour which is not explained by the gratification theory. Technological determinism theory states that media technology shapes how we as individuals in a society feel, think, act and how the society operates as we move from one technological age to another. The theory was developed by Mashall McLuhan in 1962. It explains why individuals learn, feel and think as a result of the messages they receive through the current technology that is available. The example used was the radio, which requires people to listen and develop a sense of hearing. Television engages both hearing and visual senses. Social network sites require people to listen and engage often. People then interpret the messages sent to them from social networks in their everyday life.

There is tendency among people to adapt to their environment when forced by circumstances. Globalization and advancement in technology have imposed the use of social network sites on the society. It is the most reliable way of communicating. Therefore, the society will adapt to the medium and utilize it to send and receive messages. As the medium changes so the society way of communicating, the medium is used for the purpose it was created. If the medium is impersonal (mobile phone) then the

message too is impersonal. This theory is objective in that everyone will act and feel the same no matter the medium they are using. Values are not involved because evidence is seen strictly through observation. This pillars underpinned the current study as they emphasized on values to be depicted in a student. The discipline of learners is paramount and the baseline of the study correlated well with said theory pillars.

2.3 Use of Social Network Sites by Students

2.3.1 Social Interaction

Globally, 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 Magin & Larry (2011) 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 medial engagement and class attendance, which could lead to poor academic performance. The academic indiscipline depicted in this study laid the basis for the current research to be conducted,

A study by Lenhart & Madden (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 Kaufman& Christakis (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.

A survey by Karpinski (2009) on the usage of social network sites in Pakistan in the domain of the youths, found out that the social networks referencing which were used in the research tools are Facebook, Skype, YouTube, twitter and MySpace. The questionnaire consisted of 31 close ended questions while two questions were open ended. The survey approached three hundred youths in this research. The average age group contacted by this research was between 15 to 30 years. Majority of the respondents were students. This research found that majority of the users use the social networks for comments, chatting, image and video sharing and texting. Despite agreeing with the argument that social network sites are affecting the lives of the youths, the Pakistan youth population continuously use social network sites including in the rural areas where the internet facility is available. This has deliberately affected the physical and sports activities which are being replaced by social network sites. This study looked at a population of the study aged between 15 and 30 years, but the current study will restrict it to the secondary school students between the ages of 13 to 19 years.

A study by Shahzad. K, (2010) examined and investigated the effect of social media websites on students. For this purpose, a survey method was chosen to be questionnaire. It was intended to understand and analyze effects using social media on the subjects under the study; students using social media sites. Variables that were analyzed were age, gender, specialization and grades. This study verifies that a large portion of

students use social media networking because of the peer pressure and due to the fact that their friends have been using it. The results indicated that 67.3% of the subjects have been using social networking websites. Those students who achieved 3.0 to 3.5 GPA (Grade Point Average), for the most part utilize person to person communication sites for excitement. This is a strong indication to the point that usage of social networks has not affected students' discipline and academic results.

In another study (Fezile. I, 2013), the author has analyzed the utilization of social media networks in education of two private schools in North and South of Cyprus. The main focus of the study was given to comparison of the students activities of the two schools regarding usage of social media. In the study, the utilization of social systems in education was examined as new basic necessity. The use of social networks outside classrooms was very limited. The study indicated that it is due to parents' negative impression about social media. One of the interesting findings was that the computer technology teachers of both schools were not promoting utilization of social networks because of lack of trust on such networks. Also the study indicated that he instructors of both schools appreciated usage of social media only along-with face to face lectures and communication. The reason behind this is that the students belonging to both schools lacked confidence in face-to-face communication. This is a great setback of using social networks. The study showed that often teachers are required to communicate with their students in order to ensure better understanding with provision of visual examples over social media and to wish them for their examinations and studies. Also, in the south school, daily updates regarding course, tests and homework were being published on social media. The study also revealed the privacy concerns of the teachers belonging to both schools. The conclusion of the study was that teachers should have training on safe

and secure utilization of social media in order to have competency and comfort in using social networks.

The study (Akubugwo, Ijeoma and Maria Burke, 2013) inspected the significance with respect to studies; possible consequences and practical progress of inspected the scholarly significance, conceivable consequences for social conduct and scholastic advancement of social media. The study utilized both subjective and quantitative strategies for information gathering including questionnaires and interviews. Discoveries of this study propose that social media could contrarily effect on the students' social conduct, scholastic advancement. The study indicated that automatic software program that will shut down after a certain time, should be used to control its utilization by students. This showed that the respondents stressed that consistent association in social media can make the understudy turn into a possible social media addict. This can lead the subjects under study to disappointment and in the end affect the grades. Additionally the respondents said that the inappropriate and unfiltered content seen online can without much of a stretch lead the students to get bad impact from them. With frequent use of unattended social media, students may indulge in utilization of terrible slangs, disregard to folks, educators, and the law in the general public.

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 and others (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). 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 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.

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 student’s 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 proposed study wishes to establish whether secondary school adolescents in Kenya can apply self-regulation on the use of social media which may help minimize its adverse effects on academic 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. 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 proposed study seeks to shade more light on the relationship between use of social sites and academic performance in Nakuru.

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 Sessions-Goulet, Rainie, & Purcell, (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.

In Africa, Eke and Odoh, (2014) set out to investigate the use of social networking sites among the undergraduate students of University of Nigeria. Their main objectives, included to ascertain the various categories of social networking sites used by the students; to examine the extent of usage of social networking sites, to examine their purposes of using social networking sites, to determine the benefits of using social networking sites, to identify the dangers associated with social networking and to proffer strategies to ameliorate such dangers. The result of the study revealed that mostly all the student were using the social networking sites in interaction with friends, connecting to their class

mates for online study and for discussing serious national issues as well as watching movies. The study recommended for the regulation of the use of mobile phones within schools. This meant that for the students to access the various social networking sites through their mobile phones, they must operate under certain rules (Eke & Odoh, 2014).The current study seek to investigate how the available social network sites affects the discipline of the secondary school students.

Akpan and Senam (2013) conducted a study that examined the uses and gratification of social networking websites among the youths in Uyo, the capital of AkwaIbom states of Nigeria. The population of the study was 86,662 with a sample of 381 respondents derived from the multistage sampling procedure. The survey method was used in the study as the research technique while the questionnaire with 13 items eight closed-ended and five open-ended was used as the measuring instrument. The study found out that the youths in Uyo, were active users of social networking websites and accessed the websites for various purposes' and gratifications. Also, it established that the youths were not always fulfilled in their expectations of social networking sites. It was recommended that the institute should take steps that will make the Internet usage more familiar to students by regularly organising training programmes to improve the competence of students on Internet use.

The compulsory ICT course offered to all students in the institution should be backed up by computer-based learning packages with practical examples. Despite the fact that Akpan's and Senam's (2013) study was conducted among the youths in Nigeria, it can be used to make reference to the case of Kenyan students. It is vital to note that unlike the researchers' study, the current study narrowed the scope of population to public secondary school students, selected by probability sampling. The schools were be selected as

follows: boys boarding, girls boarding and mixed day public secondary schools, to ensure students from across all public secondary schools were represented in this study.

2.3.2 Entertainment and Social Networking

A study carried out to investigate video gaming behavior so as to assess the prevalence of problematic gaming by Haagsma, Pieterse and peters (2012); sample was a representative of national panel of 902 respondents aged between 14 and 81 years. Descriptive survey research design was adopted in collecting the data. The results revealed that among the Dutch population gaming in general is a wide spread and popular activity. Browser games (small games played via the internet) and offline casual games (offline card games) were reported as most popular type of game. Online games (massively multiplayer online role playing games) are played by relatively small part of the respondents. More time is spent on these online games than on browser games. Male adolescents were found to be more vulnerable to developing problematic gaming habits. In the study participants were Dutch adolescents and adults aged between 14 and 18 years; unlike the current study which will limit age to secondary school students aged between 13 and 19 years. Also, the study investigated about video gaming behavior so as to assess the prevalence of problematic gaming but the current study will research on social network sites so as to establish their influence on secondary school students' discipline.

An exploratory study on why people use social network sites in Georgia, Berry College, Mount berry, USA, Anita, (2013) included 25 in-depth interviews with individuals who use social network sites. The population of the study was between 18 to 56 years of age. The study identified seven uses and gratifications for using social network sites. These themes are explained as follows. Social interaction: Relying on uses and gratification theory, this usage theory is defined as using social network sites to communicate and interact with others. That is meet people with my interest, and keeps up

with what is going on. Information seeking: This theme is defined as using social networks sites to seek out information or to self-educate. Rubins (2000) indicated that pass time: This uses and gratification theme is defined as using social network sites to occupy time and relieve boredom. Entertainment: This theme is defined as to provide entertainment and enjoyment. Wolin (1999) called the same factor as escapism. He defined escapism as pleasurable, fun and enjoyable. Relaxation: This usage category is defined as using social network sites to relieve day to day stress (Palmgreen & Ralyburn 1979). Community utility: Palmgreen and Ralyburn (1979) defined it as communication facilitation and providing information to share with others. This helps facilitate communication instead of facilitating social interaction. However the current study looked at the discipline of a student whether involved in the use in terms of environment and they could cope with the same emerging issues within their society.

An investigation on the influence of electronic media on secondary school students' behavior a study done by Rosempta, (2013), employed descriptive cross-sectional survey design to collect information about participants' views concerning electronic media influence on students' behavior. The targeted population included all students in Mukaa district and all teachers in charge of discipline and guidance and counseling departments. The sample size was 320 respondents, 300 students, and 20 teachers from all secondary schools in Mukaa District. Questionnaires were used to gather quantitative and qualitative data. The researcher used SPSS (Statistical Package for Social Science) version 2.0 to analyze data into frequencies and percentages.

The findings of the study showed that electronic media such as cell phones, radios, television and computers were available within students' environment at home, in schools and market centers. The electronic media content which ranged from music, video games and various movies influenced students' behavior especially sexual habits and violence.

The study recommended that school administration and teachers inform students on the harmful effects of electronic media and that policy makers ensure that programs and content broadcasted over the media are censored before they are broadcasted. The current study will limit itself to only the social network sites and their effects on the discipline of secondary school teens.

2.3.3 Information Seeking

A study by Çolak, (2014) aimed at exploring the role and impact of social media in students' academic life. According to them, social media utilization has a few positive effects on students' life. Social media provides a platform where they can create their own social life, make their own friends and communicate with them. It is the most convenient way of sharing one's opinions and thoughts. Besides, students can join various groups and discuss various topics freely without any conveyance issues. It not only improves their social skills but also helps gaining confidence. Also, students can improve their relationship with faculty and thus, get better guidance and share their academic queries in a better way, something positive within the previous study that was underscored by the current study.

The major negative effect of social media according to the authors is that students get so much involved in the social media activities that they become social media addicts. Due to this addictive behavior, students use social media even in classrooms which creates disturbance for other students and concentration issues in them. Inability to carefully follow lectures affects their grades. In this way, social networking increase students' tendency towards non-instructive, unscrupulous and inappropriate activities, for example, futile visiting and time killing by stalking .The authors concluded that in order to spare youngsters' and youthful grown-ups' academic lives, educators and parents should work

together. It appears that the best way to reduce damages of social media is this coordinated effort.

A study to provide preliminary information about sexting by high school students carried out by (Strassberg, Mckinnan, Sustaita, & Rullo 2013). The study population of high school students was recruited from a single private high school in the southern U.S. The sample was 606 students. Descriptive survey design was employed. Instruments used to collect data were questionnaire and interview guide. The key findings were that nearly 20% of all participants reported they had ever sent a sexually explicit image of themselves via cell phone while almost twice as many reported that they had ever received a sexually explicit picture via cell phone and, of these, more than 25% indicated that they had forwarded such a picture to others. Over a third of those reporting having sent a sexually explicit cell phone picture, did so despite believing that there could be serious legal and other consequences attached to the behavior. Convenience utility is defined as providing convenience or usefulness to individuals (Papacharissi & Rubin, 2000). Unlike this study which the population of the study was between the ages of 18 to 56 years, the current study will involve adolescents between the ages of 13 to 19 years, secondary school students. Also this study was done using qualitative research design the current study will employ both qualitative and quantitative research designs. A combination of landline and cellular random digital dial samples was used to represent all teens and their parents in the United States who have access either to landline or cellular telephone.

A study by Pew internet & American life project, (2007) found that samples were disproportionately stratified to increase the incidence of Africans Americans and Latinos. All counties in the United States were divided into ten strata based on the estimated proportion of African Americans and Latinos population. Strata with the higher minority densities were over sampled relative to strata with lower densities. Phone numbers were

drawn with equal probabilities within strata. 26% social media users say that they post fake information like a fake name, age or location to help protect their privacy. African American teens that use social network sites are more likely than white teens to say that they post fake information to their profiles (39% vs. 21%). Overall 40% of teen media users say they are very concerned that some of the information they share on social networking sites might be accessed by third parties, advertiser or business without their knowledge. Other findings from the study were that teens post a variety of things on their profiles, but a profile photo and a first name are a standard. More household have rules about internet use than rules about other media. The current study was concerned with the Kenyan teen's use of social network sites; where by the population of the study would be teens in secondary schools in Naivasha Sub County Kenya which is a different social environment from the American teens.

Facebook usage among Somali youth in Malaysia aimed to investigate the uses and gratifications obtained by the Somali youths from using the Facebook based on the uses and gratification theory (Ismail, 2013). The study employed online survey to collect data, a total of 311 respondents participated on the study. The results indicated that Somali youths are motivated by virtual companionship, interpersonal habitual entertainment, self-description of own country, self-expression, information seeking, and passing time gratifications. The study recommended that future research should include a cultural dimension in order to produce better contexts for results. The limitation of the study was unbalanced sample ratio and the limited number of each country's sub samples. Thus a more balanced sample as well as the larger sample size should be employed in future studies. The study only limited itself to Facebook, the current study will focus mainly on the use of Facebook, WhatsApp, YouTube and the influence they have on secondary school students' discipline.

A study was done on perceived effects of social networking on learning behavior among regular undergraduate university students in Mombasa County Kenya. In the study, Stephen (2013) did a cross sectional survey design where the universities were categorized into private and public universities. Two universities from each category were selected by convenience sampling and a sample size of 367 students selected. Students from each class in the nominal roll of the university were selected proportionately by systematic sampling to participate in the study. Both quantitative and qualitative data were collected by use of questionnaires, interviews and documentary search sheets. The study found out that social network browsing and engaging with academic activities like, socializing, pass time, entertainment, leads to waste of time and Facebook addiction. However Facebook use for academic activities has educational benefits. University students spend a lot of time socializing on Facebook. This can be detrimental to academic excellence. There is need to balance time used on Facebook to avoid addiction and concentrate on Facebook use for academic purposes since Facebook is a rich source of educational content if well utilized. This study looked at the university students. While in the current study the population of study will be the public secondary school students.

2.4 Effects of Social Networking Sites on Discipline

There is a positive relationship between mobile phone use and boundary testing behaviors such as alcohol consumption, truancy, insubordination in schools and sexual activity. This was revealed by Ling (2005) who studied how the mobile phone features in teens peer interaction, their forays into boundary testing and participation in openly criminal activities through a survey of Norwegian teens. Also he found a positive relationship between heavy users of voice SMS and various forms of heavy criminality such as stealing or fighting, as well as between voice telephony and narcotics use.

In another research, (Kristen Tarantino, Jessica McDonough**,** Ma Hua, 2013), the authors reviewed various studies. The research has discussed the relation between students' involvement in social media and their learning. They also discussed how it can affect peer connections, collaborations and information creation. Instructors who need to utilize social media in their courses to enhance students learning ability ought to be arranged to encourage students and be dynamic members in the communitarian learning group. The notion that students definitely know how to utilize social media might act as an obstacle for those students who might require closer supervision and direction. The authors claimed that since females utilize social media more than males, gender might has a great influence to the extent to which students are occupied with academic efforts through social media, in this way influencing their overall learning process.

2.4.1 Sexting

BBC news research (2013) their research discuss that sixty seven percent Facebook users very common and well known social media portal comprised of the youth and students so this compliment the fact the youth and student have more focus and relation such asocial media the negative use of social media occur when students involves themselves in unethical activities on social media portal, sharing of useless information, and posting such as images that are injurious national dignity and foreign relationship of country (Sekho, 2013).

Kaplan, 2004 stated that some students expressed that they get friendship requests from people whom they do not like to meet in real life. Some stated that some of their classmates do not talk to them in real life but add them to Facebook friends. Some students think that communicating through text message is different from face-to-face communication hence a portion of information like gestures or intonations cannot be

transferred. In order to minimize these negative effects, it was recommended that students should be educated on healthy use of information and communication technologies as well as providing them a healthy social environment.

Research on juvenile delinquency shows that, youths who fraternize with delinquent peers and who do not have exposure to adult company are more likely to be drawn into delinquency (Agnew, 1991; Hayne, 2002). In this regard, the mobile phone and its direct link to peers present a potential risk for juvenile delinquents and youths at risk. Earles, Alexander, Johnson, Liverpool and McGhee (2002) noted that the way in which children learn makes the portrayal of violence, sex, drugs, and alcohol within the media an important contributor to the behavior of children. Further, social Learning Theory suggests that children learn by watching, imitating and assimilating. Social networking may teach positive or negative messages to children about conflict resolution, gender roles, courtship patterns, and sexual gratification.

We live in a society where resolving problems through shootings, knifings, fist fights, extortion, bullying, and threats of injury are commonplace in the society (Curwin, .2006). Children are constantly exposed to violence, and many have become insensitive to it. The staggering 18,000 acts of television violence witnessed by children as they enter adolescence have grown to hundreds of thousands. The frequent "subliminal" messages of sex and violence purveyed through electronic media are now so overt that our airwaves are filled with violent and sexually exploitative television shows, movies, words, actions, titles, and video games. In fact, the problems of bullying are at least as bad as they have always been and have even taken new forms such as cyber bullying. This is a negative behavior that the current sought curb.

Dowell, Burgess and Cavanaugh (2009), carried out an investigation on Clustering of Internet Risk Behaviors in a Middle School in the United States of America. The aim of the study being to better understand how early adolescents are using the online, general safety knowledge, and risk behaviors. The study adapted Youth Internet Safety Survey (YISS) research design to identify the usage and characteristics of online youth, solicitation of youth, and searching for pornography or delinquent behaviors. The population consisted of 404 students who were recruited from public and parochial schools of both boys and girls with a mean age of 12 years. The key findings were that, students reported the beginning of high-risk internet behavior, specifically, giving out personal information, using the Internet to harass or embarrass another person, and for a small number of students, chatting with strangers and starting relationships with them. Students who posted their picture online were more likely to have sent their picture to someone, made rude comments to others, played online jokes, harassed or embarrassed someone, and sought out pornographic sites.

However, the above study considered participants from Middle Schools in the United States of America who were early adolescent, unlike this study which intends to consider secondary school students in Kenya who are both early adolescents and mid adolescents. Again, this study researched on internet risk behaviors unlike the current study which seeks to research on how apart from internet other social network sites are influencing students' behavior. In addition, this study employed Youth Internet Safety Survey (YISS) research design to identify the usage and characteristics of online youth, solicitation of youth, and searching for pornography or delinquent behaviors unlike the current study which will use the cross sectional survey design to collect data concerning students' interaction with the social network sites.

2.4.2 Technological addiction

Technological addiction can be either passive, such as viewing television, or active, such as gaming on the computer or chatting online and usually comprises inducing and reinforcing features that may contribute to the promotion of addictive tendencies (Griffiths 1996). It also features the core components of addiction, including salience, mood modification, tolerance, withdrawal, conflict, and relapse (Griffiths 1998). He argued that any behavior that fulfills these criteria could be defined operationally as addiction. Some research also supported the notion that excessive use of technology can be considered problematic (Griffiths and Hunt 1998; Shotton, 1989).

Internet Addiction Disorder (IAD) was first proposed by Ivan Goldberg in 1995.Derived from the substance-dependence criteria of the Diagnostic and Statistical Manual of Mental Disorders (4th Ed.) (DSM-IV) (American Psychiatric Association 1994), IAD is the first listed Internet-related disorder. It is defined as a behavioral addiction consisting of six core components: salience, mood modification, tolerance, withdrawal symptoms, conflict, and relapse (Griffiths, 1998).Young (1998) proposed that by using pathological gambling as a model, Internet addiction could be defined as an impulse-control disorder that does not involve an intoxicant. Young (1996) characterized Internet addiction as staying online for pleasure averaging 38 hours or more per week, largely in chat rooms, and concluded that Internet addiction can shatter families, relationships, and careers.

Problem of the criteria for pathological gambling defined by the DSM-IV, Young (1998) developed eight criteria to provide a screening instrument for addictive Internet use. Individuals who meet five of eight criteria for Internet addiction qualify as addicts: (1) preoccupation with Internet use; (2) need for longer amount of time online; (3) repeated

attempts to reduce Internet use; (4) mood modification on Internet use; (5) staying online longer than intended; (6) loss of significant relationship, job, and educational or career opportunity; (7) deception around time spent online; and (8) Internet use as a way of escaping from problems. Several other studies on Internet addiction were conducted over the past decade (Beard 2002; Beard and Wolf 2001; Chak and Leung 2004; Griffiths 2000; Leung 2004; Scherer 1997; Young 1999).

Problem of Internet addiction among adolescents in recent years has paid a great deal of attention. Besides the official reports mentioned in the introduction section of this study, many other scholars also focused their studies on Internet addiction among adolescents in China. Cao and Su (2007) surveyed 2,620 Chinese high school students in Changsha and found that 2.4 % of the respondents were addicted to the Internet. Those adolescents who were addicted to the Internet showed significantly lower time-management skills than the normal group in the sense of control over time, value of time, and time efficacy. Internet-addicted adolescents also showed significantly more emotional symptoms, conduct problems, hyperactivity, and less pro-social behavior than the normal group.

Problem among 1,560 high school students, 10.2 % were found moderately addicted to the Internet, 0.6 % were severely addicted, and boys were more likely to be addicted than girls. The study also found drinking behavior, family dissatisfaction, and experience of recent stressful events were all associated with Internet addiction among adolescents (Lam et al. 2009). In another big Chinese city, Wuhan, Gong, and his colleagues (2009) found among 3,018 adolescents, 5 % were addicted to the Internet, and the adolescents' use of drugs and the intention to use drugs were significantly related to Internet addiction. Other studies also used Young's 8-item or 20-item scale to study adolescents' Internet addiction and found Internet addiction levels among adolescents

ranging from 3.5 to 11.34 % (Geng et al. 2006 ; Li et al. 2006 ; Liu 2007).Many studies have focused on adolescent Internet addiction in Greater China, including Hong Kong and Taiwan. As early as 2004, Chak and Leung (2004) surveyed among the net generation in Hong Kong, most of who were adolescents. Results showed that 14.7 % of them were Internet addicts, and the shyer the person was, the more likely she or he was addicted to Internet. The study also indicated that adolescents who were addicted to the Internet made intense and frequent use of it, with more days per week and longer time each session, especially for online interpersonal communication via ICQ and chat room. A recent study among 719 Hong Kong adolescents found that 17.2 % were addicted to the Internet and that Internet addiction was significantly correlated with the adolescents' depression and insomnia (Cheung and Wong 2011).

Yang and Tung (2007) studied 1,708 Taiwan high school students and identified 13.8 % as Internet addicts. The results showed that on average, the Internet addicts spent almost twice as many hours online as the non addicts and that surfing with social and entertainment motivations were positively associated with Internet addiction. It is interesting that Internet-addicted adolescents perceived the Internet to have significantly more negative influences on daily routines than non addicts, such as school performance and teacher and parental relations. However, both Internet addicts and non-addicts' adolescents considered that Internet use could enhance their peer relations.

A survey conducted by Ko and his colleagues (2008) among 2,114 high school students in Taiwan showed that Internet addiction was associated with problematic alcohol use. Ko and his colleagues (2007) also did a longitudinal study in Taiwan on Internet addiction among 517 young adolescents from junior middle school over a 1-year follow-up. The results revealed that within 1 year, 7.5 % of the non addicts became addicts, while

49.5 % of the addicts went into remission. They found that low self-esteem, low family function, and more online game playing predicted the Internet addiction, while low hostility and low interpersonal sensitivity predicted remission of Internet addiction. The current study intends to look at the adolescents in Naivasha Sub County, where internet connected mobile phones and computers are accessible to the secondary school students.

In an in-depth interview among ten Taiwanese adolescents who were Internet addicts, Tsai and Lin (2003) found that almost all the adolescents exhibited most of the symptoms of Internet addiction, including compulsive use, tolerance, withdrawal, and related problems of school, health, family, finance, and time management. The respondents stated that they were addicted to the messages and activity on the Internet, but not by the Internet as a medium per se because the Internet helped them to relieve their depression. The adolescents interviewed self-declared that they were Internet addicts, but commented they did not know what to do about the problem. Internet addiction is a problem not only for adolescents in China; it also presents headaches for parents and teachers all over the world.

In an online survey in Italy, Young's Internet Addiction Test was administered to groups of people who differed in terms of gender, age, and occupation (Ferraro et al. 2007). Results revealed that adolescents were more at risk than adults for Internet addiction, "perceiving a compromised social and individual quality of their life that led them to make a compensatory usage of the Internet" (p. 174). Furthermore, nightly users were more at risk for developing an Internet addiction disorder because it diminished their quality of life and disabled their time control (Ferraro et al. 2007). This type of negatively was strongly addressed by the current study in terms of students controlling their own life and its orientation on time management.

In Greece, Siomos and his colleagues (2008) surveyed 2,200 Greek adolescent students and showed that 8.2 % of them were addicted to the Internet, mainly male students who play online games and visit Internet cafés. In Iran, a survey conducted in Iranian high schools revealed that, among 1,968 high school students, 977 students were Internet users: 37 were classified as Internet addicts, 304 as possible Internet addicts, and 636 as moderate users. Researchers found that Internet addicts were lonelier than moderate users and had lower self-esteem and poorer social skills (Ghassemzadeh et al. 2008).

In a study to investigate the prevalence of internet addiction and its association with wellbeing conducted by (Wang, LuoBai, Kong, Gao, & Sun 2013). The population was a total of 10,988 adolescents from nine different cities in China. They were surveyed using Diagnostic Questionnaire (DQ) for internet addiction, the center for epidemiologic studies depression scale, the Rosenberg self-esteem scale, and the adolescents' satisfaction with life scale. The sample population was aged between 13 and 23 years. The study found out that increased symptoms of problematic use were associated with decreased self-esteem, satisfaction with life and increased depression. The study found out that there was a link between internet addiction and wellbeing. Increased symptoms of problematic use were associated with decreased self-esteem, satisfaction with life and increased depression, something the current study sought to find answers to.

2.4.3 School Strikes

Wanjiru, (2009) investigated the factors that led to secondary school strikes in selected schools of Murang'a. The study used survey and naturalistic research designs. Stratified random and purposive sampling methods were used to select samples for the study. Questionnaires, interviews guides, document analysis and observation guides instruments were used to collect data. The study discovered that the most indiscipline

cases experienced by most secondary schools occurred mainly between 2007 and 2008. The cases included drug abuse, school strikes, stealing, fighting, bullying, and sneaking from school, sexual assault and homosexuality. The main influencing factors towards this indiscipline included: use of drugs, peer pressure, academic or exam pressure, apathy, poor social background, poor school administration, mass media, kind of books and magazines read, lack of dialogue and full involvement of students, parents and other stake holders in discipline matters. However, the above study was based on factors that lead to secondary school strikes in selected schools of Murang'a, the current study will be based on how students' behavior is being influenced by social network sites. Further, looking into this study the researcher did mention mass media as a factor influencing occurrence of strikes in schools but not social networks which is the researcher's area of concern**.**

2.4.4 Bullying

Cyber bullying was not a bigger issue than traditional school yard bullying yet, but it is heading in that direction and is already a major problem. These were findings of the study done by Kelley, (2012) on the new kid on the block, using cross sectional survey design, straight forward questions which enabled the students to share their insights both quantitatively and qualitatively. The students were asked to use a likert scale to rate the frequency of their observations of certain bullying behaviors. Victimized students are suffering; they have to face physical injury, emotional pain (including suicide), and academic performance problems and disruption of healthy social development. This type of negative behaviour was addressed by the current study in order eradicate it in the student fraternity.

In Ghana, Danso (2010) decried the high rates of indiscipline and lawlessness in educational institutions. He observed that not a single day passes without a report of an act

of indiscipline perpetrated by teenagers of primary and secondary schools. He lamented over the causes of drug abuse, rape, armed robbery, abortion and even murder in the educational institutions. Meaningful teaching and learning geared towards the attainment of school goals is unattainable if the teachers and students are not disciplined. Aguba (2009) noted that discipline is needed to produce a breed of well cultivated youths who will develop not only respect for themselves but also for others in the school and society, hence a value inculcated within the findings of the current study**.**

2.5 Instilling Students' Discipline Arising from Social Networking: Challenges and Opportunities

Social Networking websites content is least monitored and these sites though popular with teenagers, do have many issues such as addiction and even online bullying which can have adverse effects on their academic performance. The most important negative aspects of using social networking affecting the family stability in Abu Dhabi survey study was done by Mohamed, 2013. The results showed that key aspects of using these sites were as follows: publishing the photos, videos and articles that are abusive to religion customs and traditions. The study has pointed out the necessity of participation of family and community based organizations on the monitoring of negatives and hold adequate awareness' programs among families for family stability.

The nature of interaction on social sites online does not have physical contacts as mostly students sneak phones into school and use them at odd hours. This makes it hard for schools' management to identify this behavior, as students use them at secret places (Wanjiru, 2015). The researcher further stated that availability of *wifi* networks within the school environments by businesses have enabled students to log onto the networks remotely despite the schools management taking measures to control the schools' internet

network. The study further stated that parents pressures on making schools to allow students with mobile phones in schools, has highly contributed to difficulty in controlling the behavior of students.

Further, adolescents who are involved with much watching of violent movies from the internet are likely to be involved with aggressive activities (Santrock, 2010). Watching violence that goes unpunished increases aggressive behaviors which are witnessed among students. This includes throwing unwanted food to cooks, shouting at teachers, frequent fights, breaking of windows and burning of dormitories among others. Watching movies, watching photographs, and advertisements, socialization on social networks and web browsing as daily activity to pass time contribute to some non-academic activities and interferes with the time the student will have taken in doing their assignments, this result into not completing the school assignments. Entertainment, watching of movies and photographs leads the students to a greater possibility to access pornography through their own initiative or accidentally (Livingstone & Bober, 2005).

Adolescents imitate what they see Myers (2010) watching unwanted sexual behavior, availability of unrestrained literature to adolescents is related to more permissive attitudes towards sex and recreational sex (Donnerstein, 2010). According to Steinberg (2011), most of the advertisements for cigarettes and alcohol use young people to advertise. This could lead young people to experiment, to find out the fun in smoking and drinking. Socialization on social network sites as a daily activity to pass time, entertainment and charting with friends, interferes with successful utilization of social networks for learning purposes. The effect of this socialization will be identified by time spent charting with friends, social networking while attending a lesson, group discussion, studying and while doing assignments (Stephen, 2013). The internet has no restrictions; it

provides both good and bad information almost immediately and has the potential to penetrate most aspects of an individual life (Livingstone & Helsper, 2008).

Within the online social networking sites there are opportunities for the youth to access information, advice and guidance either from trusted sources that have set up shop within particular social network sites, or guidance and advice from peers. The social network sites has also resulted in the development of dangerous online behavior thus not only to exposition of unwanted materials which have been considered to be a serious risk ,but also participation and the facility to become a member of controversial group. Some youths may identify strongly with this sort of material and may feel validated and encouraged to practice it (Wolak, et al., 2003).

In another study by Kaplan (2001), it was revealed that most teenagers use fake identities on social networks thus contributed to name hiding which makes it hard to monitor or track the activities of the teenagers online. The researcher observed that students can spend several hours a day attending to different social media sites even during formal classes and library session, thereby creating distractions and reducing the time for focusing on their studies. For example, in a formal class or when in the library some students normally leave their handset on and silently chatting on the social networking sites When the lecturer sets an examination, expecting a good feedback; majority of the students will not do well. This scenario is ominous for both the students involved and the society at large. If this situation is not put under control, it will affect the students' focus towards academics and possibly increase the number of students dropping out of school.

Several studies suggest that the time spent on social media takes away from the time available for studying. Alwagait, Shahzad, and Alim (2015) investigated the role of

social media on academic performance of 108 Saudi students. Survey data revealed that Twitter was the most popular social network followed by Facebook. The average number of hours spent by students on social media was 25.3 hours. Sixty percent of the respondents acknowledged that excessive use of social media negatively impacted their performance, and indicated that 10 hours per week of use would ensure that their academic performance is not negatively impacted.

Similarly Krischner and Karpinski (2010) noted that some students do not have control on their social media while engaged in academic activities, and that they spend more time on these networks than they do studying or sleeping. They point out that empirical research suggests the negative impact of multi-tasking, or attempting to simultaneously process different sources of information, on performance. They underscore that this leads to increased study time and an increased number of mistakes on assignments. Junco (2013) examines the relationship between Facebook activity, time taken for class preparation and overall GPA for 1839 students. Hierarchical linear regression analyses indicated that time spent on Facebook was significantly negatively correlated with overall GPA, but only weakly related to time spent on class preparation. Moreover, using Facebook to search for information was a positive predictor of GPA while time spent on socializing was a negative predictor, something that the current study addressed.

2.6 Schools Coping mechanisms with Student's Access to Social Networks Sites

Mbodila, Ndebele and Muhandji, (2014) studied the effect of the utilization of social media networking on academic grades of students, particularly, the level of engagement and cooperation between them while utilizing Facebook. This paper inferred that social networking can be utilized as an instructive device to help students to work

together and connect with and suggests that colleges grasp the application of social media networking for educating and learning. However, the subject university under study lacked an e-learning system due to which it was not possible for the students to cooperate and work together through social media.

The authors made an effort to solve this issue by creating a blog using Facebook where students could communicate, discuss and post useful information regarding lectures, course materials, quizzes and teachers. The authors analyzed the impact of that e-learning blog on the students with reference to the degree to which the students involved in academic activities together. For this purpose, the authors designed a questionnaire. The results indicated that 90% of the students used Facebook. Among them, 83% of the students believed that the e-learning platform was very useful for them to discuss and share useful information regarding courses, course materials, exams and tests. Also, 87% students agreed that using the platform helped them to communicate with the teachers more conveniently.

An investigation on the influence of electronic media on secondary school students' behavior a study done by Rosempta, (2013), employed descriptive cross-sectional survey design to collect information about participants' views concerning electronic media influence on students' behavior. The targeted population included all students in Mukaa District and all teachers in charge of discipline and guidance and counseling departments. The sample size was 320 respondents, 300 students, and 20 teachers from all secondary schools in Mukaa District. Questionnaires were used to gather quantitative and qualitative data. The researcher used SPSS (Statistical Package for Social Science) version 2.0 to analyze data into frequencies and percentages. The findings of the study showed that electronic media such as cell phones, radios, television and computers were available within students' environment at home, in schools and market centers. The

electronic media content which ranged from music, video games and various movies influenced students' behavior especially sexual habits and violence. The study recommended that school administration and teachers inform students on the harmful effects of electronic media and that policy makers ensure that programs and content broadcasted over the media are censored before they are broadcasted. This would curb all mushrooming dirty stuff on SNS. The current study will limit itself to only the social network sites and their effects on the discipline of secondary school teens.

Kaplan, (2004) stated that some students expressed that they get friendship requests from people whom they do not like to meet in real life. Some stated that some of their classmates do not talk to them in real life but add them to Facebook friends. Some students think that communicating through text message is different from face-to-face communication hence a portion of information like gestures or intonations cannot be transferred. In order to minimize these negative effects, it was recommended that students should be educated on healthy use of information and communication technologies as well as providing them a healthy social environment, something the current study will put check marks to avoid the negativity through the aspect text messaging,.

2.7 Summary of the Related Literature Review and Research Gap

The literature reviewed revealed that, there is availability of various types of social networking sites such as Facebook, twitter, Instagram and MySpace within the students' environment. The content which this site exposes to the young people comprises of: pornography, violence, risky behaviors, drugs and substances abuse such as alcohol, and tobacco, video games and provocative clothing (Moreno and Kolb, 2012).In Iran, a study conducted in Iranian high schools revealed that, among 1,968 high school students, 977 students were Internet users: 37 were classified as Internet addicts, 304 as possible Internet addicts, and 636 as moderate users. Researchers found that Internet addicts were lonelier

than moderate users and had lower self-esteem and poorer social skills (Ghassemzadeh et al. 2008). There is a research gap of finding the influence of social network sites on the students' discipline that this study will seek to fill.

However SNS could have a positive impact to students as depicted in a study by Mbodila, Ndebele and Muhandji, (2014) on the effect of the utilization of social media networking on academic grades of students, particularly, the level of engagement and cooperation between them while utilizing Facebook. This paper inferred that social networking can be utilized as an instructive device to help students to work together and connect with and suggests that colleges grasp the application of social media networking for educating and learning.

In addition, 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 and others (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).

There are hardly any studies carried out on the influence of the social networking sites on students' discipline in Naivasha Sub-County in Nakuru County, which is a different geographical location, where most of the youths own mobile phones or computers which are internet connected. None of the study is solely dedicated into looking at the views of the teachers and prefects in their role in maintaining discipline in secondary

schools. Thus the need for the current study, which will specifically look at the teachers views and records regarding their role and duty of maintaining discipline in secondary schools. Further, the studies looked into how social media influences particular behaviors among secondary school students in Kenya but no major study has been carried out to show how social networking generally influence secondary school students' discipline. These various studies create a gap which should be filled up through a study; hence it is against this background that this study sought to find out the effects of social networking sites usage on students discipline in secondary school.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the design and methodology adopted for the study. The key aspects presented include the research design, target population, sample size, sampling techniques, research instruments, validity and reliability of the instruments, data collection procedures, data analysis and ethical considerations.

3.2 Locale of the Study

The study was carried out in Nakuru County because it is one of the counties in Kenya with the highest challenges on adolescent's accessibility to social networks. Nakuru County is at an altitude of 3200 Meters above sea level and comprises of eleven sub counties. Naivasha is one of this sub counties being itself as a cosmopolitan town with over 40 public secondary schools. The flower growing industry makes the area unique as children are exposed to early social networks sites because of the absence of parents employed by the horticultural industry. The study was done within the public secondary schools of Naivasha Sub County to establish the extent at which student's access and use the social networks. . (See Appendix XIII a map of the study site).

3.3 Research Design

The study used a convergent parallel design, in which both quantitative and qualitative data were collected in parallel, analyzed separately, and then merged (Creswell, 2014). The use of a convergent parallel design was for the purpose of triangulation because the individual strength of one method offset the other method's weakness. Cross Sectional Survey design was used to collect quantitative data. In this approach, the researcher identified essential components of the population and randomly sampled the

research subjects from which the required data was collected (Mugenda & Mugenda, 2012). The investigator focused on the links among smaller number of attributes across a sample of cases depending on the resources available and the size of the target population. The use of survey design was for studying a large population of public secondary schools in Naivasha Sub County as well as identifying and studying individual characteristic components in the population.

The qualitative method employed was phenomenology design. Creswell (2009) defines phenomenology as a strategy of inquiry in which the researcher identifies the essence of human experiences about a phenomenon as described by participants. It involves studying a small number of subjects through extensive and prolonged engagement to develop patterns and relationships of meanings (Moustakas, 1994 cited in Creswell, 2009) and the researcher sets aside his/her own experiences in the process so as to understand those of the participants (Nieswiadomy, 1993, cited in Creswell, 2009). It involves the study of reality as it appears to individuals (Gall et al, 2007). Using phenomenology design allowed the researcher to collect information from the phenomena being studied, which comprised of the deputy head teachers, deputy head prefects, guidance and counselling and students.

Phenomenology design provided the researcher with in-depth information concerning the 'influence of social networking sites on secondary school students' discipline' through the use of interview guide and document analysis guide. Thus, the two research designs (survey and phenomenology) were chosen to complement each other, such that the other made up for the limitation of one. For example, questionnaires associated with survey enabled the researcher to gather information from a large group of respondents. On the other hand, interview guide associated with qualitative design

(phenomenology) aided the researcher in getting first-hand information and lived experiences of the respondents. Figure 2 is a flow diagram showing the convergent parallel design data validation model (Creswell & Clarke, 2011)

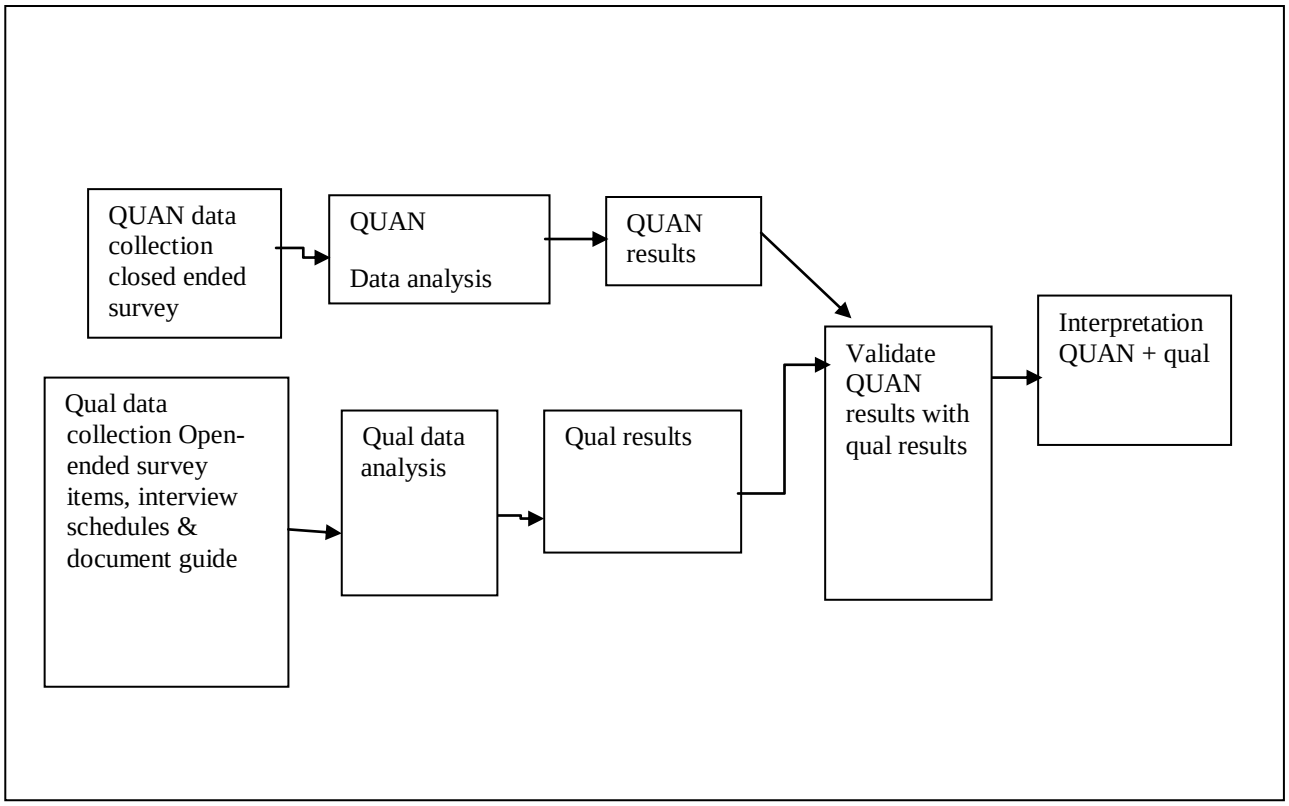


Figure 2: **Convergent Parallel Design Data Analysis Model (Creswell & Clarke, 2011**

3.4 Target Population

Gall and Borg (2006) defines target population as the individuals or objects the researcher is interested in and to which the study results are applied. In this study, the targeted population was from the 40 public secondary schools. The study targeted the 40 deputy head teachers, 40 guiding and counselling teachers and the 3050 students from form 3 and 4 (Naivasha Sub-County Education Report, 2017). Teachers in discipline and counseling department were involved because they were the custodians of behavior and often meet students who have had behavioral issues. They also kept records on which

student they had punished and why. It was worth noting that currently many schools have not differentiated the role of counselors and discipline masters.

Therefore, in most cases the counselor helps in school discipline committee and the discipline master helps in behavior modification and guiding students. The deputy head prefect dealt with discipline issues of the students. Form three and four students were the key target population among the students because it is assumed that they interact on social networks more and are easily influenced by technological advancements. This was due to their exposure, nature of adventuring and discovering, which allow them to be influenced by what they discover in their immediate environment as they have acquired skills on how to manipulate their behavior.

3.5 Sample and Sampling Procedures

Sample refers to any group on which particular information is obtained (Frankel & Wallen, 2000). Sampling refers to the process of selecting a number (sample) of individuals from a defined population (Gall & Borg, 2006). In this study, probability and non-probability procedures were used to select the sample size and sampling procedures. Gay, Mills and Airasian (2009) noted that, in probability sampling, the researcher specifies the probability or chance that each member of a defined population was selected for the sample. Cohen, Manion and Morrison (2007) say that probability sampling is useful because the researcher is able to make generalizations since it seeks representatives of the wider population. In addition, it gave equal chances of participation to each member of the population.

Non probability sampling is used when the researcher wants to get information from a particular source. According to Best and Kahn, (2006) purposive sampling which is one type of non-probability procedures, helps the researcher to build a sample that is

satisfactorily to their specific needs. Purposive sampling was used to select discipline and guidance and counseling teachers because they are the ones who modify behaviors of student with any discipline case. Simple random sampling as Gay et. al., (2009) describes, involves listing the number of the defined population, identifying the desired sample number and randomly picking them from the list. Houser (2009) notes that stratified sampling consist of selecting individuals from the population who represent subgroups.

3.5.1 Sampling of Schools

At the time of the study, Naivasha Sub-County had a total of 40 public secondary schools both mixed and single sex schools. There is no exact size of sample but this depends on the purpose of the study and the nature of the population under scrutiny (Cohen et al., 2007). They also say that in general, although the larger the sample the more reliable it is. For a survey research, a sample of 10% to 25% of the population is acceptable (Gay et al., 2009). The study sampled 25% of the schools to involve 10 public secondary schools. The researcher purposively sampled two boy's boarding schools, two girl's boarding schools, three mixed day/boarding schools and three mixed pure day schools.

Table 1:

Sample and Sampling Matrix

Target Group(s)	**Population**	**Sampling Design**	**Number sampled**
Deputy head teachers	40	Automatic inclusion	10
Guiding and counseling teachers	40	Automatic inclusion	10
Form 3 and 4 students	3050	Stratified and Simple Random Sampling	305
Total	**3130**		**325**

3.5.2 Sampling of Students

The researcher used form three and forms four students from each selected school to represent secondary school students. As 10% is advocated by Gay et al., (2009), it was used to sample the students since the students' population is slightly higher to involve 305 students. The students were sampled using probability sampling which gave a representative of the wider population and will enable making generalizations.

Stratified sampling was used to select boarding and day scholar students in order to ensure that the two categories of schools are well represented. Day school students were considered because they have easy access to social networks within their environment that is, their home, neighbors' or friends' or at the market centers. Boarding school students were useful in that in as much as they are within their school compound they can sneak in some types of social networks like cell phones and in computer classes, This classification was further supported by Houser (2009) when he asserted that in classifying the subgroups researcher focuses on ensuring that there are equal sample sizes across the sampled groups.

3.5.3 Sampling of Guiding and Counseling Teachers and Deputy Head Teachers

Teachers were selected from the sampled schools. Purposive sampling technique was used to pick only teachers in charge of guidance and counseling and those in charge of discipline in the selected schools. According to Berg (2004), purposive sampling is when a researcher uses their special knowledge or expertise about some groups to select subjects which represent these populations. The study sampled the 10 guiding and counseling teachers and 10 deputy head teachers from the ten schools.

3.6 Data Collection Instruments

The study used three data collection instruments: questionnaire and interview guide, and document analysis guide.

3.6.1 Questionnaires

A questionnaire is a research instrument which consists of a number of questions printed or typed in a definite order on a form or set of forms (Kothari, 2004). Questionnaires for both teachers and students were formulated to contain both open ended and closed ended items. Open ended questions were used to solicit in depth views of the respondents about social networks.

The questionnaires were divided into five parts whereby the first part will seek to get respondents demographic information such as age, gender, class for the students, and professional qualification and teaching experience for the teachers. The second part consisted of general understanding on the types of social networking sites that secondary school students are mostly exposed to. It also focuses on whether teachers and students are aware of types of social networks available in their environment. The items also sought to find out what kind of content students observe or are more exposed to in social networks. This was intended to bring out the understanding of the aspects of behavior that may be observed, imitated, reinforced or learned from the available social networking. Further, the items also considered the major discipline issues observed among the students as a result of exposure to social networking. The information on whether teachers and students are aware that social networking could be causing a continued negative influence on students' discipline. Finally, it sought to understand what solutions could be offered to curb unnecessary students' exposure to social networking. (See Appendix IV)

3.6.2. Interview Guide

An interview is an oral administration of questionnaire or an interview schedule (Mugenda & Mugenda, 2003). Therefore interviews are face to face encounter; the researcher must be friendly to the respondents prior to conducting the interview, for him/her to obtain accurate information. In this study interview guide is designed to obtain in-depth information from parents on how their families use social network sites and the internet which is not possible to get using questionnaires. The interview guide was suitable since it is flexible and adaptive. The interview guide sought to collect information about the family; the types of social networks the parents have at their homes, the parents' relationship with their children, how often their children use social network sites at home and how the parents control their children social network sites use at home .(See Appendix VII)

3.6.3. Document Analysis Guide

The researcher collected information from the discipline records in the deputy principals and guidance and counseling offices in the ten secondary schools. This enabled the researcher to get information without interrupting the learning process. Also the researcher obtained this data at her appropriate time; obtain data that are thoughtful in that the head guidance and counseling department, deputy principal have taken time in compiling them. The researcher also saved time used in transcribing the data. The document analysis guide showed the type of document the information was extracted from, date of recording, the office involved and the officer who is the custodian of the information. Also the serial number of the document was shown, the type of information and the general remarks concerning each particular case. (See Appendix VIII)

3.7 Validity, Reliability, and Pilot testing of Data Collection Instruments

It was necessary to ascertain the validity and reliability of the instruments used to collect data so that the research findings could be reliable. Greenwood, Horton and Utly (2002), defined validity as the accuracy and meaningfulness of influences, which are based on the research results while Reliability as the ability of the instrument to give consistent results after a number of repeated trials (Kerlinger, 2003).

3.7.1 Validity of Data Collection Instrument

According to Mehrens and Lehman, (1987) Validity is concerned with truthfulness or authenticity of a given measure. It therefore refers to the degree to which an instrument, a test or method measures what it is meant to measure. It is also said to be the extent to which certain inferences can be made from the test scores or other measurements. Tromp and Kombo (2011) affirm that the validity of a test is a measure of how well a test measures what it is supposed to measure.

In validating the instruments, some considerations such as whether the content of the instrument were appropriate and comprehensive to get the intended information were made. The researcher also assessed whether the sample of items or questions represented the content in the instrument. The researcher sought the help of experts from the Department of Educational Research and Evaluation to check on the content and face validity of the questionnaire in order to establish the extent to which the questionnaire reflected the research questions.

3.7.2 Pilot-testing

The instruments were pilot tested in two (2) public secondary schools in Naivasha Sub County. From the two (2) schools emerged two (2) deputy head teachers, two (2) guiding and counselling teachers and sixteen (16) students from form 3 and 4. These

secondary schools did not take part in the actual study. Radhakrishna (2007) suggests that the use of at least 20 participants is adequate for piloting of instruments while McMillan and Schumacher (2001) argues for as small as 10 participants for pilot testing of instruments. Pilot testing offered the researcher the chance to make revision on instruments and data collection procedures to ascertain that the right questions were asked, relevant data collected and methods of collecting data were appropriate (McMillan and Schumacher, 2001).

3.7.3 Reliability of the Research Instrument

Reliability is the ability of the instrument to give consistent results after a number of repeated trials (Kerlinger, 2003). Reliability was determined by administering the instruments to a pilot sample after which, split half technique was applied. This was done on a sample from selected schools, teachers, students and principals not among the ones sampled for the study. Reliability was then determined using Split half method where the instrument was split into half, then the correlation co-efficient between the halves calculated. Spearman-Brown prophecy formula was used to compute each subject total score from the 2 groups of items. A high positive association was taken to indicate reliability of the test. Spearman Brown Prophecy formula:

$$\frac{2 \times \text{Corr. between the Halves}}{1 + \text{Corr. between the Halves}}$$

$$r = \frac{2r}{r + 1}$$

r = reliability of the coefficient resulting from correlating the scores of the odd items with the scores of the even items. Berthoud (2000) states that a reliability index of a minimum of 0.6 is satisfactory for any research instrument. If the results were near to 0.6 and above

then the researcher considered the instruments reliable for the study. The reliability of the instruments was attained from the data collected through administering questionnaire to two (2) Public secondary schools in Naivasha Sub County. The reliability coefficient was computed using the SPSS version 20 programme. The researcher adopted the 0.6 and above coefficient to check whether the instrument (Questionnaire) was reliable or not. The items on teachers' questionnaire yielded the following result: Section A (0.64); Section B (0.70); Section C (0.62); Section D (0.65); Section E (0.72). The total alpha coefficient was 0.667 which is above 0.6.The questionnaire was therefore accepted as a reliable instrument for the study. If the reliability of the instrument did not fall within the range, the questionnaire would have been readjusted before being administered to the sampled population.

3.7.4 Trustworthiness and Credibility of Qualitative Instruments

Credibility and dependability were methods of ascertaining the reliability of qualitative instruments. Credibility ascertains that the study reflects the experiences of the people being studied and the results are judged trustworthy (Anderson and Larson, 2009). The researcher spent an average of 40 minutes during the interview with principals. The data collected especially from the interview guide were read to participants to confirm if what was recorded was as they had expressed it. The researcher also employed member checking to ensure that what was reported reflects participants' life. According to Punch (2005), member checking means to confirm with people who were studied and who gave the data. The researcher also used peer debriefing during which the researcher involved some colleagues who were not involved in the research to help reveal the researcher's own weak spots for improvement of the study. On the other hand, dependability means the consistency of the findings (Anderson and Larson, 2009). It was determined by taking notes during the interviews. The researcher used member checking to help determine

dependability. The researcher read the notes to the participants to confirm that what was recorded reflects what they expressed during the sessions.

Creating trustworthiness and credibility through multiple views is about creating an alternative that encompasses the depth, complexities and rigor sought for qualitative research (Flick, 2009). Trustworthiness stems from the co-construction and interpersonal contact with participants and the subsequent data (Guercini, Raich, Müller, &Abfalter, 2014). Most of the times, trustworthiness is presented as authenticity, dependability, conformability, and relative to credibility (Corbin & Strauss, 2008; Elo et al., 2014; Yin, 2003). In the current study, trustworthiness was ensured through note taking, memorandums, member checks, peer debriefing, prolonged engagement and persistent observation (Gibbert, Ruigrok, &Wicki, 2008). The researcher used piloted data to make adjustments and corrections on the items so as to enhance trustworthy. This will be enhanced by ensuring transparency, methodical-ness, and adherence to evidence as proposed by Yin's (2011).

3.8 Data Collection Procedures

The researcher first sought permission from the university detailing intentions to carry out the study. Then the researcher obtained a research permit from NACOSTI, then from Nakuru county commissioner, county Education officer and Naivasha sub county education officer who allowed the researcher to visit the selected schools. On reaching the school, the researcher introduced herself to the principal from where she got consent to approach heads of departments, teachers and learners.

Thereafter, selected teachers and students were approached and after they consent to participate in the present research, self-administered questions were given to them. The questions were both open and closed items. The researcher took time to explain to each

group before asking them to fill in the questionnaire and wait within the school compound so as to explain in case of any problems. The researcher administered the instruments to all schools with permission from principals. The researcher distributed the questionnaires and oversaw the filling process.

Interviews were done on the parents by first making pre-visits. The interviews were done at the parents' home and took 10 minutes. The researcher conducted the interviews herself. The researcher collected information from the discipline records in the deputy principals and guidance and counseling offices in the ten secondary schools. This enabled the researcher to get information without interrupting the learning process.

3.9 Data Analysis Procedure

Data analysis is a process of bringing order, structure and meaning to the mass information collected (Mugenda & Mugenda, 2003). As noted by Kothari (2004) it also involves the computation of certain measures along with searching for patterns of relationship that exist among data groups. In this research the raw data collected was systematically organized so as to carry out the data analysis.

3.9.1 Quantitative Data Analysis

Quantitative data analysis is assigning numerical values from responses in the questionnaire that are close – ended (Jwan, 2010). Data were coded using SPSS, version 23 for windows. The data from the questionnaires were analyzed as per the research questions of the study, using quantitative methods. The outcomes of the quantitative data from the coded closed ended items were analyzed, tabulated, tallied and summarized, so as to obtain descriptive statistics such as frequencies and percentages.

3.9.2 Qualitative Data Analysis

Thematic analysis was used to analyze qualitative data. Pre- processing was carried out and information for coding and storing (from the semi – structured interview) was identified. After correcting any errors that may influence data analysis, the data were coded in order to create codes and scales from responses which was analyzed and summarized. Collected data was checked and relevant information to the research questions and objectives identified. Once the themes, categories and patterns had been identified, the researcher then evaluated and determined the adequacy of information and the credibility, consistency and validation. Credibility means the reliable sources that provide information that one can believe to be true while consistency is the reliability of the information. Validation is the process of ensuring that data have undergone data cleansing to ensure they have data quality, that is, that they are both correct and useful. Finally, the researcher drew conclusions and recommendations from the information obtained in an attempt to answer the research questions.

3.10 Ethical Observations in Research

Ethical consideration gives informed consent and respects the rights of individuals being studied. Ethical issues form an important component of research as far as conduct of researchers is concerned. The researcher therefore submitted the complete research proposal to the University for Approval. Upon receiving a transmittal letter from the University, the researcher applied for the research permit from National Commission for Science, Technology and Innovation (NACOSTI). The researcher made a pre-visit to study area to familiarize and sought permission to conduct a research. In addition, the researcher sought permission from the Naivasha Sub County education office to be allowed together with the research assistants to conduct the study in the area.

Informed consent was sought from the respondents to ensure that no one was forced to take part in the study. Confidentiality of the information was upheld by using identification numbers instead of respondents' names. Further, the researcher took proper security measures for data management especially those handled by various groups such as research assistants. To avoid plagiarism, the researcher ensured that all the authors' whose works were used in the study were fully cited and indicated in the list of references.

In this study, other ethical considerations that were considered included: voluntary participation, anonymity, confidentiality and deception. The principle of voluntary participation requires that people not be coerced into participating in research. This implies that research should be conducted with one's consent. The participants in research must be informed of what the study is all about to make their own judgment on whether to participate or not (Trochim, 2006). In this study, the researcher ensured that the respondents were willingly to participate in the study. The purpose of the study was explained for them to make informed choice about their participation.

The principle of anonymity: This principle implies that the participant remains anonymous throughout the study (Punch, 1994). In this study, the respondents were not be required to provide their names. They were addressed according to their designation that is as students, and teachers.

The principle of confidentiality: In order to protect the privacy of the participants, confidentiality was guaranteed by assuring the respondents that the information provided will only be used for academic purpose.

The principal of deception: According to Parton (2002) and Bell and Wray-Bliss (2011), unethical behaviour would occur if the researcher fails to disclose the real purpose of the research fearing participants' refusal to participate. In order to avoid the element of deception, the researcher explained the purpose of the study to the respondents.

The data collected using interview method (from the teachers) was taken back to the participants for validation or confirmation (Trochim, 2006).

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents findings and the interpretations in tandem with assessment of social network sites' influence on students' discipline in public secondary schools in Naivasha Sub – County, Kenya. The findings were presented according to research questions: For what purposes do students in Naivasha Sub County public secondary schools use the various accessible social networks? How does the access of social network sites affect the discipline of the students in public secondary schools in Naivasha Sub County? What are the challenges of instilling discipline on public secondary schools students, arising from access to social network sites? What measures have been taken to address the students discipline on accessing of social networks?

4.2 Response Rate of Respondents

Response rate in research is described as the extent to which collected set of data include all sample members of the target population. (Fowler, 2004) .The rate of response among the target groups is presented in Table 2.

Table 2

Rate of response

Target group(s)	**Number sampled**	**Returned**	**%**
Deputy head teachers	10	10	100
Guiding and counseling teachers	10	10	100
Deputy school head prefects	10	10	100
Form 3 and 4 students	305	285	93
Total	**335**	**315**	**94**

The study sampled 10 guiding and counseling teachers and 10 deputy head teachers from the ten schools. The study also involved 10 deputy school head prefects and 305 form 3 and 4 students. Questionnaires were used for both teachers and students. Ten deputy head teachers, 10 guiding and counseling teachers, 10 deputy school head prefects and 285 form 3 and 4 students responded. This gave a 94% rate of response, which was higher than the 70% threshold recommended by (Kothari, 2004).

4.3 Demographic Characteristics of the Participants

The study collected background information of the participants in the study. This was necessary in order for the study to describe the information concerning the participants for conclusions in the study.

4.3.1 Demographic Characteristics of Teachers

The study sought to find out the gender of teachers working experience and level of education, considering that the level of education and working experience were likely to influence on their capacity to sufficiently respond to the questions asked. The gender distribution is expected to accommodate the perception and the opinion of either gender. The findings are presented in Table 3

Table 3

Demographic characteristics of teachers

Demographic factors	Variable	Frequency	Percentage
Gender	Male	7	35
	Female	13	65
Level of education	Diploma in Education	0	0
	Bachelors in Education	16	80
	Post Graduate Degree in Education	3	15
	Master's in Education	1	5
Working experience	0 to 5 yrs	0	0
	6 to 10 yrs	2	10
	11 to 15 yrs	15	75
	16 to 20 yrs	1	5
	More than 20 yrs	2	10
Departments	Counseling	8	40
	Discipline	12	60

Source: Questionnaire

This study involved 13 (65%) of female teachers and 7 (35%) were male respondents. The distribution of teachers' level of education indicated that the leading with Bachelor's degree in Education were 16 (80%). They were followed by 3 (15%) who had post graduate degree in education. This means that the teachers were capable to understand the influence of social network sites' on students' discipline in public secondary schools. Majority 15 (75%) of the teachers respondents had a teaching experience of between 11-15 years while 2 (10%) had taught for a period of between 6-10 years. Another 2 (10%) had an experience of more than 20 years while 1 (5%) had an experience of between 16-20 years. This indicated that they had vast experience that enabled them understand the assessment of social network sites' influence on students' discipline in public secondary schools in Naivasha Sub County.

4.3.2 Demographic Characteristics of Students

The study sought the gender of students and their age brackets; the age of the students is likely to influence the rate of interactions with the various accessible networks. The gender distribution is expected to accommodate the perception and opinions of either gender. The findings are shown in Table 4..

Table 4

Demographic characteristics of students' respondents

Demographic factors	Variable	Frequency	Percentage
Gender	Female	111	39
	Male	174	61
Age bracket	13 to 14 yrs	103	36
	15 to 19 yrs	182	64

Source: Questionnaire

Majority 174 (61%) of the students' respondents were male. Majority 182 (64%) of the students' who responded laid in the age group of between 15–19 years. This indicated that they had vast experience that enabled them understand the assessment of social network sites' influence on students' discipline in public secondary schools in Naivasha Sub County. The study finding in Moyi (2011) revealed that the distribution of children on different types of activities that relate to discipline depend on the child's gender.

4.4 Purposes for which Students Access the Various Accessible Social Networks Sites

The researcher probed the purposes the students use the various social networks. This was done by investigating the students' social networks usage and reliance, social networking sites students normally use, favorite social networking site for students,

reasons for students having a favorite social network site, duration students normally use the social networking sites and students major reasons for using social networking sites.

4.4.1 Students using Social Networking Sites

The respondents were asked how they use the various accessible social network sites, and the effects as a result of using SNSs. The findings are shown in Figure 3

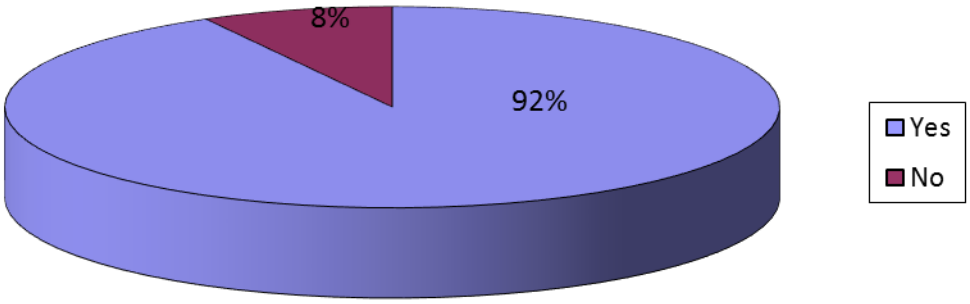


Figure 3: Students using social networking sites

The findings indicated that majority (92%) of the students revealed that they used social networking sites while (8%) did not use. The students confirmed that they used various social networking sites. From the interviews done, one of the students was quoted saying: "I use the Facebook to get in touch with my friends. This has enabled us share pictures and videos that are trending." (Female student, July 2018)

This finding is reflected by a survey by Karpinski (2009) on the usage of social network sites in Pakistan in the domain of the youths, which found out that the social networks referencing which were used in the research tools are Facebook, Skype, YouTube, twitter and MySpace. This research found that majority of the users use the social networks for comments, chatting, image and video sharing and texting. Despite agreeing with the argument that social network sites are affecting the lives of the youths, the Pakistan youth population continuously use social network sites including in the rural

areas where the internet facility is available. This has deliberately affected the physical and sports activities which are being replaced by social network sites in Pakistan, something that is also affecting young generations in Naivasha Sub County.

4.4.2 Social Networking Sites Students Normally Access

Social networking services are interactive web Internet-based application; the services facilitate the development of social networks online by connecting a user's profile with those of other individuals or groups. The social networking sites students normally use was put into perspective. The findings are shown in Table 5

Table 5

Social Networking Sites Students Normally Use

Social networking sites	**Frequency**	**Percentage**
YouTube	20	7
Twitter	37	13
Facebook	63	22
Myspace	17	6
WhatsApp	148	52
Total	**285**	**100**

Source; Questionnaire

The findings on social networking sites students normally use indicated that majority 148 (52%) of the students revealed that they used WhatsApp application while 63 (22%) indicated that they used Facebook. A few 37 (13%) use Twitter while 20 (7%) revealed that they used YouTube. This means that there are various social networking sites that the students normally use. One student from form 3 was quoted saying: “I use as many social networks at my disposal. With my smart phone am able to use whatssapp, facebook ,twitter etc” (Female student, July 2018)

A study by Wintour (2009) revealed that the amounts of time spent by students on social network sites like Facebook and WhatsApp continues to be a worrying concern for parents and teachers across the world. The concerns of parents and teachers revolve around the uncertainties behind the responses to several questions. First, what are teens doing in communication forum such as chat rooms and blogs? What do they talk about? What is the relationship between teen's virtual worlds and real worlds? And lastly are these online communication activities changing adolescent's behavior? If the young brain is exposed from the outset of a world of fast action and reaction, of instant screen images flashing up with the press of a key, such rapid interchange might accustom the brain to operate over such timescales.

4.4.3 Favorite Social Networking Site for Students

There various types of social network sites in students environment, this makes it possible for students to have a choice of the social network site to use, the researcher was seeking to find out, students' favorite social networking site as shown in Table 6

Table 6

Students Response on favorite social networking site

Social networking sites	**Frequency**	**Percentage**
YouTube	16	5
Twitter	33	11
Facebook	73	25
MySpace	11	4
WhatsApp	152	55
Total	**285**	**100**

Source: Questionnaire

The findings on favorite social networking site for students revealed that large number 152 (55%) of the students have WhatsApp application as their favourite while 73 (25%) indicated that they favoured Facebook. A few 33 (11%) have Twitter as their favourite while 16 (5%) revealed that they like the YouTube. This means that WhatsApp is the most liked social networking site for students. One student from open ended questionnaire said:" Me and my friends mostly and at many times use WhatsApp for chatting and enjoying ourselves"

Knight (2006) indicated that in India teens are most likely to visit icon sites for instant messaging. Those on social network sites have more discretionary income, shop online more and pay less attention to traditional media.

4.4.4 Reasons for Students Having a Favorite Social Network Site

Most of the adolescents are connected to a social network site or more than one social network site. The study sought to find out participants, reasons for having a favorite social network site. The responses are presented in Table 7

Table 7

Reasons for students having Favourites social network sites

Reasons	**Frequency**	**Percentage**
Majority of my friends are using it	39	13
It is easy to use	54	19
It is entertaining	171	68
Total	**285**	**100**

Source: Questionnaire

The study findings revealed that a large number 171 (68%) of the students indicated the reason for having a favorite social network sites as it being entertaining.

They were followed by 54 (19%) who indicated that it was easy to use while 39 (13%) indicated the reason to being majority of their friends are using it. This means that entertainment is the one that attracts the students in using the social networking sites. One of the students from the interview guides was quoted saying: "I use the social networking sites because all my friends are using them."(Male student, July 2018)

Another student indicated: "Students are in various social media. This makes students have pressure of joining them since the media is used to discuss various issues that affect them" (Female student, July 2018)

A study to provide preliminary information about sexting by high school students carried out by Strassberg, Mckinnan, Sustaita, and Rullo (2013) revealed that nearly 20% of all participants reported to be using social network sites since their friends were using it. Also they had ever sent a sexually explicit image of themselves via cell phone.

4.4.5 Duration Students Normally Use the Social Networking Sites

The respondents were asked how often they visited the social network sites on daily, weekly and monthly basis .The findings are shown in Table 8.

Table 8

Duration students normally use the social networking sites

Duration	**Facebook F %**	**YouTube**	**MySpace**	**WhatsApp**
Daily	202 (71%)	55 (19%)	6 (3%)	235 (82%)
Once a week	34 (12%)	181 (64%)	23 (8%)	18 (6%)
Twice a week	18 (6%)	24 (8%)	32 (11%)	8 (3%)
Thrice a week	11 (4%)	9 (3%)	12 (4%)	9 (4%)
Fortnightly	12 (4%)	11 (4%)	6 (3%)	12 (4%)
Once a month	8 (3%)	5 (2%)	206 (71%)	3 (1%)

Source: Questionnaire

Majority 202 (71%) of the student respondents indicated that they use Facebook daily while 181 (64%) used YouTube once a week. A large number 206 (71%) of the students use MySpace once in a month while 235 (82%) of the students use WhatsApp application daily. This means that Facebook and WhatsApp is the kind of social network commonly used by the students. Through interview guide one student was quoted saying: "So…Facebook and me is a daily routine. I use it with WhatsApp daily" (Male student, July 2018)

Chak and Leung (2004) survey among the next generation in Hong Kong, most of who were adolescents. Results showed that 14.7 % of them were Internet addicts, and the shyer the person was, the more likely she or he was addicted to Internet. The study also indicated that adolescents who were addicted to the Internet made intense and frequent use of it, with more days per week and longer time each session, especially for online interpersonal communication via Interpersonal Competence Questionnaire (ICQ) and chat room.

4.4.6 Students Major Reasons for Using Social Networking Sites

The various accessible SNSs are namely used for information seeking, entertainment, communication and keeping in touch with current affairs. Major reasons for using social networking sites were examined. The findings are indicated in Table 9.

Table 9

Students major reasons for using social networking sites

Major reasons for using social networking sites	**Frequency**	**Percentage**
Access information	54	19
Communication	43	15
Entertainment	134	47
Research	21	7
News and current affairs	33	12
Total	**285**	**100**

Source: Questionnaire

A large number 134 (47%) of the students revealed the reason for using social networking sites was for entertainment while 54 (19%) indicated that they used to access information. A few 43 (15%) use the social sites for communication while 33 (12%) used social networking sites for news and current affairs. Only 21 (7%) use it for researching. This meant that entertainment was the major reason why the students use the social networking sites. From open ended questionnaire one student said: "I have fun when am using social sites, I get entertained."

Eke and Odoh, (2014) study revealed that mostly all the student were using the social networking sites in interaction with friends, connecting to their class mates for online study and for discussing serious national issues as well as watching movies. The study recommended for the regulation of the use of mobile phones within schools.

4.4.7 Number of Facebook Friends the Students Have

The number of Facebook friends the students have in secondary school is a measure of the level of interaction with different people which is likely to affect the

student's discipline. The number of facebook friends the student has was put into perspective. The findings are shown in Table 10

Table 10

Number of Facebook friends the students have

Number of Facebook friends	**Frequency**	**Percentage**
50 or less	9	4
51-100	20	7
101-200	18	6
201-300	9	3
301-400	18	6
More than 400	211	74
Total	**285**	**100**

Source: Questionnaire

Majority 211 (74%) of the students respondents indicated that they had more than 400 friends on Facebook while 20 (7%) had between 51-100 friends. A few 18 (6%) had between 101-200 friends on Facebook while another 18 (6%) had between 301 – 400 friends. This shows that the students interacted with many students and other people in the social network sites that might have influenced their discipline. The students from the Interview guides were of the same view. A student indicated: "We do have friends who are not students. These are made up of the friends from other relationships, relatives and lovers." (Male student, July 2018).

4.4.8 Types of Social Network Sites easily Available within Students' Environment

There various types of social network sites available within the school and home environments, types of social network sites easily available within students' environment

from the guidance and counselling teachers' respondents was probed and findings shown in Table 11.

Table 11

Types of social network sites easily available within students' environment

Social network Sites	**Highly Available F %**	**Available**	**Not Available**	**Rarely available**	**Scarce**
Face book	13 (65%)	2 (10%)	0 (0%)	2 (10%)	3 (15%)
MySpace	6 (30%)	6 (30%)	3 (15%)	2 (10%)	3 (15%)
WhatsApp	17 (85%)	2 (10%)	0 (0%)	1 (5%)	0 (0%)
You tube	14 (70%)	3 (15%)	1 (%)	2 (10%)	0 (0%)

Source: Questionnaire

A large number 13 (65%) of the teachers indicated that Facebook was highly available within students environment while 6 (30%) revealed that MySpace was highly available and another 6 (30%) showed that it was available to students. A majority 17 (85%) revealed that WhatsApp was highly available to students while 14 (70%) indicated that YouTube was highly available to students. All 20 (100%) the teachers revealed that cell phone was highly available to students. One of the Guidance and counselling teachers had this to say: "Students do have phones within their home environment, it has also become a menace within the school environment of where they influence one another" (G&C teacher, May 2018)

Akpan and Senam (2013) study found out that the youths in Uyo state in Ghana, were active users of social networking sites and accessed the sites for various purposes and gratifications. Also, it established that the youths were not always fulfilled in their expectations of social networking sites. It was recommended that the institute should take steps that will make the Internet usage more familiar to students by regularly organising

training programmes to improve the competence of students on Internet use. The compulsory ICT course offered to all students in the institution should be backed up by computer-based learning packages with practical examples.

4.4.9 Students Mostly Access Social Network Sites of their Interest in the Various Places

Students access social network sites from mobile phones, cyber cafes, home and friends. Teachers' response on the various places students mostly access social network sites of their interest was examined. The findings are shown in Table 12.

Table 12

Students mostly access social network sites of their interest in the various places

Response	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Home	13 (65%)	2 (10%)	2 (10%)	3 (15%)	0 (0%)
School	4 (20%)	1 (5%)	0 (0%)	6 (30%)	9 (45%)
Market/town	5 (25%)	5 (25%)	2 (10%)	8 (40%)	0 (0%)
Neighbors'/friends Home	11 (55%)	3 (15%)	1 (5%)	2 (10%)	3 (15%)

Source: questionnaire

Majority 13 (65%) of the teachers strongly agreed that Students mostly accessed social network sites of their interest in their homes while 9 (45%) indicated the students access them from school. A few 8 (40%) indicated that the students accessed the social networks from the market/town while 11 (55%) indicated that they accessed it from the neighbors'/friends at home. The teachers explained that students are motivated by virtual companionship, interpersonal habitual entertainment, self-description of own country, self-expression, information seeking, and passing time gratifications. One student from open

ended item was quoted saying that; “they usually keep the type of social networking sites a secret from their teachers. This is because the information shared with colleagues involved even discussing teachers.” (Student reaction in open ended questionnaire)

4.4.10 Counselors’ and Discipline Teachers’ Responses on Whether Students Demand to Access a Particular Type of Social Network Site

Social network sites access in schools is not allowed. Also the information shared by the students is between their peers and would not like it reaching their teachers. Student demands to access particular types of social network site are shown in figure 4

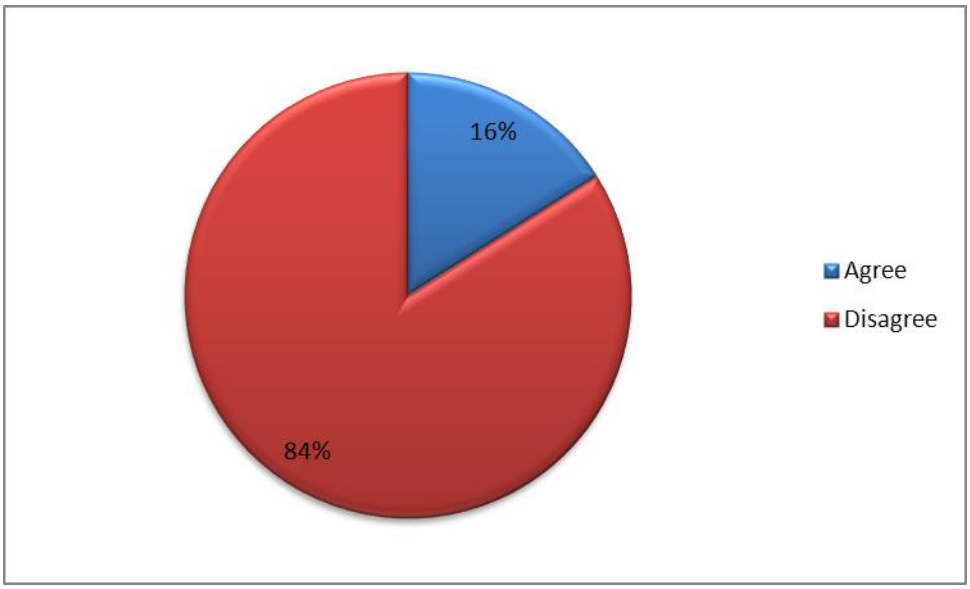


Figure 4: Student demand to access a particular type of social network site

The findings indicated that majority (84%) of the teachers disagreed student demand to access a particular type of social network site while (16%) agreed. The reason that the teachers cited was social networking sites were privately managed by the students. Therefore, the teachers do not have a control over the type of social network site the students should relate with. One student from opened ended question was quoted saying: “We usually keep the type of social networking sites a secret from our teachers. This is because the information we share with our colleagues involves discussing teachers”

Stephen (2013) study found out that social network browsing and engaging with academic activities like, socializing, pass time, entertainment, leads to waste of time and Facebook addiction.

4.4.11 Social Network Sites Highly Visited by Students during their Free Time

Access to social network sites is not allowed in public secondary schools. Most of the students have mobile phones and internet enabled computers and laptops at their disposal. Social network sites highly visited by students during their free time were examined. The findings are shown in Table 13

Table 13

Social network sites highly visited by students during their free time

Social network sites	**Frequency**	**Percentage**
Internet	8	53.3
Facebook	3	20
WhatsApp	4	26.7
Total	**`15|**	**100**

Source: questionnaire

A large number 8 (53.3%) of the teachers respondents indicated that the students highly visited internet network site during their free time. A few 4 (26.7%) of the teachers indicated WhatsApp while 3 (20%) indicated Facebook. This means that the internet was the highest social networking sites visited by the students. Through interview one Guidance and counselling teacher was quoted saying: We are in a generation that the effect of social networks is high…it is now difficult in schools to deal with the students."(G&C teacher, May 2018)

4.4.12 Rate of the Extent to which the School Forbids the Use of Social Network Sites

Social network sites are positively used by students for research work and keeping in touch with family and friends. They can also be used negatively thus affecting the discipline of the students for this reason most of the schools forbids their use. The rate of the extent to which the school forbids the use of social network sites was probed. The findings are shown in Table 14.

Table 14

Rate of the extent to which the school forbids the use of social network sites

Response	**Facebook**	**MySpace**	**WhatsApp**	**YouTube**
Excellent	10 (50%)	2 (10%)	4 (20%)	4 (20%)
Above average	2 (10%)	0 (0%)	7 (40%)	1 (5%)
Average	5 (25%)	5 (25%)	2 (10%)	0 (0%)
Below average	3 (15%)	2 (10%)	4 (20%)	2 (10%)
Very poor	0 (0%)	11 (55%)	2 (10%)	13 (65%)
Total	**20 (100%)**	**20 (100%)**	**20 (100%)**	**20 (100%)**

Source: Questionnaire

Majority 10 (50%) of the teachers respondents rate of the extent to which the school forbids the use of Facebook to be excellent while 7 (40%) of them indicated that the school forbidden WhatsApp to above average extent. A few 5 (25%) indicated that the school forbidden MySpace to an average extent while 13 (65%) indicated that their schools forbids YouTube to a very poor extent. This means that the school is not serious in controlling the use of social networking sites by students. Through interviews one Guidance and counselling teacher was quoted saying: “Schools try to advocate non- use of phones in schools but through introduction of computer literacy in schools the schools

have come up with checks and balances to monitor the use of social networks"(G&C teacher, May 2018)

An investigation on the influence of electronic media on secondary school students' behavior by Rosempta, (2013) showed that electronic media such as cell phones, radios, television and computers were available within students' environment at home, in schools and market centers. The electronic media content which ranged from music, video games and various movies influenced students' behavior especially sexual habits and violence

4.5 Access of Social Networks affect the Discipline of the Students

The study examined the effect of access of social networks on the discipline of the students. This was done by probing students' emotional connection to Facebook, students visiting social network sites while in class, students' use of social networks distracting them from studying, students being addicted to social network sites. The study also examined the students having missed classes because of being on social network sites, students using the social networks to communicate with classmates, days in a week students use the social network sites to get in touch with friends while at home.

The study also examined the days in a week students use the social network sites to get in touch with family while at home, students reasons for using the social networking sites, approximate duration per day students spend on the social network sites, type of information from the social network site students like watching, teachers observed students behaviours as a result of exposure to social network sites, teachers having witnessed a student being punished due to deviate behaviours and the effects of unnecessary exposure of social network sites to students.

4.5.1 Students Emotional Connection to Facebook

Adolescents identify with facebook community and felt out of touch when not logged to facebook for a while. Students' emotional connection to Facebook was investigated and findings shown in table 15

Table 15

Students emotional connection to Facebook

Response	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Facebook is part of my every day activity	201 (71%)	17 (6%)	10 (3%)	37 (13%)	20 (7%)
Feel out of touch when I haven't logged onto Facebook for a while	211 (75%)	20 (7%)	15 (5%)	20 (7%)	19 (6%)
I feel am part of Facebook Community	167 (58%)	23 (8%)	10 (3%)	7 (2%)	78 (29%)

Source: Questionnaire

The findings showed that majority 201 (71%) of the students respondents strongly agreed that Facebook was part of their everyday activity while 211 (75%) strongly agreed that they felt out of touch when they haven't logged onto Facebook for a while. A large number 167 (58%) strongly agreed that they felt they were part of Facebook community. This means that the students are emotionally attached to social networks and this might be influencing their discipline in school. One student indicated in open ended questionnaire that; students use to a large extent Facebook and it has become part and parcel my lives. In twenty four hours I use Facebook for more than fourteen hours.

Technological addiction can be either passive, such as viewing television, or active, gaming on the computer or chatting online and usually comprises inducing and

reinforcing features that may contribute to the promotion of addictive tendencies (Griffiths 1996). It also features the core components of addiction, including salience, mood modification, tolerance, withdrawal, conflict, and relapse (Griffiths 1998). He argued that any behavior that fulfills these criteria could be defined operationally as addiction.

4.5.2 Students Sometimes Visit Social Network Sites while in Class

The study looked exhaustively on student's sometimes visiting social network sites within the school environment, while in class was again thoroughly probed. The findings are shown in Table 16

Table 16

Students sometimes visit social network sites while in class

Response	**Frequency**	**Percentage**
Strongly agree	225	80
Agree	32	11
Neutral	6	2
Disagree	9	3
Strongly disagree	13	4
Total	**285**	**100**

Source: Questionnaire

The findings indicated that majority 225 (80%) of the students respondents strongly agreed that students sometimes visit social network sites while in class while a few 13 (4%) strongly disagreed. This means that social networking sites are destruction in students' concentration in class. This is a case of indiscipline. One student from the Interview guide was quoted saying: "Students usually use the social networking sites

secretly when the teacher is not near them. They usually chat with their friends and exchange notes. This is a case of indiscipline in class.*"* (Male student, July 2018)

A study by Lam et al. 2009 in Guangzhou, among 1,560 high school students, 10.2 % were found moderately addicted to the Internet, 0.6 % were severely addicted, and boys were more likely to be addicted than girls. The study also found drinking behavior, family dissatisfaction, and experience of recent stressful events were all associated with Internet addiction among adolescents.

4.5.3 Students Use of Social Networks Distract Them from Studying

The study generally observed on how students use of social networks sites distract them from studying within the school environment and home environment was examined. The findings are shown in Table 17

Table 17

Students use of social networks distract them from studying

Response	**Frequency**	**Percentage**
Agree	198	70
Neutral	21	7
Disagree	12	4
Strongly disagree	54	19
Total	**285**	**100**

Source: Questionnaire

A large number 198 (70%) of the students agreed that students use of social networks distract them from studying while 54 (19%) strongly disagreed. This means that students' use of social networks influences their discipline. The students through Interview guide agreed to this assertion. One student was quoted saying; "Students spend most of the

free time secretly chatting with their friends. Some even chat in class as the lesson is on. This makes them lose concentration in class and other school activities."(Female student, July 2018)

According to Hinduja and Patchin (2009), it is important not to ignore the negative impacts associated with increased social networking among students, Social network sites have greatly contributed to the development of dangerous online behavior. This is exposure to unwanted materials, participation and facility to become a member of controversial groups. Some youths may identify strongly with this sort of material and they may be encouraged to practice it (Wolak, et al., 2003).

4.5.4 Students being addicted to Social Network Sites

The study additionally looked at Students being addicted to social network sites within their different environments hence affecting their entire life was further investigated. The study findings are revealed in Table 18

Table 18

Students being addicted to social network sites

Response	**Frequency**	**Percentage**
Strongly agree	211	75
Agree	32	11
Neutral	10	3
Disagree	9	3
Strongly disagree	23	8
Total	**285**	**100**

Source: Questionnaire

A large number 211 (75%) of the students strongly agreed that students were addicted to social network sites while 23 (8%) strongly disagreed to the statement. This means that majority of the students' waste their valuable time in social networking sites and this is a form of indiscipline. One student through the Interview guide said; "I am always online and using Facebook and WhatsApp application every time I access a phone or a computer."(Female student, July 2018)

Cao and Su (2007) survey found out that those adolescents who were addicted to the internet showed significantly lower time-management skills than the normal group in the sense of control over time, value of time, and time efficacy. Internet-addicted adolescents also showed significantly more emotional symptoms, conduct problems, hyperactivity, and less pro-social behavior than the normal group.

4.5.5 Students having Missed Classes Because of Being on Social Network Sites

The researcher again looked at the students having missed classes, because of being on social network sites within the school environment was carefully probed. The study findings are revealed in Table 19

Table 19

Students having missed classes because of being on social network sites

Response	**Frequency**	**Percentage**
Strongly agree	57	20
Agree	27	9
Neutral	15	5
Disagree	21	7
Strongly disagree	165	59
Total	**285**	**100**

Source: Questionnaire

Majority 165 (59%) of the students strongly disagreed that students having missed classes because of being on social network sites while 57 (20%) strongly agreed to the statement. This means that the social networking sites are not a cause of students missing classes. Through interview one student was quoted saying: “I miss school by choice not my phone and social sites” (Female student, July 2018)

This finding is reflected in a study by Wuhan, Gong, and his colleagues (2009) found among 3,018 adolescents, 5% were addicted to the Internet, and the adolescents’ use of drugs and the intention to use drugs were significantly related to Internet addiction and sometimes leads the students to miss classes.

4.5.6 Students Using the Social Networks to Communicate with Classmates

The quest of students using the social networks, to communicate with classmates within the school environment and home environment was carefully examined. The study findings are revealed in Table 20

Table 20

Students using the social networks to communicate with classmates

Response	**Frequency**	**Percentage**
Strongly agree	243	85
Agree	10	3
Neutral	9	2
Disagree	11	4
Strongly disagree	12	6
Total	**285**	**100**

Source: Questionnaire

The findings indicated that a large number 243 (85%) strongly agreed that students use the social network sites to communicate with classmates while 12 (6%) strongly disagreed. This means that communication is one of the reasons students use the social networking sites. From the open ended question, one student said; "Students converse using either Facebook, WhatsApp or even Instagram. This make them exchange ideas, videos and pictures."

Dowell, Burgess and Cavanaugh (2009) study findings were that, students reported the beginning of high-risk internet behavior, specifically, giving out personal information, using the Internet to harass or embarrass another person, and for a small number of students, chatting with strangers and starting relationships with them. Students who posted their picture online were more likely to have sent their picture to someone, made rude comments to others, played online jokes, harassed or embarrassed someone, and sought out pornographic sites.

4.5.7 Students Reasons for Using the Social Networking Sites

The researcher also did an investigation on the Students' reasons for using the social networking sites and thoroughly the environment situation where they dwelt was probed. The study findings are revealed in Table 21.

Table 21

Students' reasons for using the social networking sites

Students reasons for using the social networking sites	**Frequency**	**Percentages**
Chatting with friends	232	81
Commenting on friends updates	102	36
Sending messages to friends	229	80
Sharing photos and videos	198	69
Making plans with friends/social groups	93	32
Sharing updates with friends	176	62
Interacting with celebrities	48	17
Find new friends	153	53
Keeping up with news and events	215	75
Post interesting links for the people in my life	158	55
For dating	211	74
Keeping up with events in my friends lives	176	62
Keeping up with trending topics	236	83
Linking up with family members	117	41

Source: Questionnaire

The findings indicated that majority 232 (81%) of the students respondents indicated that the reasons why the students use social networking sites was for chatting with friends while 102 (36%) revealed that for commenting on friends updates. A large number 229 (80%) showed that students used the social networking sites for sending messages to friends while 198 (69%) indicated for sharing photos and videos. A large number 93 (32%) revealed the students use the social network sites for making plans with

friends/social groups as 176 (62%) revealed for sharing updates with friends. A few 48 (17%) revealed that the students use it for interacting with celebrities while 153 (53%) indicated that it was for finding new friends. A majority 215 (75%) revealed that social network sites were being used by students for keeping up with news and events, post interesting links for the people in my life while 211 (74%) showed that they use it for dating. A number 176 (62%) revealed that students used the social networking sites for keeping up with events in my friends lives while 236 (83%) indicated that it was for keeping up with trending topics. A significant number 117 (41%) showed that they used for linking up with family members.

The students confirmed that there were various ways that the students used the social networking sites. One of the students was quoted through the Interview guide saying; "Students use the social network sites to find new friends, keep up with news and events, post interesting links for the people in their life and for dating. This has enabled them to connect with others online."(Male student, July 2018)

This finding is reflected by Livingstone and Helsper (2008), the internet has no restrictions; it provides both good and bad information almost immediately and has the potential to penetrate most aspects of an individual life.

4.5.8 Approximate Duration per Day Students Spend on the Social Network Sites

The study on the other hand investigated on approximation of the duration per day students spend on the social network sites and thoroughly recorded the data. The study findings are revealed in Table 22.

Table 22

Approximate duration per day students spend on the social network sites

Friends online	**Frequency**	**Percentage**
0-1 hours	11	4
2-3 hours	32	11
4-5 hours	61	21
5 and above	181	64
Total	**285**	**100**

Source: Questionnaire

Majority 181 (64%) of the students indicated that the students usually spend a duration of approximately 5 hours and above per day on the social network sites while 61 (21%) indicated that they spend between 4-5 hours. One student was quoted in open ended questionnaires saying: "My peers and I require time to chat on social network even if it means delaying to sleep."(Male student, July 2018)

Utilizing an adapted version of the criteria for pathological gambling defined by the DSM-IV, Young (1998) developed eight criteria to provide a screening instrument for addictive Internet use. Individuals who meet five of eight criteria for Internet addiction qualify as addicts: (1) preoccupation with Internet use; (2) need for longer amount of time online; (3) repeated attempts to reduce Internet use; (4) mood modification on Internet use; (5) staying online longer than intended; (6) loss of significant relationship, job, and educational or career opportunity; (7) deception around time spent online; and (8) Internet use as a way of escaping from problems. Several other studies on Internet addiction were conducted over the past decade (Beard 2002; Beard and Wolf 2001; Chak and Leung 2004; Griffiths 2000; Leung 2004; Scherer 1997; Young 1999).

4.5.9 Type of Information from the Social Network Site Students like Watching

The study in addition looked at the type of information the students got from the social network sites for example students watching was carefully examined.The study findings are revealed in Table 23.

Table 23

Type of information from the social network site students like watching

Type of information	Frequency	Percentage
Movies	1	5
Pornography	3	15
Games	1	5
Chatting	14	70
News	1	5
Total	**20**	**100**

Source: Questionnaire

A significant number 14 (70%) of teachers revealed that chatting was the type of information from the social network site students like watching while a few 3 (15%) indicated pornography. One Guidance and counselling teacher noted that: "This fellow's love chatting, schools are in a tight corner as students sleep during morning lessons." (G&C teacher, May 2018)

Earles, Alexander, Johnson, Liverpool and McGhee (2002), noted that the way in which children learn makes the portrayal of violence, sex, drugs, and alcohol within the media an important contributor to the behavior of children. Social networking may teach positive or negative messages to children about conflict resolution, gender roles, courtship patterns, and sexual gratification.

4.5.10 Teachers Observed Students Behaviours as a Result of Exposure to Social Network Sites

The researcher looked at the Teacher's observation of student's behaviours as a result of exposure to social network sites in school environment and carefully probed. The study findings are revealed in Table 24.

Table 24

Teachers observed students behaviours as a result of exposure to social network sites

Response	Extremely	Very moderately	Slightly	Not at all
Cyber bullying	4 (20%)	4 (20%)	2 (10%)	10 (50%)
Sexting	11 (55%)	3 (15%)	2 (10%)	4 (20%)
Violence	2 (10%)	4 (20%)	3 (15%)	11 (55%)
Drug and substance abuse	2 (10%)	4 (20%)	5 (25%)	9 (45%)

Source: Questionnaire

A half 10 (50%) of the teachers rated the observed students cyber bullying behaviours as a result of exposure to social network sites to be to the extreme while 11 (55%) of them rated sexting to be to the extreme. A large number 11 (55%) rated violence not to be observed among the students behaviours as a results of exposure to social network sites. A number 9 (45%) also rated drug and substance abuse not to be among the students behaviours. One Guidance and counselling teacher was quoted saying:" Deviant behaviour emanates mostly from this social sites. As early as form one students are difficult to control." (G&C teacher, May 2018)

In a study done by Kelley (2012) found out that cyber bullying was not a bigger issue than traditional school yard bullying yet, but it is heading in that direction and is already a major problem. The students were asked to use a Likert scale to rate the frequency of their observations of certain bullying behaviors. Victimized students are

suffering; they have to face physical injury, emotional pain (including suicide), and academic performance problems and disruption of healthy social development.

4.5.11 Teachers Having Witnessed a Student being punished due to Deviate Behaviours

The researcher also looked at teachers having witnessed a student being punished due to deviate behaviours at school and was thoroughly probed with responses being recorded. The study findings are revealed in Table 25.

Table 25

Teachers having witnessed a student being punished due to deviate behaviours

Response	**Strongly Agree**	**Agree**	**Undecided**	**Disagree**	**Strongly Disagree**
Sneaking into school cell phone	13 (65%)	2 (10%)	0 (0%)	0 (0%)	**5** (25%)
Drug abuse	15 (75%)	1 (5%)	0 (0%)	4 (20%)	**0** (0%)
Aggressive behaviour	11 (55%)	8 (40%)	0 (0%)	0 (0%)	**1** (5%)
Cyber bullying	9 (45%)	5 (25%)	0 (0%)	3 (15%)	**3** (15%)
Sexting	13 (65%)	4 (20%)	0 (0%)	3 (15%)	**0** (0%)
Procession of pornographic Pictures	11 (55%)	4 (20%)	0 (0%)	3 (15%)	**2** (10%)

Source: Questionnaire

A large number 13 (65%) of the teachers strongly agreed that sneaking into school cell phone was the deviate behaviour witnessed of a student being punished while 15 (75%) strongly agreed that it was drug abuse. Majority 11 (55%) revealed that they strongly agreed that aggressive behaviour was a witnessed behaviour that students were being punished for while a significant number 9 (45%) of the teachers indicated cyber bullying. A large number 13 (65%) showed that they strongly witnessed sexting while 11

(55%) strongly agreed that procession of pornographic pictures was the deviate behaviour the students were being punished for. From open ended questionnaires, a teacher said: "We punish students who are many times have been affected negatively by use of social sites, as they exhibit deviant behaviour. Moulding them has become a challenge"

A study by Wang, LuoBai, Kong, Gao and Sun (2013), found out that increased symptoms of problematic use were associated with decreased self-esteem, satisfaction with life and increased depression. The study found out that there was a link between internet addiction and wellbeing. Increased symptoms of problematic use were associated with decreased self-esteem, satisfaction with life and increased depression.

4.5.12 Effects of Unnecessary Exposure of Social Network Sites to Students

The study investigated on the effects of unnecessary exposure of social network sites to students within school and home environments in which they operated daily.The study findings are revealed in Table 26

Table 26

Effects of unnecessary exposure of social network sites to students

Response	Extremely	Moderately	Not at all
Sometimes students fail to complete assignments because they spend too much time using a time in given social network site.	11 (55%)	4 (20%)	5 (25%)
Watching violent movies make students violent.	13 (65%)	6 (30%)	1 (5%)
Watching pornographic movies makes students' sex crazy.	15 (75%)	4 (20%)	1 (5%)
Viewing beer commercials, contests and Celebrities encourages students towards Using drugs and substance abuse.	11 (55%)	7 (35%)	2 (10%)

Source: Questionnaire

A large number 11 (55%) of the teachers rated the act of sometimes students failing to complete assignments because they spend too much time using a given social network site, to be one of the extreme effects of unnecessary exposure of social network sites by students. Majority 13 (65%) rated the effect of watching violent movies make students violent to be to the extreme while 15 (75%) extremely rated watching pornographic movies makes students sex crazy by students to be an effect of students exposure to social networks. A significant number 11 (55%) rated viewing beer commercials, contests and celebrities encourages students towards using drugs and substance abuse to be to the extreme.

There is a positive relationship between mobile phone use and boundary testing behaviors such as alcohol consumption, truancy, insubordination in schools and sexual activity. This was revealed by Ling (2005) who studied how the mobile phone features in teens peer interaction, their forays into boundary testing and participation in openly criminal activities through a survey of Norwegian teens. Also he found a positive relationship between heavy users of voice SMS and various forms of heavy criminality such as stealing or fighting, as well as between voice telephony and narcotics use.

4.6 Challenges of Instilling Discipline on Public Secondary Schools Students, Arising from Access to Social Networks

The study examined the challenges of instilling discipline on public secondary schools students, arising from access to social networks. This was done by investigating the behaviors in students can be influenced by exposure to social network sites, students having witnessed another student punished due to misbehaviors and student's views on the effects of unnecessary exposure of social network sites to students. The study further probed there being unnecessary social network sites exposure within students'

environment and measures to be taken to control students' unnecessary exposure to social network sites.

4.6.1 Behaviors in Students can be influenced by Exposure to Social Network Sites

The study looked at carefully the behaviors in which students can be influenced by exposing them onto social network sites within their different environments. The study findings are shown in Table 27

Table 27

Behaviours in students being influenced by exposure to social network sites

Response	**Strongly Agree**	**Agree**	**Undecided**	**Disagree**
Bullying	87 (30%)	42 (15%)	15 (5%)	141 (50%)
Cheats in exams	121 (42%)	34 (12%)	11 (4%)	119 (42%)
Bad sexual behavior	116 (41%)	47 (16%)	17 (6%)	105 (37%)
School strikes	31 (11%)	53 (18%)	32 (11%)	169 (60%)
Drug and substance abuse	67 (23%)	48 (17%)	32 (11%)	138 (49%)
Violence	145 (51%)	49 (17%)	11 (4%)	80 (28%)
Withdrawal from others	31 (11%)	28 (10%)	69 (24%)	157 (55%)
Disrespect for teachers	198 (66%)	49 (17%)	44 (15%)	6 (2%)
Disrespect for authority	232 (81%)	17 (6%)	9 (3%)	27 (10%)
Disrespect for parents	134 (48%)	40 (14%)	56 (19%)	55 (19%)

Source: Questionnaire

Majority 141 (50%) of the students disagreed that bullying was the kind of behavior in students that can be influenced by exposure to social network sites while 121 (42%) strongly agreed that it was cheating in exams. A large number 116 (41%) strongly agreed that bad sexual behavior was the kind of behavior influenced through exposure to social network sites. While 169 (60%) disagreed that it was school strikes. A large number 138 (49%) disagreed that drug and substance abuse was as a results of students exposure to social networking sites while 145 (51%) strongly agreed that it was violence. A number 157 (55%) disagreed that withdrawal from others was as a result from students exposure to social networking sites while 198 (66%) strongly agreed that the students' disrespect for teachers was from exposure to social networking sites. Others 232 (81%) strongly agreed that it resulted to disrespect for authority while 134 (48%) strongly agreed that it resulted to disrespect for parents. This means that social network sites have various negative impacts to students' behavior and consequently negatively influences their discipline in schools.

One of the male student from the interview guides was quoted saying; "Students exchange ideas or what they plan to do using WhatsApp, therefore if the school management does not control the usage among the students, it can even lead to strikes or burning of the schools without teachers' knowledge." (Male student, July 2018)

Mohamed (2013), in a study done in Abu Dhabi showed that the most important key aspects that have the greatest impact on the perception of families to negative aspects during using these sites in the following: publishing the photos, videos and articles that are abusive to religion customs and traditions. The study has pointed out the necessity of participation of family and community based organizations on the monitoring of negatives and hold adequate awareness' programs among families for family stability.

4.6.2 Students having witnessed another Student Punished due to Misbehaviors

It was necessary for the researcher to look at Students having witnessed another student being punished due to misbehaviors and keenly it was examined. The findings of the study are shown in Table 28:

Table 28

Students having witnessed another student punished due to misbehaviours

Response	**Strongly Agree**	**Agree**	**Undecided**	**Disagree**	**Strongly Disagree**
Participating in strikes	188 (66%)	55 (19%)	7 (2%)	11 (4%)	24 (9%)
Aggressive behaviors	208 (73%)	34 (12%)	11 (4%)	24 (8%)	8 (3%)
Cheating in exams	200 (70%)	43 (15%)	5 (2%)	14 (5%)	23 (8%)
Stealing	211 (74%)	21 (7%)	2 (1%)	11 (4%)	40 (14%)
Sneaking a cell phone to school	76 (26%)	37 (13%)	17 (6%)	32 (11%)	123 (44%)
Immoral sexual behavior	126 (44%)	52 (18%)	10 (3%)	27 (9%)	70 (26%)
Drug abuse	176 (62%)	49 (17%)	16 (5%)	26 (9%)	18 (7%)
Rioting	231 (81%)	11 (4%)	7 (2%)	13 (5%)	23 (8%)

Source: Questionnaire

A majority 188 (66%) of the students strongly agreed that they had witnessed another student being punished due to participating in strikes while 208 (73%) revealed by showing aggressive behaviors. A large number 200 (70%) strongly agreed that they had witnessed the students being punished for cheating in exams while 211 (74%) strongly agreed that they had witnessed students being punished for stealing. A significant number 123 (44%) strongly disagreed that they had observed students being punished for sneaking

a cell phone to school while 126 (44%) strongly agreed that they had witnessed the students being punished for immoral sexual behavior, A large number 176 (62%) of the students strongly agreed that they had observed students being punished for drug abuse while 231 (81%) strongly agreed that they had witnessed students being punished for rioting. This means that students commit various kinds of indiscipline practices that might have results from negative influence of social networking sites. One teacher was quoted saying: “The rate of indiscipline has risen in my school. When we do spot checks we get many phones, this is alarming and hence difficult to contain some deviant behaviours.” (G&C teachers, May 2018)

4.6.3 Students Views on the Effects of Unnecessary Exposure of Social Network Sites to Students

The study investigated very exhaustively on the Students’ views on the effects of unnecessary exposure to social network sites and found it necessary to analyze the given data. The study findings are shown in Table 29.

Table 29

Students views on the effects of unnecessary exposure of social network sites to students

Response	**Strongly Agree**	**Agree**	**Undecided**	**Disagree**	**Strongly Disagree**
Sometimes students perform poorly because they spend too much time using a given form of social networks	165 (58%)	34 (12%)	10 (3%)	29 (10%)	47 (17%)
Watching violent games makes students violent	46 (16%)	40 (14%)	14 (5%)	44 (15%)	141 (50%)
Watching pornography movies makes students sex crazy	231 (83%)	21 (7%)	7 (2%)	16 (5%)	10 (3%)
Listening to violent and romantic music encourages violence and early sexual practice among students	11 (4%)	20 (7%)	32 (11%)	35 (13%)	187 (65%)

Source: Questionnaire

A large number 165 (58%) of the students strongly agreed that **s**ometimes students perform poorly because they spend too much time using a given form of social networks while 141 (50%) strongly disagreed that watching violent games makes students violent. Majority 231 (83%) of the students strongly agreed that watching pornographic movies makes students sex crazy while 187 (65%) strongly disagreed that effect of unnecessary exposure of social network sites to students was listening to violent and romantic music encourages violence and early sexual practice among students. One student was quoted saying: “I have lost it all in my academics; I don’t see anything in Mathematics and Chemistry.”(Female student, July 2018)

Kalra and Manani (2013) argue that excessive use of these sites not only have long lasting effect on psyche of students but also affects the physical, mental and social aspect

of life. They further add that sometimes these sites also affect the academic achievement of the students because they don‘t want to leave that particular aura and thus their concentration stands divided.

4.6.4 There being Unnecessary Social Network Sites Exposure within Students' Environment

The researcher studied on there being unnecessary social network sites exposure within students' environment and thoroughly probed the students. The findings of the study are indicated in Table 30.

Table 30

There being unnecessary social network sites exposure within students' environment

Response	**Frequency**	**Percentage**
Strongly agree	176	62
Agree	75	26
Neutral	13	4
Disagree	20	7
Strongly disagree	2	1
Total	**285**	**100**

Source: Questionnaire

A significant number 176 (62%) of the students strongly agreed that there was unnecessary social network sites exposure within students' environment while a few 20 (7%) disagreed to the statement. One student said: "I was exposed innocently to some social sites, now my parents and teachers complain about my behavior"(Female student, July 2018)

Many students have lost their interest in their studies as they spend most of their time on these sites (Kalra & Manani, 2013). Boyd (2007) states that what started as a hobby for some computer literate people has become a social norm and way of life for

people all over the world. Banquil and Chua (2009) came up with a conclusion that social networking sites do affect one‘s academics adversely and cause a gradual drop of grades of students. They attribute this to the student investing his or her time in social networking sites instead of their studies. It is therefore vital to investigate whether apart from communicating, if there is any other role that these social networking sites play in school going teenagers’ life.

4.7 Measures to be taken to Control Students’ Unnecessary Exposure to Social Network Sites

The study looked thoroughly at the measures to be taken to control students’ unnecessary exposures to social network sites and put them into perspective. The findings of the study are shown in Table 31

Table 31

Measures to be taken to control students’ unnecessary exposure to social network sites

Measures to be taken	**Fair**	**Unfair**	**Total**
A students found with any mobile phone should be punished	198 (69%)	87 (30%)	285 (100%)
Government censor information before release to the social networks.	177 (62%)	108 (38%)	285 (100%)
Schools should stop connecting to the internet	65 (23%)	220 (77%)	285 (100%)

Source: Questionnaire

The study revealed that majority 198 (69%) of the students rated the measure of students being found with any mobile phone should be punished as being fair while 177 (62%) rated the government passing a policy on censoring information before it is released

to the social networks to be also a fair measure. A large number 220 (77%) rated schools should stopping connecting to the internet to be unfair measure.

The students suggested various ways of controlling the usage of social networking sites by students. One female student said:

> The school management should be strict in not allowing phones into the school compound. This can be done through impromptu checking of student's lockers, bags and mattresses where the students usually hide the phones. The management should also talk to students about the dangers of social networking sites and use of phones at school (Female student, July 2018).

In a study by Kaplan (2001), it was revealed that most teenagers use fake identities on social networks thus contributed to name hiding which makes it hard to monitor or track the activities of the teenagers online. The researcher observed that students can spend several hours a day attending to different social network sites even during formal classes and library session, thereby creating distractions and reducing the time for focusing on their studies. For example, in a formal class or when in the library some students normally leave their handset on and silently chatting on the social networking sites When the lecturer sets an examination, expecting a good feedback; majority of the students will not do well. This scenario is ominous for both the students involved and the society at large. If this situation is not put under control, it will affect the students' focus towards academics and possibly increase the number of students dropping out of school.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusion and recommendations made by the researcher as well as suggestions for future studies related to the assessment of social network sites' influence on students' discipline in public secondary schools in Naivasha Sub-County, Kenya.

5.2 Summary of the Findings

This section presents the summary of the findings of the study as per the research questions: For what purposes do students in Naivasha Sub-County public secondary schools use the various accessible social networks? How does the access of social network sites affect the discipline of the students in public secondary schools in Naivasha Sub County? What are the challenges of instilling discipline on public secondary schools students, arising from access to social network sites? What measures have been taken to address the students discipline on accessing of social networks?

5.2.1 Purposes Students Use the Various Accessible Social Networks Sites

The findings revealed that majority of the student's respondents indicated that they use various social networks such as Facebook, YouTube, MySpace, WhatsApp etc. A large number of the students revealed the reason for using social networking sites was for entertainment while others indicated that they used to access information. A few used the social sites for communication while others used social networking sites for news and current affairs. Only a few use it for researching. This meant that entertainment was the main reason why the students use the social networking sites. This shows that the students

interact with many students and other people in the social network sites that might be influencing their discipline.

5.2.2 Effect of Access of Social Network Sites on the Discipline of the Students

Findings showed that a large number of students strongly agreed that they felt they were part of Facebook community. This meant that the students are emotionally attached to social network sites and this might be influencing their discipline in school. The findings indicated that majority of the students respondents indicated that the reasons why the students use social networking sites was for chatting with friends while others revealed that for commenting on friends updates. A large number of the teachers strongly agreed that sneaking into school cell phones was the deviate behaviour witnessed of a student being punished while others strongly agreed that it was drug abuse. Majority revealed that they strongly agreed that students exhibited aggressive behaviour when punished and cyber bullying was a major problem.

5.2.3 Challenges of Instilling Discipline on Students Arising from Access to Social Networks

Findings revealed that a large number of students strongly agreed that bad sexual behavior was the kind of behavior influenced through exposure to social network Sites. Others strongly agreed that it resulted to disrespect for authority while others strongly agreed that it resulted to disrespect for parents. This meant that social network sites had various negative impacts to students' behavior and consequently negatively influences their discipline in schools. A majority of the students strongly agreed that they had witnessed another student being punished due to participating in strikes while others revealed by showing aggressive behaviors.

A large number strongly agreed that they had witnessed the students being punished for cheating in exams while others strongly agreed that they had witnessed

students being punished for stealing and others strongly agreed that they had witnessed the students being punished for immoral sexual behavior, A large number of the students strongly agreed that they had observed students being punished for drug abuse while others strongly agreed that they had witnessed students being punished for rioting. This means that students commit various kinds of indiscipline practices that might have results from negative influence of social networking sites.

5.2.4 Measures to be taken on Students Use of Social Networks Sites

The findings revealed that majority 198 (69%) of the students rated the measure of students being found with any mobile phone should be punished as being fair while 177 (62%) rated the government passing a policy on censoring information before it is released to the social networks to be also a fair measure. A large number 220 (77%) rated schools stopping connecting to the internet to be unfair measure.

5.3 Conclusions

This section presents the conclusions of summary of the findings of the study as per the research questions: For what purposes do students in Naivasha Sub County public secondary schools use the various accessible social networks? How does the access of social network sites affect the discipline of the students in public secondary schools in Naivasha Sub County? What are the challenges of instilling discipline on public secondary schools students, arising from access to social network sites? What measures have been taken to address the students discipline on accessing of social networks?

5.3.1 Purposes Students Use the Various Accessible Social Networks Sites

From summary of the findings it was concluded that majority of the student's use various social networks such as Facebook, YouTube, MySpace, WhatsApp etc. they use them for entertainment, accessing information, communication, for news and current affairs. Only a few use it for researching.

5.3.2 Effect of Access of Social Network Sites on the Discipline of the Students

From summary of the findings it was concluded that a large number of students felt they were part of Facebook community and use social network sites for chatting with friends while others revealed that for commenting on friend's updates. Sneaking into school cell phones, drug abuse, aggressive behaviour and cyber bullying were deviant behaviour witnessed from student by teachers.

5.3.3 Challenges of Instilling Discipline on Students Arising from Access to Social Networks

From summary of the findings it was concluded that vices like bullying was the kind of behavior students depicted when influenced by exposure to social network sites, bad sexual behavior, drug and substance abuse was as a result of student's exposure to social networking sites. Other deviant behavior was students' withdrawal from others, disrespect for authority, disrespect for parents, participating in strikes while others revealed by showing aggressive behaviors.

5.3.4 Measures to be taken on Students Use of Social Networks

From summary of the findings it was concluded that there should be strict measures that will guide the usage of phones by students in schools and the government to have a policy to censor information before it is released to the social networks sites.

5.4 Recommendations

Based on the aforementioned study conclusions it is evident that social network sites have negative influence on students' discipline in public secondary schools. In light of this, the researcher recommends the following in solving the problem:

Following the conclusion from research question one the researcher recommends that School management should liaise with teachers to educate the students on the dangers of the various social network sites. This can be done through guidance and counselling talks and discussions in class and entire school.

Following the conclusion from research question two the researcher recommends that the principals to reinforce measures that include checking in the dormitories to make sure students do not carry phones to school. This was to curb the negative effects of social networking sites among the students. This can be done by the school management organizing for seminars for students, parents and guardians to enlighten them on the dangers of using the sites and instruct the parents on ways that they can use to control the students on using the social networking sites.

Following the conclusion from research question three the researcher recommends that teachers be able to check if students possessed phones in school and government to provide guidelines that will help the schools in curbing the problem of students carrying phones to schools.

Following the conclusion from research question four the researcher recommends that there should be strict measures that will guide the usage of phones by students in schools and the government to have a policy to censor information before it is released to the social networks

5.5 Suggestions for Further Study

The current study investigated on the influence of social network sites on students discipline in public secondary schools of Naivasha sub county, Nakuru County, Kenya. However, the study did not consider other sub counties other than Naivasha Sub County.

In addition, the study only covered: For what purposes do students in Naivasha Sub County public secondary schools use the various accessible social networks? How does the access of social network sites affect the discipline of the students in public secondary schools in Naivasha Sub County? What are the challenges of instilling discipline on public secondary schools students, arising from access to social network sites? What measures have been taken to address the students discipline on accessing of social networks? Hence, the research recommended the following salient areas for further research:

1. To investigate the influence of social network sites on students discipline in other sub counties in Kenya.

2. To investigate the level of implementation in the curriculum on the use of social network sites in schools in Kenya.

3. The role of home environment on the use of social networks sites in Kenya.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Dear Respondent,

RE: Request to Participate in Research Survey

I am a student at Catholic University of Eastern Africa carrying out a study to investigate the topic **'*Assessment of social network sites' influence on students' discipline in public secondary schools in Naivasha Sub – County, Kenya*.'**

I am therefore requesting you to participate in my major survey by diligently completing the questionnaire. This information is being sought solely for academic purposes and it will help me assess social network sites' influence on students' discipline. All information will be kept confidential and will only be reported in aggregate and summary form.

I anticipate and will appreciate your assistance and cooperation in helping me gather this crucial data.

FERISTER WANJA GITHINJI

REG NO: Med 1021939

APPENDIX II: LETTER OF CONSENT FOR ADULTS

Date…….

Dear participant,

RE: LETTER OF CONSENT

I am a master's student at the Catholic University of Eastern Africa conducting research on ***"Assessment of social network sites' influence on students' discipline in public secondary schools in Naivasha Sub – County, Kenya."***

You have been selected to participate in this study. Your participation is voluntary, and will take approximately 20 to 40 minutes of your time. You may decline to answer any questions presented during the study if you so wish. Further, you may decide to withdraw from this study at any time by advising the researcher (0711167235). Your identity will be kept confidential, including your institution. Thank you for your willingness to participate in the study.

Consent:

By signing this consent form, I confirm that I have read and understood the information required and have had the opportunity to ask questions. Accordingly, I voluntarily agree to take part in this study.

Signature……..Date……..

APPENDIX III: LETTER OF ASSENT FOR STUDENTS

Date…….

Dear participant,

RE: LETTER OF CONSENT

I am a master student at the Catholic University of Eastern Africa conducting research on ***"Assessment of social network sites' influence on students' discipline in public secondary schools in Naivasha Sub – County, Kenya"***

You have been selected to participate in this study. Your participation is voluntary, and will take approximately 20 to 40 minutes of your time. You may decline to answer any questions presented during the study if you so wish. Further, you may decide to withdraw from this study at any time by advising the researcher (0711167235). Your identity will be kept confidential, including your institution. Thank you for your willingness to participate in the study.

Assent

By signing this consent form, I confirm that I have read and understood the information required and have had the opportunity to ask questions. Accordingly, I voluntarily agree to take part in this study.

Signature……..Date……..

APPENDIX IV: QUESTIONNAIRE FOR STUDENTS

This is a questionnaire for an academic study, on the contribution of social networking sites on students' discipline. Your consent and contribution is highly appreciated. Your answer will be held in utmost confidentiality and used only for the purpose of this study.

Eligibility criteria:

I. Only those between 13 years and 19 years.

SECTION A: DEMOGRAPHICS

(Tick as appropriate)

1. Gender (i) male [ ] (ii) female [ ]

2. Age (i) 13-14 years [ ] (ii) 15-19 years [ ]

SECTION B: VARIOUS SOCIAL NETWORKS USED BY STUDENTS

The following questions intends to measure social networks usage and reliance. (Tick as appropriate)

1. Do you use social networking sites? Yes [ ] No [ ]

2. Which of the following social networking sites do you normally use or have an account? Tick that apply (i) You tube [ ] (ii) Twitter [ ] (iii) Facebook [ ] (iv) MySpace [ ]

(v) WhatsApp [ ]

(vi) Others specify……..

3. Which of the stated below is your favorite social networking site?

(i) You tube [ ] (ii) Twitter [ ] (iii) Facebook [ ] (iv) MySpace [ ] (v) WhatsApp [ ]

4. Why is it your favorite social network site?

……

5. In a day how often do you normally use the following social networking sites? (Tick as appropriate).

	Daily	**Once a week**	**Twice a week**	**Thrice a week**	**Fortnightly**	**Once a month**
Facebook						
YouTube						
MySpace						
WhatsApp						
Others						

6. How much time do you spend each time you visit these sites? (Tick as appropriate).

	Less than 30 Minutes	**At least one Hour**	**At least two Hours**	**At least 5 Hours**	**More than 5 hours**
Facebook					
YouTube					
MySpace					
WhatsApp					
Others					

7. What are your major reasons for using social networking sites? (List them below)

……

……

SECTION C: NATURE AND PATTERNS OF SOCIAL NETWORKS USAGE

1, How many days in a week do you use the following social network sites to get in touch with friends and family while at home? (Tick as appropriate)

a. Friends?

	7	**6**	**5**	**4**	**3**	**2**	**1**	**0**
Facebook								
YouTube								
MySpace								
WhatsApp								
Hi5								

b. Family?

	7	**6**	**5**	**4**	**3**	**2**	**1**	**0**
Facebook								
YouTube								
MySpace								
WhatsApp								
Hi5								

2. For what purposes do you use social networking sites for? (Tick as appropriate).

Chatting with friends		Find new friends	
Commenting on friends updates		Keeping up with news and events	
Sending messages to friends		Post interesting links for the people in my life	
Sharing photos and videos		For dating	
Making plans with friends/social Groups		Keeping up with events in my friends lives	

Sharing updates with friends		Keeping up with trending topics	
Interacting with celebrities		Linking up with family members	

3. Approximately how many hours per day do you spend on the social network sites? (Tick as appropriate)

	0-1hours	**2-3hours**	**4-5hours**	**5 and above**
Friends online				

4. Emotional connection to Facebook.

To what extent do you agree or disagree with the following statement? (Tick as appropriate) Use a response scale in which 5=strongly agree, 4=Agree, 3= neither agree nor disagree, 2=Disagree, 1=strongly disagree

Response	**5**	**4**	**3**	**2**	**1**
Facebook is part of my every day activity					
Feel out of touch when I haven't logged onto Facebook for a while					
I feel am part of Facebook Community					

SECTION D: SOCIAL NETWORK SITES AND STUDENTS DISCIPLINE.

Please rate how strongly you agree with the following statements about your use of social network sites. (Tick as appropriate)

1. Sometimes I visit social network sites while I am in class.

(i) Strongly agree [ ] (ii) Agree [ ] (iii) Neutral [ ] (iv) Disagree [ ]

(v) Strongly disagree [ ]

2. My use of social networks distracts me from studying.

(i)Strongly Agree [ ] (ii) Agree [ ] (iii) Neutral [ ] (iv) Disagree [ ] (v) Strongly disagree [ ]

3. I think I Am addicted to social network sites.

(i) Strongly agree [ ] (ii) Agree [ ] (iii) Neutral [ ] (iv) Disagree [ ]

(v) Strongly disagree [ ]

4. I have missed classes because of being on social network sites

(i) Strongly Agree [ ] (ii) Agree [ ] (iii) Neutral [ ] (iv) Disagree [ ]

(v) Strongly disagree [ ]

5. I use social networks to communicate with classmates.

(i) Strongly agree [ ] (ii) Agree [ ] (iii) Neutral [ ] (iv) Disagree [ ]

(v) Strongly disagree [ ]

SECTION E: BEHAVIORS OBSERVED AMONG STUDENTS AS A RESULT OF EXPOSURE TO SOCIAL NETWORK SITES.

1. The following behaviors seen in students can be influenced by exposure to social network sites. (Tick the appropriate choice)

Response	**Strongly Agree**	**Agree**	**Undecided**	**Disagree**
Bullying				
Cheats in exams				
Bad sexual behavior				
School strikes				

Drug and substance abuse				
Violence				
Withdrawal from others				
Disrespect for teachers				
Disrespect for authority				
Disrespect for parents				

Have you ever witnessed a student punished due to any of the following behaviors?

Response	**Strongly Agree**	**Agree**	**Undecided**	**Disagree**	**Strongly Disagree**
Participating in strikes					
Aggressive behaviors					
Cheating in exams					
Stealing					
Sneaking a cell phone to school					
Immoral sexual behavior					
Drug abuse					
Rioting					

What is your view about these statements on effects of unnecessary exposure of social network sites to students?

Response	**Strongly Agree**	**Agree**	**Undecided**	**Disagree**	**Strongly Disagree**
Sometimes students perform poorly because they spend					

too much time using a given form of social networks					
Watching violent games makes students violent					
Watching pornography movies makes students sex crazy					
Listening to violent and romantic music encourages violence and early sexual practice among students					

SECTION F: SOLUTIONS TO CURB STUDENTS' EXPOSURE TO SOCIAL NETWORK SITES

1. There is unnecessary social network sites exposure within students' environment.

   (Tick as appropriate)Strongly agree [ ] Agree [ ] Disagree [ ]

   strongly disagree [ ]

2. The following should be done to control unnecessary exposure to any form of Social network site (write fair or unfair against your choice).

A students found with any mobile phone should be punished :(i) Fair [ ] (ii) Unfair [ ]

3. The government should pass a policy on censoring information before it is released to the social networks. (i) Fair [ ] (ii) Unfair [ ]

Schools should stop connecting to the internet :(i) Fair [ ] (ii) Unfair [ ]

4. What other suggestions can you make towards reducing students harmful exposure to social network sites?

   ……...

APPENDIX V: DEPUTY HEAD TEACHERS (DISCIPLINE TEACHER)

QUESTIONNAIRE

Instructions: Kindly read and answer the questions by putting a tick within the boxes in front of your response to the question. Some questions require an answer to be written in the space provided. (Indicate the answer by ticking).

SECTION A: DEMOGRAPHIC INFORMATION

1. Indicate your gender. Male [ ] Female [ ]

2. What is your educational qualification? (Tick as appropriate)

Dip.Ed [ ] B.E.D [ ] P.G.D.E [ ] M.E.D [ ]

3. Which of these departments do you belong? (Tick where appropriate)

Counselling [ ] Discipline '[ ]

4. Indicate your years of service as (a) A counselor …… Disciplinarian ……

SECTION B: TYPES OF SOCIAL NETWORK SITES EXPOSED TO STUDENTS.

5. The following types of social network sites are easily available within students' environment (tick as appropriate).

Social network Sites	**Highly available**	**Available**	**Not available**	**Rarely available**	**Scarce**
Face book					
MySpace					
WhatsApp					
You tube					
Cell phone					

6. Students mostly access social network sites of their interest in any of the places stated below. (Tick as appropriate)

Response	**Strongly Agree**	**Agree**	**Undecided**	**Disagree**	**Strongly Disagree**
Home					
School					
Market/town					
Neighbors'/friends home					

7. Sometime student demand to access a particular type of social network site? (Tick as appropriate). Yes [ ] No [ ] (ii) If yes which one...

8. Which of the following social network sites is highly visited by students during their free time? (Tick as appropriate) Internet [ ] Facebook [ ] Whatsapp [ ] Cell phone [ ]

9. How do you rate the extent to which your School forbids the use of the following social network sites? (Tick as appropriate).

Response	**Excellent**	**Above average**	**Average**	**Below Average**	**Very poor**
Facebook					
MySpace					
WhatsApp					
YouTube					

SECTION C: CONTENT EXPOSED TO STUDENTS THROUGH SOCIAL NETWORK SITES

10. Student like watching the following type of information from the social network site. Arrange the information in order from highly watched to least watched.

Movies, Pornography, Games, Others profiles

SECTION D: BEHAVIORS OBSERVED AMONG STUDENTS AS A RESULT OF EXPOSURE TO SOCIAL NETWORK SITES.

The behaviours stated below are observed among students as a result of exposure to social network sites. (Tick as appropriate).

Response	**Extremely**	**Very moderately**	**Slightly**	**Not at all**
Cyber bullying				
Sexting				
Violence				
Drug and substance abuse				

13. Have you ever witnessed a student being punished due to any of the following behaviours? (Tick as appropriate).

Response	**Strongly Agree**	**Agree**	**Undecided**	**Disagree**	**Strongly Disagree**
Sneaking into school cell phone					
Drug abuse					
Aggressive behaviour					
Cyber bullying					
Sexting					
Procession of pornographic Pictures					

14. What is your view about these statements of effects of unnecessary exposure of social network sites to students? (Tick as appropriate).

Response	**Extremely**	**Moderately**	**Not at all**
Sometimes students fail to complete assignments because they spend too much time using a time in given social network site			
Watching violent movies make students Violent			
Watching pornographic movies makes students sex crazy			
Viewing beer commercials ,contests and Celebrities encourages students towards using drugs and substance abuse			

SECTION E: SOLUTIONS TO CURB STUDENT'S EXPOSURE TO SOCIAL NETWORK SITES.

15. There is unnecessary social networks sites exposure within students' environment. (Tick as appropriate). Strongly Agree [ ] Agree [ ] Neutral [ ] Disagree [ ] Strongly Disagree [ ]

16. The following should be done to control unnecessary exposure to any form of social network site. (Write fair or unfair against your choice)

a. Students found with cell phones in school should be punished. Fair [ ] Unfair [ ]

b. The government should pass a policy on censoring information before it is passed over the social networks

(i) Schools should stop connecting to the internet? Fair [ ] Unfair [ ]

(ii) Students' time on the internet should be limited. Fair [ ] Unfair [ ]

17. What other suggestions could you make towards reducing students harmful exposure to social networks.....

APENDIX VI: GUIDANCE AND COUNSELLING TEACHERS INTERVIEW PROTOCOL

Thanks for taking the time to chat with me today; am interested in learning about the ways that you and your department use social network sites and the internet in school.

1. Tell me a little bit about yourself and your department.

2. What kind of social network site do students use in school and at home?

(b) What do other teacher members do with the internet and social networks at your school?

3. Does your learners talk to you about what they do when they are online?

(a) What kind of things do they tell you about? Probe

(b) What kind of things don't they tell you about? Probe

4. Do you give your learners advice about what they should or should not do online? Probe

5. How often do your learners text message? Spend time online?

6 if you could know anything about what your learners do online, what would you want to know? Probe

7. Do you think parents should monitor or keep an eye on what their children do online? What is your own approach to this?

8. Do you talk to other parents about your students internet use? What do you chat with? What do you talk about? Probe

9. Do you think your child's use of the internet is similar to that of other children? In what ways is it similar? In what ways is it different?

10. Do you have a facebook account? Why did you join? Have you discussed facebook with your child?

11. Would you like to have more or less control over your learner's use of the internet? Probe

APPENDIX VII: INTERVIEW GUIDE FOR STUDENTS

Are social network sites very important for you as a person? Why?

What is your major motivation using social network site?

Would you like to have your teacher as your face-book friend?

What do you discuss with others on social network sites?

Do you rely on social network information on making decisions?

Do the massages on social networks sites influence your decisions in any way?

Have you ever changed your mind on reading information on social network sites?

Do you discuss offline something you have come across online?

What information do you access on social network sites?

APPENDIX VIII: DOCUMENT ANALYSIS GUIDE

Date…….

Document……..

Office……..

Officier in charge……

S.NO	Particulars	Information	Remarks

APPENDIX IX: RESEARCH AUTHORISATION LETTER

OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND COORDINATION
OF NATIONAL GOVERNMENT

Telegrams: DISTRICTER" Naivasha
Telephone: Naivasha 050-2020014
Email:dcnaivasha@gmail.com
When replying please quote

THE DEPUTY COUNTY COMMISSIONER
NAIVASHA SUB-COUNTY
P.O. BOX 11
NAIVASHA

Ref: CORR.3/4 VOL.I/(229)

2nd July, 2018

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORISATION – MS. FERISTER WANJA GITHINJI (ID NO.13723493)

The above subject refers.

The above named student has been authorized to conduct research on **"Assessment of social network sites' influence on students' discipline in public secondary schools in Naivasha Sub-County, Kenya"** The research will cover the entire Naivasha Sub-county and will be conducted between **2nd July, 2018 to 22nd June, 2019**.

Any necessary assistance accord to them will be appreciated.

DEPUTY COUNTY COMMISSIONER
P.O.Box 11-20117
NAIVASHA
DATE

J.K. CHANGANDU
FOR: DEPUTY COUNTY COMMISSIONER
NAIVASHA SUB-COUNTY

APPENDIX X: PERMIT FOR RESEARCH

THIS IS TO CERTIFY THAT:
MS. FERISTER WANJA GITHINJI
of CATHOLIC UNIVERSITY OF EASTERN AFRICA, 1734-20117 NAIVASHA,has been permitted to conduct research in ***Nakuru County***

on the topic: ***ASSESSMENT OF SOCIAL NETWORK SITES' INFLUENCE ON STU-DENTS' DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN NAIVASHA SUB – COUNTY, KENYA***

for the period ending:
22nd June,2019

Permit No : NACOSTI/P/18/43114/23037
Date Of Issue : 25th June,2018
Fee Recieved :Ksh 1000



.....
Applicant's Signature

.....
Director General
National Commission for Science, Technology & Innovation

CONDITIONS

1. **The License is valid for the proposed research, research site specified period.**
2. **Both the Licence and any rights thereunder are non-transferable.**
3. **Upon request of the Commission, the Licensee shall submit a progress report.**
4. **The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.**
5. **Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.**
6. **This Licence does not give authority to transfer research materials.**
7. **The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.**
8. **The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.**

REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No.A 19113

CONDITIONS: see back page

APPENDIX XI: LETTER OF AUTHORISATION FROM CUEA

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

Faculty of Education

Department of Postgraduate Studies in Education

CUEA/DVC-ACAD/FOE/PGSE/NACOSTI/003/April 2018

11th April, 2018

The Director,
National Commission for Science, Technology and Innovation (NACOSTI)
NAIROBI, KENYA

RE: FERISTER WANJA GITHINJI – REG. NO. 1021939

I am writing to introduce to you, **Ferister Wanja Githinji,** who is a final year MED student at The Catholic University of Eastern Africa, Nairobi – Kenya, and to request you to assist her to accomplish her academic research requirements.

Wanja's Master's Degree in Education specialization is Research and Evaluation. She has completed all course work requirements for this programme. However, every student in the programme is required to conduct research and write a report/dissertation submitted during the final years of studies.

Accordingly, Wanja's research topic has been approved. She will conduct research on the following topic:

"Assessment of Social Network Sites' Influence on Students' Discipline in Public Secondary Schools in Naivasha, Sub-county, Kenya".

Thanking you in advance for any assistance you give to Wanja.

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA ★ DEPARTMENT OF POSTGRADUATE STUDIES IN EDUCATION ★ P. O. Box 62157 - 00200, NAIROBI 11 APR 2018

Sincerely,

Dr. Marcella Momanyi
Head of Department,
Postgraduate Studies in Education

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA (CUEA) P.O. BOX 62157 00200 Nairobi – KENYA
Tel: 020-2525811-5, 8890023-4, Fax: 8891084, Email: pgse@cuea.edu, Website: www.cuea.edu
Founded in 1984 by AMECEA (Association of the Member Episcopal Conference in Eastern Africa)

APPENDIX XII: LETTER OF AUTHORISATION FROM SCDE

MINISTRY OF EDUCATION
State Department Of Early Learning Basic Education

Telephone: 0502030125
Email: naivashadeo@gmail.com

SUB-COUNTY EDUCATION OFFICE,
P. O. BOX 2053 – 20117. .
NAIVASHA.
Date: 2ND JULY 2018

Ref: MOE/NVS/GEN/ 112/187

~~*Ferister Wanja Githinji*~~
Catholic University of Eastern Africa
P.O Box 62157-00200
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your request to carry out research in Naivasha Sub-County on ***"Assessment of social network sites' influence on students' discipline in public secondary schools"*** permission has been granted to visit schools for period ending **22nd June, 2019.**

You will however be required to give a copy of your findings to this office on completion of your research both in hard/ soft copy.

The research should not interfere with normal school programmes and ensure that it is conducted professionally.

FOR
SUB - COUNTY DIRECTOR
OF EDUCATION
NAIVASHA

RAPHAEL NG'ANG'A
FOR SUB COUNTY DIRECTOR OF EDUCATION
NAIVASHA

MOE-ISO 9001:2008 Certified

APPENDIX XIII: MAP SHOWING AREA OF STUDY(Naivasha Sub-county, Nakuru County)

