INFLUENCE OF SOCIAL MEDIA ON SECONDARY SCHOOL STUDENTS' BEHAVIOUR IN MACHAKOS SUB-COUNTY, MACHAKOS COUNTY, KENYA

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DECLARATION

This research project is my original work and has not been presented in any other university.

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DEDICATION

I wish to dedicate this research project to my beloved husband Daniel and our children Kelvin, Brian, Derrick, and Delton for being a great source of inspiration, encouragement, and support.

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ABSTRACT

Social media is one of the most used interactive communication tools in the current world. Almost every person of above ten years is operating an account of any social media platform. The purpose of the study was to establish the influence of social media on the behavior of secondary school students in Machakos Sub- County, Machakos County. The objectives of the study were to examine social media use among these students, establish various social media platforms accessed, determine behavior displayed by the students as a result of social media use, and determine the measures to put in place to mitigate the behavior arising from social media use among students in the secondary schools in Machakos Sub- County. The study was underpinned on the social learning theory. A mixed-method research design was adopted, 104 teacher counselors were targeted, and in 20153 students who were enrolled in 90 public and private secondary schools in Machakos Sub- County. Purposive sampling was used in selecting the teacher counselors, while the students were selected using a simple random sample. Data was obtained using a semi-structured questionnaire and an interview guide. The data were analyzed using descriptive analysis and content analysis approaches. The study found that 97.4% of the secondary school students in Machakos Sub- County were regular social media users. The students preferred using WhatsApp, YouTube, Instagram and Facebook. The study also found that most students accessed social media at home and school during games and break times, weekends, and late at night. Though the use of social media in schools was not approved except for learning purposes and during computer studies, many of the students could use social media using phones and other electronic gadgets that had been illegally sneaked into the schools. The study also found that social media use cultivated positive and negative learning, social, health, sexual, and psychosocial behaviors. The positive behavior was produced at a 60% extent, while the negative behavior was at a 40% extent. The study further found several actions that parents/guardians, schools' management, and other stakeholders could undertake to mitigate the students' exposure to inappropriate materials on social media, leading to negative behavior. The study thus concluded a high prevalence of social media use among secondary school students in Machakos Sub- County.

ABBREVIATION AND ACRONYMS

CCTV   Closed-Circuit Television

CDA   Coast Development Authority

MOEST   Ministry of Education Science and Technology

NACOSTI   National Commission of Science Technology and Innovation

PC   Personal Computer

SNS   Social Networks Sites

SPSS   Statistical Package for Social Sciences

TV   Television

UFSPH   UCLA Fielding School of Public Health

US   United States

CHAPTER ONE : INTRODUCTION

1.1 Background of the Study

Social media is the fastest growing web application in the 21st century (Abu-Shanab & AlTarawneh, 2015). It entails computer-mediated tools which allow people to create, share or exchange information, ideas, and pictures/videos in virtual communities and networks (Kaplan & Haenlain, 2010). Individuals and communities use social media to share, innovate, discuss, and change user-generated content. Social media relies on mobile and web-based technology to produce highly dynamic platforms. Kietzmann and Christopher (2011) assert that social media has led to substantial and inescapable changes to communication between businesses, organizations, communities, and individuals.

With the Internet spreading worldwide, people's possibility of having access to social media has increased tremendously (Gedik & Cosar, 2020). In 2006, two years after Facebook was invented, the number of people using the social media platform was one billion (Ayodele, 2013). The internet-enabled social interaction platforms are different from ancient ones, such as physical letters and massagers. Modern platforms are better in quality, research, frequency, usability, immediacy, and performance than traditional platforms (Batrinca & Treleaven, 2015). Social media has become a common form of interaction and communication between people from one corner of the world. Nielsen and Schrøder (2014) point out that internet users spend most of their time on social media.

Social media technologies enhance sharing of information, opinions, and knowledge resulting in educational advancement and solutions to cultural and socio-economic issues (Bolton et al., 2013). These technologies include the following: business networks, blogs, forums, enterprise social networks, photo sharing, microblogs and service reviews, social bookmarking, virtual worlds, social networks, video sharing, and social gaming (Anjugu, 2013). Owing to their immediacy characteristics, reach quality, frequency, usability, and

performance, they have influenced people's behavior, attitudes, and perceptions about certain things consumption trends, among others (Wu, Li, & Chang, 2016).

With the rise in popularity of social media, it has become common knowledge. Many people use it worldwide, including teenagers and young adults, especially students. (Ahn, 2011). Due to increased access to internet-connected mobile phones and other devices by a good number of secondary school students, social media usage by these students has reached such a crescendo that it is a concern to all stakeholders in education for its potential risks (Emeri, 2019). According to Asare-Donkoh (2018), secondary school students dominate social media users worldwide, spending a substantial volume of their time on the internet on various platforms. These students spend more time usually multi-tasking by visiting several sites accessing volumes of content. Elder (2017) underlines that in America, for instance, high school students log in to their preferred social networks more than ten times a day to reinvent their personalities, share information, connect with their peers, and parade their characters' social lives.

The social media platforms commonly used by secondary school students included Facebook, Twitter, WhatsApp, Skype, Google Messenger, Wattpad, LinkedIn, Myspace, Pinterest, Viber, Facebook Messenger, Telegram, YouTube, Snapchat, Instagram, and Tik-Tok (Fush, 2021). The students mainly access their preferred social media sites using smartphones which have gradually become a part of the everyday life of young people in society. Many secondary school students cannot go for two to three hours without checking and updating their profiles on these networks, even to the detriment of other activities such as educational and career pursuit.

Given the central role that television (TV), cell phones, movies, radio, video games, and computer networks have on children's daily lives, it has been argued that social media can have potentially profound effects. Positive and negative impact on children's cognitive,

social, and behavioral development (Ray & Jat, 2010). A study by Velenzuela, Park, and Kee (2008) supports the notion that both the medium technological capabilities and the actual content it transmits influence people's attitudes and behaviors. Hence, social media has become part and parcel of secondary school students' daily programming, making it an essential area of inquiry concerning how it affects students' behavior.

Social media has become the most common platform through which people form and interact with peers, groups, and associations (Yang & Lee, 2020). These associations result in learning behavior either deviant or conforming from the information shared or obtained and imitating traits from these platforms (Akubugwo & Burke, 2013). Through imitation, behavior, whether negative or positive, is acquired and adopted by society. Therefore, since social media use has both positive and negative effects depending on how one uses it, it is likely that secondary school students accessing different social media sites might acquire both positive and negative behaviors.

Most studies have concentrated on the harmful effects of social media without exploring the possible ways in which it can be harnessed to promote positive behavior among students. Moshi, Ndeke, Stephen, & Ngozi (2018), also argue that social media use among secondary school students cannot be wholly condemned or fully adopted without critique. While many available studies have concentrated on the influence of social media on students' learning behavior, the effects of social media on users have been found to cut across the social, psychosocial, health, and sexual aspects of life.

Moreno (2012) note that social media use can affect the health behavior of users. Wang, Tchernev and Solloway (2012) argue that social media use may have far-reaching effects on learning, while Ndukwu, Igbo, and Ndukwu (2020) note a link between social media usage, the sexual behavior, and social wellness of many young people. This study sought to explore

the behavior displayed by secondary school students after social media use in Machakos Sub-County.

1.2 Statement of the Problem

The level of student misbehavior in Kenyan schools is alarming. Students who disrespect the school administration, teachers, parents, and subordinate employees have become increasingly common. Defiance of school norms, inappropriate dress, and truancy are regular behaviors witnessed in educational institutions. In the most gruesome incidents, students have attacked both teaching and non-teaching personnel with crude weapons and even killed them. Unrest among students also affects parents. Social networking has become a part of everyday life. As a result, secondary school pupils frequently use social media (Emeri, 2019). Faster internet-enabled gadgets, such as notable smartphones, have made this possible for most students. To obtain vast volumes of information, students usually multitask.

Furthermore, unrestricted internet access allows secondary school students to access pornographic websites, adult blogs, and explicit music streams, predisposing them to deviant conduct (Universal International, 2008). As a result, students spend more time online than in class. Depression, loneliness, social isolation, and withdrawal are all symptoms of superficial relationships. Sleep loss and daydreaming from social media, texting, or online browsing until late at night are widespread. Social media activities also affect school conduct. For example, depictions of celebrities smoking or drinking alcohol may entice learners to mimic them. Long-term exposure to sexual and violent behavior in movies, beer commercials, and hairstyle trends harms students (Hamilton, 2015). According to Astatke, Weng, and Chen (2021), a student's behavior is essential to teachers, parents, and society because it reflects the family's image in the community.

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Studies conducted by scholars on the influence of social media on students' behavior have consistently shown that social media affect students behavior; such studies have been done in a specific region such as Muia (2016), Lang'ata Sub- County Nairobi, Mwandime, (2015), Westlands Sub-County, Nairobi, Muthui and Sirera, (2017), Nakuru East Constituency, Muinde, (2015), Kitui Central Sub- County.

However, similar studies have not been carried out on the effect of social media on students' behavior at Machakos Sub- County. This creates a gap in the investigation of Machakos Sub-County as an area affected by social media. This calls for an in-depth investigation on the same.

1.3 Purpose of the Study

This study aimed to assess the influence of social media on the behavior of secondary school students in Machakos Sub- County, Machakos County.

1.4 Objectives of the Study

The specific objectives of this study were:

i)   To examine social media use and its effects on students' behavior in the secondary schools in Machakos Sub- County.

ii) To establish various social media platforms used by students and their effects on students' behavior in Machakos Sub-County.

iii) To determine the behavior displayed by students after social media use in the secondary schools in Machakos Sub-County.

iv) To determine the measures to put in place to mitigate students' behaviors after social media use in Machakos Sub-County.

1.5 Research Questions

i)   What is the level of social media use among students in secondary schools?

ii) What are the various social media platforms used by students and their effects?

iii) Which behaviors are displayed by students in the secondary schools in Machakos Sub- County due to social media use?

iv) What measures need to be put in place to mitigate the negative behavior from social media use among students in the secondary schools in Machakos Sub- County?

1.6 Significance of the Study

The findings of this study will help the Ministry of Education officials understand the influence of social media on student behaviors to advise, instruct, or engage school administrators to increase direct responsibilities for students' counseling and sensitizing. An effective social media policy is essential to ensure learners exploit the opportunities brought about by social media while at the same time being protected from any harm should an online issue arise.

The study findings would also be beneficial to school administrators/management since it would help them determine the extent of social media use among secondary school students within the school environment. They would devise informed schools' policies, rules, and regulations on social media use among students with such information. Moreover, they would be able to determine how they can equip their staff to adequately tackle the different issues emerging within their school due to social media usage among their students.

The study would also benefit teacher counselors and discipline masters in schools by highlighting their role in guiding and counseling students on the proper use of social media, especially where it is impossible to control the students from accessing social media platforms. The findings of this study will further help school staff develop adequate frameworks and mechanisms for identifying cases of negative behavior arising from social media usage how students can be assisted to pull through from such addictions and traps.

In addition, the study would also help parents/guardians understand their role in students' social media usage trends and how they can work with teachers and school administrators to guide their children on proper social media use.

1.7 Limitations of the Study

The study's main limitation was the possibility of respondents, especially the students, giving socially acceptable responses to please the researcher and not exposing the negative side of social media use. However, efforts were made to explain to respondents the importance of the study and request them to be sincere and honest.

1.8 Delimitations of the Study

The study was delimited to Machakos Sub- County, which has both rural and urban setup, and the findings may be generalized to other areas with caution. The study also targeted secondary school students and teacher counselors only. The study sought to assess the influence of social media on the behavior of secondary school students in Machakos SubCounty. While the study recognized that new interactive technologies impact other age groups outside the youth brackets, the study delimited itself only on secondary school students in Machakos Sub- County in Machakos County.

1.9 Assumptions of the Study

The following five assumptions guided this study. The study assumed that the methodologies and instruments employed for the data collection were appropriate and relevant for the purpose and objective of the research. It was also assumed that data from students and teacher counselors on the influence of social media on students' behavior in the sampled secondary schools was accurate.

The study likewise assumed that the behavior displayed by students in the selected secondary schools was linked to social media exposure. The study also assumed that all secondary

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schools had trained teacher counselors, and there were strategies to mitigate the negative student behavior caused by social media sites. The study further assumed that the respondents understood the questions and gave appropriate answers.

1.10 Theoretical Framework

This study adopted the social learning theory by Bandura (1977). According to Bandura, behavior is acquired through observational learning from the environment. He also believes that human beings are active information processors who consider the link between their actions and repercussions. Moreover, cognitive processes are required for observational learning to take place.

Everyone has a model figure that they look up to for self-improvement in the modern world. Youths are surrounded by numerous influence models in society, including parents, characters on children's television, friends from their peer group, and teachers at school. These models provide examples of behavior to observe and imitate, for instance, masculine and feminine, pro and anti-social behavior. Youth pay attention to some of these people (models) and encode their behavior. They may later duplicate (or copy) the observed behavior. They are free to do so regardless of whether or not the behavior is "gender-friendly." Nonetheless, several factors increase the likelihood that a youngster would imitate society's sex-appropriate behaviors (Bandura, 1977).

The observed persons are said to be models, and the learning process is referred to as modeling. Furthermore, if a person observes a positive, the desired outcome in the first stage, Bandura's second and third stages of social learning, imitation, and behavior modeling, may occur. If an instructor, for example, visits and watches a class in-world and is entertained, informed and appreciates how students behave, they are more likely to want to teach a class

in-world. They can then use the conduct they observed to copy and emulate the teaching styles of other teachers in the real world (Bandura, 1986)

Previous studies confirmed that at least part of many behaviors could be learned through modeling. Some examples cited in these regards are that students can watch parents read, witness the demonstrations of mathematics problems, or see someone acting bravely in a fearful situation (Newman B.M and P.R, 2017). Based on this point, aggression can also be learned through models. Much research indicates that children become more aggressive when observing aggressive or violent models. From this view, moral thinking and moral behavior are influenced by observation and modeling.

In consequence, learning includes moral judgments regarding right and wrong, which can, in part, develop through modeling. Further, youth are more likely to attend to and imitate those it perceives as similar to themselves. Consequently, it is more likely to imitate behavior modeled by people of the same sex. Similarly, the youth behavior is modeled by those they interact with and share information over the social networks. Many celebrities like musicians, actors, scientists, and influential leaders have positively or negatively influenced youth. If the behavior learned is negative, then it is deviant or criminal. Cases like sexual immorality, violent behavior, drug abuse, loss of traditional and religious values are prevalent among the youth.

1.11 Conceptual Framework

Figure 1.1 presents the study's conceptual framework to show the relationship between social media and students' behavior in the secondary schools in Machakos Sub- County, Kenya. The independent variable, in this case, was social media, while the behavior displayed by the students was the dependent variable. The intervening variables considered included parental involvement, peer pressure, and school policy. Parental involvement in monitoring the

content students consume from social media and how it affects their learning, social, psychosocial, health, and sexual behavior, whether positive or negative, was one of the intervening variables. The school policy governing the use of social media is ineffective in most schools. Students use social media in schools out of peer pressure both in school and at home for day scholars and during school holidays for the boarders.

Figure 1.1 Conceptual Framework

Independent Variable	Intervening Variables	Dependent Variable
Social Media • Social media platforms accessed • Behavior displayed by students • Measures to put in place to mitigate the student behaviour	**Social Media** • Parental involvement • Peer pressure • School policy	**Students' behavior (positive or negative)** • Learning behavior • Social behavior • Psychosocial behavior • Health behavior • Sexual behavior

Source : Researcher 2022

1.12 Operational Definition of Terms

Behavior: this study refers to how individuals act or conduct themselves, especially towards others.

Healthy behavior entails the overt behavioral patterns, actions, and habits individuals take that affect their normal physical and mental condition.

Learning behavior: this refers to the mental readiness to learn and entails a student's outlook, choice, persistence, efforts in learning, and how they relate to the people that make up the school community.

Psychosocial behavior: Interactive and mental activities of individuals and groups that influence and determine their relationships, ability to work together, and attitudes towards each other. It is a combination of both psychology and social behavior.

Sexual behavior encompasses all activities that gratify an individual's sexual needs. It is the broad spectrum of behaviors in which individuals display or express their sexuality.

Social behavior: interactions among individuals, generally within the same species, which qualifies, modifies or otherwise alters the act of another individual.

Social media: a collection of internet-based applications that support the creation, sharing, or exchange of information, ideas, pictures, or even videos in virtual communication and networks.

Social media platform: This web-based technology enables the management, development, and deployment of social platforms solutions and services.

CHAPTER TWO : LITERATURE REVIEW

2.1 Introduction

This chapter contains applicable literature about the effects of the internet community on students' behavior in secondary schools across the globe. The chapter provides summary of the concept of social platforms use, platforms accessed, behaviors displayed, and the measure to put in place to mitigate the behavior exhibited by secondary school students after social media use. A summary of the research gaps identified is then provided.

2.2 An Overview of Social Media Concept

The internet community is a web-based type of data communication. It is defined by Sivakumar (2020) as a pool of internet websites, services, and practices that enable people to collaborate, build communities, participate and share a wide range of content. Kietzmannn, Silvestre, McCarthy, and Pitt (2012) view social media as applying web and mobile-based technologies to craft an interactive platforms through which persons and the community, in general, engage in sharing and co-creating, discussing modifying user-generated content. Social media is also viewed by Akram and Kumar (2017) as a collection of internet-based applications that support the creation, sharing, or exchange of videos, information, pictures, or even ideas in virtual communication and networks.

2.3 Social Media Use and its Effects on Students' Behavior

Social platforms such as Twitter, Facebook, WhatsApp, YouTube, and Instagram have become a raging trend for everyone in this day and age. Available studies demonstrate that social media users have increased tremendously, and students in secondary schools are no exception. According to Ogundijo (2014), over the years, social platforms have become highly popular among secondary school students as it enabled them to have connections with their friends within and outside school. Different studies have underlined the usage of social platforms in different regions.

A study by Muhingi et al. (2015) on the effects of the internet community on secondary school students' performance in an Open Learning Centre in Nairobi, Kenya, demonstrated that all the sampled students had been registered across different social media networks,

mainly Facebook. This study which applied a composite approach research design found that the primary use of the social media networks among the students was recreational social networking. The students also spent long hours on social media, presumably more than 2 hours a day.

Kiplagat and Ombiro (2016) also investigated the impact of using social platforms on the academic performance of high school students in Kisii County. This study also employed a mixed methods research design. They found that the students accessed social platforms, and the most frequented sites were YouTube, Facebook, Twitter, WhatsApp, Instagram, and. The study also noted that students are accessing social platforms, especially those in day schools, spent more than 2 hours on the sites on their own. The sites were used mainly for entertainment, chatting, watching pornographic videos, posting photos, getting news, and sports.

Another study by Mwadime (2015) on the effects of social platforms on aducational outcome among high school students in urban areas, specifically Westland's Sub-County, Nairobi, established heightened student engagement in social media use. These students used social media mainly for infotainment. Aside from communicating with fellow

students/friends, family, and teachers, the students used different social media platforms for socialization and entertainment purposes. The students shared videos and pictures with others and actively chatted with their peers. The students used social media to acquire new knowledge and share academic content with their colleagues to a small extent.

Muthui and Sirera (2017) examined the repercussions of time spent on social platforms on academic performance by students in public day secondary schools in Nakuru East Constituency, Kenya. The study noted that even though schools had banned the use of cell phones in schools, the students still found means of sneaking them into the schools and using them to access different social platform sites. The students spent long hours on the internet

community, where most of them did their assignments while still chatting with their peers on popular topics. Such actions negatively affected their academic performance. Nonetheless, many students used social media for research purposes and contacted their teachers and classmates on school work. This meant that social media was a tool that could positively or negatively impact the students' learning process.

The study by Asare-Donkoh (2018) explored the impact of social media on high school students in Accra, Ghana. The study found that all the surveyed students used at least one social media platform, with many being present on more than one platform. The students accessed social media using devices connected to the internet such as desktop or laptop computers, tablets, and smartphones. The students mainly accessed social media using their mobile phones. The students' most commonly accessed social media platforms were Facebook, WhatsApp, YouTube, and Instagram. The students visited these sites regularly and used social media to search for information related to their school homework and assignments, find new friends, connect with their friends and relatives, chat with friends and relatives, and share their photos. Other students used social media for entertainment, creating or sustaining existing relationships, passing the time, and reading gossip news—most of the students spent over 3 hours on social media daily.

In Tanzania, Moshi et al. (2018) examined the impact of social media on students' learning behavior in the secondary schools in Moshi Municipality. The study, which applied a mixed methods research design, found a high prevalence of social media use among high school students in the municipality. According to the study, the most preferred social media site among these students was WhatsApp, followed by Facebook. The students' other select platforms were Twitter, Instagram, Skype, and LinkedIn. The students used these sites to communicate and connect with family and friends majorly.

Muritala and Anyio (2014) assessed the influence of social media usage on self-image and academic performance among senior secondary school students in Ilorin-West Local Government, Kwara State, Nigeria. The study used an ex-post factor design. The study found that most students spent long hours connecting with their online friends on social media. The study also noted a significant difference between males and females in social media usage. Ogundijo's (2014) study on social media usage among secondary school students in Lagos State, Nigeria, revealed that the students mainly used social media to interact with friends and family and have new contacts.

Nazir (2014) explored the use of social networking sites by the secondary and higher secondary school students of Srinagar, Kashmir. The study noted that the students aged 16 to Eighteen years used these sites. Facebook was the most used social media platform, followed by Twitter. Most students used their mobile phones to access social media sites, followed by desktop and laptop devices. A few students used Cybercafé and school computer laboratories to access social medi. The students spent over 2 hours daily on social media, mostly chatting, sharing information, having fun, and making new friends.

Within the Turkish context, Kaya and Bicen (2016) examined the effects of social media on the behaviors of high school students. The study found that Facebook, YouTube, Instagram, WhatsApp, and Viber were highly used. The study highlighted that the students used these sites to communicate, be entertained, and share news, photos, and songs. The students mainly accessed this social media platform using their smartphones and access to the internet, especially Wi-Fi, making it easier to access the site. Tablets and other wearable devices were used to a small extent to access social media.

A study conducted by Tezci and İçen (2017) high school students' social media use habits in İstanbul, Turkey, revealed that the students mostly used YouTube and Facebook while Myspace and LinkedIn were the least accessed social media sites. The students' primary

reason for using social media was that they wanted to share documents, information, and opinions and sought to be entertained. There were also gender differences in the way the students used social media. Moreover, the students accessed and utilized social media mainly through their smartphones, where they spent between 1 to 3 hours on the internet community daily. Kennedy (2019) explored the effects of using social platforms on high school students drawn from public schools in Goodhue County, Minnesota. The study found that the students accessed social media mainly using their smartphones. Only a few accessed social media using iPad, tablets, laptops, and desktop computers. According to this study, Snapchat was the most accessed site. Other sites commonly accessed by the students were Facebook, YouTube, and Instagram. The students spent 4.5 hours daily visiting different social media sites.

Another study carried out in the Southeastern region of the United States by Martin, Wang, Petty, Wang, and Wilkins (2018) revealed that many middle school students had started using social platforms at age nine or younger. In addition, for most of the students, the parents did not monitor their social media use. The students surveyed mainly accessed Instagram, Snapchat, and YouTube. They mainly used social media to connect with their friends, share photos, and find out what others were doing. In using social media, the students reported that they had been exposed to inappropriate posts and photo hacking occurrences. Some had their feelings hurt, others encountered privacy breaches, some had been bullied and stalked, and some were exposed to lots of negativity.

Gedik and Cosar (2020) explored the perception of social media use among secondary school students in Turkey. The study found that most of these students had access to social media. The students preferred using Facebook, Messenger, Instagram, WhatsApp, Twitter, Wattpad, Snapchat, and YouTube to communicate with others, be entertained, get and exchange information, pass the time, and study purposes. The study also noted that social media usage

varied with gender and students' grade, whereas students in higher grades accessed social media more frequently.

2.4 Social Media Platforms Accessed by Students and their Effects

Through different social media platforms, individuals can engage in diverse conversations, share or exchange different kinds of information, and generate content (Kaplan & Haenlein, 2010). Anjugu (2013) posited that social media takes several forms: blogs, micro-blogs, social networking sites, instant messaging, photo and video sharing sites, podcasts, wikis, widgets, and virtual worlds. Social media is widely used in sharing information and establishing connections. At a personal level, social media usage facilitates communication with relatives and friends; it supports the acquisition of insight on new things. It is an excellent source of entertainment and helps one develop their interests (Zhu & Chen, 2015).

Social media can also be used in expanding or broadening one's knowledge on a specific field besides building their professional networks through linking up with other professionals in their industry (Hitchcock & Battista, 2013). Social media enables firms to communicate with their potential clients; it helps them gain crucial client feedback and leads to brand awareness (Noone, McGuire, & Rohlfs, 2011). Several social media platforms enable the development, deployment, and management of social media solutions and services. They comprise Pinterest, Facebook, LinkedIn, Snapchat, WhatsApp, Twitter, YouTube, Instagram, Tumblr, and Tik-Tok (Fuchs, 2021).

Facebook as a social networking site helps individuals get in touch with friends, relatives, and colleagues. It also allows individuals to post content, such as videos, photos, status updates, videos, and messages (Burke & Kraut, 2014). Facebook also supports creating, among others, groups, events, and pages by its users. On the other hand, Twitter is regarded as a microblogging site where users interact in ―real-time‖ using 140-character tweets to their followers (Bruns & Burgess, 2012). The users can have conversations using mentions,

replies, and hashtags. WhatsApp is a smartphone application that allows users to send and receive photos, instant messages, voice conversations, and videos over the interne (Cetinkaya, 2017).

Instagram was initially presented as an application meant for sharing photos using a smartphone where users could take pictures and share them after applying various filters in the social forums, such as Facebook, Twitter, Tumblr, and Flickr (Boczkowski, Matassi, & Mitchelstein, 2018). Currently, Instagram can be applied across all different operating systems and is appropriate for nearly all devices. YouTube allows users who can either be individuals or institutions to create their channels to endorse their content and organize it in many different ways. In contrast, other users can be subscribers or followers of the track (Strangelove, 2020).

Snapchat is a social media mobile application that lets users send and receive time-sensitive photos, videos, and text messages, which expire upon viewing (Utz, Muscanell, & Khalid, 2015). The users are also able to choose the audience that views their content. Users can upload their video snaps, photos, et cetera to their personal or public stories, or email them discreetly to other persons (Piwek & Joinson, 2016). Tik-Tok is a mobile video creation and sharing app that has captivated young audiences all over the world (Herrman, 2019). It's a piece of social software that includes a 15-second creative music video. Users can customize their music interfaces, add special effects like beauty and slow motion, and make your own fast music videos. Secondary school kids are severely impacted by social media, which leads to anti-social behavior in a variety of ways. For example, when it comes to inappropriate material exposure, the internet has altered how pornography is consumed. People have more access to pornography through their smartphones..

According to research, 57 percent of children aged 9 to 19 have come into touch with online pornography. Their interactions with pornography took place in a variety of ways. The most

common were pop-up ads, open phone sites that appeared by accident when searching for something else, junk mail, et cetera. In addition, 22% of 9 to 19-year-old daily and weekly users went up on a site containing violent or gruesome images by accident, and 9% on a site unfriendly or bigoted to groups (Livingstone and Bober, 2005). Consequently, the internet community has contributed in teen online social exploitation. For the Youth Internet Safety Survey, the University of New Hampshire's Crimes Against Children Research Center polled 1,501 young adults aged 10 to 17 who frequently use the internet. They discovered that 19% of teenagers (77 percent of those 14 or older) had received unwanted sexual socialization on the internet, whereas just 24% of youths are unconcerned about sexual online socialization.

Consequently, harassment among peers has become rampant to the youth. On the internet, bullying has taken on a new form (Li, 2008). According to studies, offline bullying peaks in middle school, whereas online harassment emerges later and persists throughout high school (Wolak, Ybarra, Mitchell, & Finkelhor, 2006). Some youths are strongly exposed to this material; therefore, they practice it. (Wolak, Mitchell, & Finkelhor, 2003). Ybarra, Mitchell, Finkelhor, & Wolak's (2007) study found that engaging in many different kinds of risky online behaviors explains online interpersonal victimization more than engaging in specific individual behaviors). As a result of this technology, harmful online conduct has emerged. Consequently, not only has exposure to objectionable information been deemed a serious concern, but also membership in and the ability to join controversial parties.

Interestingly, harmful online activity happens when youth utilize the internet with friends or classmates, according to Ybarra et al. (2007). Bullying is another sort of hazardous internet conduct. Cyberbullying perpetrators and victims frequently overlap, according to studies. Although it is widely acknowledged that adults bully children, the extent to which this occurs is unknown. (Wolak et al., 2006). Hinduja and Patchin (2007) outline that people of the same age often harass minors. Males are more probable than females to be physical and cyber

bullies (Li, 2008). The usage of social platforms also opens the door to mental discomfort as a result of receiving threatening, harassing, or embarrassing message from another teenager, a practice known as cyberbullying.

According to the UCLA Fielding School of Public Health (UFSPH), roughly 23% of California youths have been intimidated by their peers (2001). Cyberbullying looks to be on par with internet bullying in terms of prevalence (Lenhart and Madden, 2007). In addition, cyberbullying has been proven to cause higher levels of sadness and anxiety to victims than traditional bullying. It has also been linked to incidences of juvenile suicide, with teens viewing nasty remarks days before attempting suicide (Kowalski, 2009). Most teenagers use messaging on a regular basis; it is a powerful and confidential communication tool that can be misused. Teens can't see who is receiving the message when they text, so their actions can be separated from the repercussions. Almost half of the teenenager with cell phones reported having regrets over a text message they have sent (Lenhart, Ling, Campbell, and Purcel, 2010); texting can also be used tointimidate or humiliate someone. Nearly half of teen mobile phone owners expressed regret for sending a text message (Lenhart, Ling, Campbell, and Purcel, 2010); texting can also be used to intimidate or humiliate someone. By using cell phones or the internet, an inappropriate or unpleasant image or video can be easily spread or posted to an online video sharing site, such as YouTube through the internet.

In addition, according to a survey of risk, impact, and prevention, the most predicted behaviors associated with exposure to sexual material on the internet are using the internet extensively, going to chartrooms, taking risks online, and using the computer in other people's houses. Sexting is a type of texting in which people send or receive sexually provocative nude or semi-nude photos or videos (Albert and Crabbe, 2008). Moreover, instant messaging, cell phones, and social networking websites are increasingly being used to track, harass, and threaten partners in a relationship.

One in every three teenagers in a relationship has had a partner text them up to 30 times an hour to find out what they are doing, where they are, or who they are with (Liz, 2008). Unwanted online sexual solicitation is defined as urging someone to talk about sex, perform anything sexual, or give personal sexual information when they don't want to (Ybarra, 2007). When adults approach adolescents on the internet to participate in sexual behaviors that would result in statutory rape, this is known as online sex prediction. Sexual solicitation between same-age peers is far more common than sexual predation, and the majority of these solicitations occur from same-age peers who are known offline (Collins, Martino, and Shaw, 2011). The high cases of sexuality or sexual abuse reported in Kenya, for instance, a case in Kericho County where a nine-year-old girl gave birth at a hospital. Cases of sexual harassment and sexual activity among upper primary and secondary schools have been reported in the past, access to sexual content in social media can be linked to it.

According to the National Center on Addiction and Substance Abuse at Columbia University, American youths aged between 12 and 17 who spend some time on social platforms on a typical day are increasing their risk of drug use most likely, smoking and drinking (CASA, 2011). The survey's objective was to find out whether they spend time on Myspace, Facebook, et cetera on a daily basis for the first time. In a typical day, 70% of teens say they spend time on social networking sites, compared to 30% of teens who say they don't. This indicates that on any one day, 17 million 12- to 17-year-olds are social networking. Teenagers who spend five times more time on social networking sites than teenagers who do not spend any time on them in a normal day are five times more likely to use tobacco, twice as likely to use marijuana, and three times more likely to use alcohol.

Findings from the CASA Columbia survey established that 40% of all teenagers surveyed have come across photos on Facebook, My Space, or other social networking sites of young adults getting drunk, passed out, or. Half of the teens who have seen pictures of kids using

drugs, drunk or passed out on Facebook and other platforms on the internet community. It is also evidentthat they are exposed to such content at as at 13 years of age or younger. Moreover, more than 90% first saw such pictures when they were 15 or younger. Compared to teens that have seen these images are three times likelier to use alcohol, four times more feasible to use marijuana, four times more potential to be able to get marijuana, three times more likely to be able to use drugs without prescription, and more than twice as likely to be able to get alcohol in a day or less. There is also a high probability that friends and classmates abuse illegal and prescription drugs thus influencing others who may start using because of peer pressure.

Most psychologists agree that Bandura's social learning theory is the most valid explanation of how children acquire pro-social behavior. This theory states that children learn through observing things around them and then adopting tthe behavior. A child could watch pro-social behavior on television or any media site and then apply this in real life.

The above theory can also work in relation to the theory of operant conditions. This theory suggests that we learn through reward and punishment, so if a child knows a pro-social behavior on the media and sees that the character is rewarded, then operant conditioning would reinforce the learning of pro-social behavior; this also applies to antisocial or deviant behavior among the youth.

Hogan and Strasburger (2008) discovered that children who had watched philanthropic programs behaved more positively towards one another than those who had watched a neutral program, suggesting that compassionate television programs can increase constructive interactions among children. Else where, Wilson et al. (2002) revealed that children who watched a television program for example, where a child rescues a dog are more likely to help a distressed dog than those who watched an emotionless program. This suggests that television can increase altruism. Johnston and Ettema (1982) conducted a study with several

thousand 9-12 years old who were asked to watch Freestyle. This show aims to reduce gender-role stereotyping, with most children making fewer stereotypes about gender roles. Kelly (2012) argues that many people have a presence on one of the social networking sites, and let's admit it, many of us are addicted to it – and why not, for it is the quickest way to contact our friends and make a long ―friend's list.‖ Like every good thing, the negative effect has a flip side as well. Yes, social networking sites such as Facebook and My Space, etc., can negatively impact.

Owing to the addition of social media has developed negative impacts on behavior. Researchers have found that there appears to be a positive correlation between hyper networking, which is more than three hours of internet time, and adverse health behavior such as depression, drug abuse, and isolation among teenagers. The negative effect can even extend to suicide (Kelly, 2012). Social media platforms allow you to connect with people of similar interests and backgrounds. Usually, they consist of a profile, various ways to interact with other users, and set up groups. The typical social media platforms are;

i.   **Micro Blogging and Comments**– Services that focus on sending out quick updates to anyone who has signed up to receive them. Twitter is the most popular. Members of online forums can have dialogues by posting messages. Blog comments are similar to forum comments, except that they are tied to blogs, and the debate usually revolves around the content of the blog post. There are numerous well-known blogs and forums.

ii. **Bookmarking Sites** – Services for saving, organizing, and managing links to various websites and resources on the internet. Most will allow you to tag your links so that they are easier to find and share.

iii. **Media Sharing** – You can use services to post and share various types of media, such as videos and photos. Additional social features, such as profiles, comments, and so on, are available on most services. YouTube and Flickr are the most popular.

iv. **Social News** – People can use services to upload various news items or links to external publications, and users can subsequently vote on them. The most popular items are presented prominently, emphasizing the social aspect of voting. Which news stories get seen majority people is decided by the community.

Although secondary school students spend most of their time with teachers, parents play a crucial role in shaping students' behavior. Parents encourage their secondary school children to use phones either by buying them phones or buying airtime as and when they need it. Even when parents realize that their children possess phones without permission, most of the time, they tend to ignore and fail to channel their advice accordingly. Parents should limit the use of gadgets by their children while they are still in school, particularly secondary school. Peer pressure is one of the key factors contributing to any behavior change. Teens are the most affected group as far as peer pressure is concerned. A student may feel excluded or alienated when their peers possess phones when they do not have. One student may influence classmates or a large group of friends in school to possess phones. In the wake of technology, students are now using phones to help them find answers to assignments given by their teachers, although they spend most of the time on Facebook, WhatsApp, YouTube, and the like.

Recently, the government imposed strict rules relating to national examinations, including possession of mobile phones in exam rooms. Still, it has yet to set such rules about possession of phones in school during normal operations. It should enforce strict rules against the possession of gadgetscby students in school and the marketplace.

Students in secondary school enjoy listening to music with vulgar language, alcohol advertisements, and watching television channels with pornographic movies. This provokes them to indulge in deviant behavior such as early sexual activities and drug abuse (WQED Pittsburgh, 2013). They also use pocket-sized phones to obtain the information mentioned above. On an episode of WQED Pittsburgh's IQ: competent parent called Tune In, Tune Out, behavioral scientist Steven Martino looked into these difficulties. Martino sat down with host Angela Santomero, well known for creating the children's television show Blue's Clues, and offered some fascinating study findings on the use of social media, including the following:

i. The more pornographic literature youngsters watch on television, the earlier they begin sexual interaction, and the more the likelihood they will regret incase of unwanted teenage pregnancies.

ii. There is a strong link between youth media exposure to violence and aggressive or violent conduct and ideas.

iii. On an annual basis, children are exposed to almost 300 alcohol commercials. Similarly, alcohol is depicted in over 80% of films.

iv. The reasons that movie characters give for smoking can have a negative impact on adolescents' real-life smoking risk.

Generally, as shown in the available literature, the most popular social media platforms used are Facebook, WhatsApp, Twitter, YouTube, and Instagram (Tayo, Adebola, & Yahya, 2019). These platforms are majorly used for interaction, entertainment, and even for information seeking. They enable connectivity, interaction, and collaboration (Giannikas, 2020).

2.5 Behavior Displayed by Students after Social Media Use

From the reviewed literature, it was evident that social media use among secondary school students had both positive and negative effects. From the study conducted by Muhingi et al.

(2015), social media positively and negatively affected secondary school students' learning, where the adverse effects outweighed the positive impact. The study demonstrated that while social media supported recreation among students, it ruined their academic achievements.

This was attributed to the students' addiction to social media, leading to time wastage, which meant they did not spend adequate time studying or completing their academic assignments. This study called for close supervision, censoring, monitoring, vetting, and restriction so that the students could concentrate on achieving academic excellence.

Nyongesa, Kiprop, and Chumba (2018) studied social media's influence on social behavior. This study revealed that social media accelerated indiscipline among secondary school students. The study found that social media use encouraged cheating; it exposed students to addictive pornography, which destroyed their morals and character. It denied many adequate times to study while other students became accustomed to laziness. Moreover, the study noted that social media use had become destructive to learning as students adopted the language, and their memory and thinking capacity were adversely affected. According to the study, social media use further disconnected students from other people and increased stress, depression, and other mental disorders. Others were unable to communicate effectively with their peers after prolonged social media usage.

The study by Moshi et al. (2018) reported both negative and positive effects of social media use on learning among high school students. This study revealed that social media use could positively affect learning by providing access to educational content, providing audio-visual learning aids, and providing an exciting learning environment for the students. However, the study also noted that social media use could serve as a distraction for students, which would cause them to procrastinate on their assignments. This finding was attributed to the fact that social media had many attractions unrelated to academic learning. These included chatting

with friends, watching videos, and gaming, which distracted them from studying at school and home, leading to poor performance.

Muinde (2015) carried out a study to determine the outcome of social media usage on students' behavior in the secondary school in Kitui Central Sub- County. The study found that social media enabled students to express themselves and be creative, besides helping students coordinate with peers to handle school assignments, homework, and group projects. The students were also able to maintain connections with friends and relatives, make new friends, share pictures, and exchange ideas with others. Additionally, the study noted that intensified use of social media made some of the students susceptible to anxieties, depression, and other psychological disorders and even, at times, exposed them to future health complications. The study noted that social media was highly distracting and adversely affected learning. The study further pointed out that some students addicted to social media became socially isolated and turned to unsafe internet sites and blogs for assistance, promoting drug abuse, risky sexual practices, or aggressive or self-destructive behaviors.

Umar and Idris (2018) investigated the impact of social media on the psychosocial behavior and academic performance of secondary school students in Katsina State, Nigeria. The study found that social media usage adversely affected the students' psychosocial behavior and academic performance. The study noted that most students were psychologically addicted to social media and spent much of their time online, which meant less focus was directed to other life-related activities and aspects. According to the study, 73.3% of students were forced to multitask. Even though social media helped them socialize and be connected to their peers, it sometimes led to increased cyberbullying, glamorizing drug and substance abuse habits, and made students unhappy, instilling the fear of missing out, which later translated to restlessness.

Oberiri and Greg (2017) also reported that secondary school students using social media were highly exposed to undesirable comments and posts, photos, and videos. Since trending on social media had become a custom to be admired, most students, according to the study, became pressurized to be, look and act perfect, and be part of a click of friends considered to be perfect, having many likes and followers. The study underscored that when the students failed to meet such demands, the outcomes were acute backwardness academically and psychologically.

Abu-Shanab and Al-Tarawneh (2015) examined social media use among high school students in Jordan. A survey was undertaken. The study focused on Facebook uses noted that since the students spent long hours on this social media network, they neglected their studies and attained lower grades. The students also became addicted to destructive entertainment; their health was adversely affected, others isolated themselves from other people while others became addicted to their phones. The study also found that social media use did more harm than good on the students since it adversely affected their academic lives and social activities in the real world as their lives revolved around cyberspace.

Kaya and Bicen (2016) researched the effect of social media on the behavior of high school students in Turkey revealed that social media had positively affected the behavior of these students. According to the study, using social media, the students could communicate and consult other students and teachers on matters to do with homework and group assignments even after school hours. Thus, social media create a supportive learning environment for the students. Furthermore, students became aware of current news and trends using social media and were also entertained. The positive effect of social media on students' behavior, according to this study, was informed by the observation that there was a great awareness of the risks of social media among students. For instance, the students knew how to control their privacy settings, and negative comments did not upset them.

Ndukwu, Igbo, and Ndukwu (2020) investigated the effect of social media addiction on the academic achievement and sexual behaviors of in-school adolescents. The study adopted an ex-post-facto research design and discovered that addiction to social media led to the acquisition of explicit sexual-related information among adolescents, which caused many of them to indulge in risky social activities. These activities included chatting with several sexual partners daily and attending risky sex-related parties. Social media addiction further created openings for unhealthy sexual relationships, which many adolescents thought was okay with others assuming that having many sexual partners was a fun activity. It also caused students to be distracted by online activities, which adversely affected their learning and, ultimately, their academic achievements.

Busari (2019) examined the problem behaviors among secondary school students that arose from social media use. A survey of secondary school students in Oyo State, Nigeria, was undertaken. The study found that the use of social media was positively related to problem behaviors among the students. According to the study, social media use led to anti-social behavior among the students. Other students from incredibly wealthy families also used social media to organize parties behind their parents' backs, which became a platform for the students to engage in sex orgies and abuse drugs. The study also noted the repeated sharing of pro-school shooting videos on different social media platforms encouraged aggressive and violent tendencies among the students. Increased negative comments over social media also provoked some students to engage in negative actions.

Muia (2016) assessed how social media influenced deviant behavior among secondary school students in Langata Sub-County, Nairobi County. The study noted a high prevalence of social media use among the students, where most students preferred using WhatsApp and Instagram. The study findings revealed that social media use contributes to students' risky sexual behaviors, violence, and drug and substance abuse, linked to increased peer pressure.

The study also noted that increased students' social media use increased reported student molestation and cyberbullying cases.

Sümen and Evgin. (2021) carried out a study on the relationship between addiction to social media among high school students and the quality of sleep and psychological problems in Turkey revealed that increased use of social media enhanced the possibility of students suffering from health and sleep-related problems. The students addicted to social media experienced emotional complications, others had difficulty concentrating, others became hyperactive, and others acquired anti-social behaviors due to isolation and loneliness.

Research by Asare-Donkoh (2018) on the impact of social media on high school students in Accra, Ghana, revealed that social media had both positive and negative effects on the students. The study noted that social media use had a positive impact on the learning and social lives of the students. Through social media, the students were able to, for instance, have discussions on class assignments with their classmates and teachers and also access helpful literature and information. They were also able to build and maintain relationships while interacting socially with their peers and family. Nonetheless, the study pointed out that social media addiction adversely affected students' independent and critical analysis of issues and events. Some students neglected their academic assignments while others became increasingly isolated from family members, friends, entire communities, and social activities.

The study by Kennedy (2019), which focused on high school students in public schools in Goodhue County, Minnesota, revealed that social media use had advantages on students' social behavior. By way of illustration, it helped them learn about people's diverse nindsets and connect with others. Communities encourage unbiasedness and relieve the feeling of routineness and boredom. Nonetheless, there were concerns about physical inactivity among the students. For instance, they are exposed to opposing ideas, self-absorption, lousy company, unproductivity caused by distractions, and mental dullness.

2.6 Measures to put in place to Mitigate the Behavior Displayed by Students

Sharon (2012) identified three approaches to deal with the adverse results of the internet community among the youth in the US as per research on the negative effects. These approaches are Education (information and analysis), encouraging and engaging youth adults and children in extra-curricular activities, implementing restrictions and limitations on social media.

Nyongesa, Kiprop, and Chumba (2018) investigated school-based techniques for regulating the impact of the internet community on students' discipline. Bungoma County secondary schools were the focus of the research. According to the study, school administrators should only use social media for teaching and learning purposes. The survey also found that teachers must be able to closely monitor students' use of social media in order to limit the amount of time they spend on it. Furthermore, the study recommended that schools guarantee that students exclusively used educational social media sites and that they were educated on internet safety and responsible social media use. According to the report, school administrators should be legally able to filter all social media sites accessible to students, and schools should make it easier for parents to participate in their children's online activity.

The study by Muinde (2015) on the influence of social media on students' behavior in secondary school in Kitui Central Sub-County suggested that schools needed to incorporate topics related to the impact of media on students' behavior. The knowledge was to be passed to the students during the guidance and counseling program as this would help students comprehend the pros and cons of social media use in their daily lives. The study also emphasized that parents needed to take a leading role in monitoring their children's content on social media, its effect and emphasizing responsible use of social media among their children. The study further noted that teachers should diligently monitor their students' use of

social media to ensure that students only consume valuable content besides encouraging self-discipline among students as far as social media access is concerned.

Martin et al. (2018) educational stakeholders, including students, teachers, and parents, should be educated on the different issues arising from social media use. Informed measures to encourage proper social media usage among students are crafted. Tezci and İçen (2017), on their part, argued that teachers needed to monitor students' tendencies where social media use is concerned so that they can adequately offer guidance on proper use to limit any adverse effects. Emeri (2019) also suggested a need to incorporate social media usage in different lessons and counseling programs in secondary schools to guide students on the positive use of social media. The study also underlined that parents and teachers should curtail excessive social media usage by students through effective monitoring and regulation.

Moshi et al. (2018) also argued that since social media use could not be entirely condemned, students needed to be guided on using the media appropriately. This should be reinforced by monitoring the usage of different social media platforms in schools and their effects on students' behaviors by school principals and the teachers in charge of discipline. The study recommended strong guidance and counseling programs in schools to take the lead in curbing the adverse impacts of social media use on students. The study also suggested that schools should organize workshops for parents to train them on how to guide their children on the appropriate use of smartphones as students while in still school. Students should also be empowered to maintain a high level of personal discipline at all times without being supervised.

Muia (2016) proposed strict regulation and monitoring of social media use among students to mitigate against any adverse behaviors that may be acquired in using social media. The study also suggested that guidance and counseling units in schools should advise and mentor students on proper social media usage on a routine basis. This will ensure that the students

are not easily lured to sites that breed negative behaviors. The studies by Asare-Donkoh (2018) and Busari (2019) also reiterate that students should be guided on the proper use of social media not to spend much time engaging in unbeneficial online activities. The study also called for the parents to be vigilant and monitor the actions of their children so that they are not trapped in unsafe practices attributed to social media addiction.

Muthui and Sirera (2017) recommended that school administrators and parents team up together to educate students on the benefits and risks accruing from increased social media usage so that they can use different sites to improve their social media and academic performance lives. The study also pointed out that effective measures to curb the usage of mobile phones in schools should be implemented, and this involved imposing fitting penalties on students found violating school rules and policies. The study further recommended that school administration and teaching staff emphasize educating students on the adverse repercussions of social media use rather than using punishments met with many students' resistance.

2.7 Summary of the Reviewed Literature and the Gaps

The reviewed literature is based on the influence of social media on secondary school students' behavior. Four objectives present this review: students' social media use, social media platforms accessed by students after social media use, and measures to put in place to mitigate such behaviors. According to (Ahn 2011), students have been addicted to social media and spend much time online. It has been reviewed that one in three teens in a relationship has been messaged up to 30 times an hour by a partner to find out their whereabouts, activities involved, and with whom (Ahn, 2011).

Social networking sites such as WhatsApp, Instagram, Twitter, and Facebook have become a raging craving for everyone. Notably, secondary school students are no exception from the reviewed literature. It is evident that students who access social media practice what they see.

The use of social media has resulted in the development of dangerous online behaviors such as cyberbullying habits of glamorizing drugs and substances, abusive undesirable comments, posts, and videos. Cyberbullying has been shown to cause higher levels of depression and anxiety for victims.

Further, it has connected to cases of youth suicide after reading hurtful comments. Youths are using messaging irresponsibly and intentionally to hurt others. Sexual harassment and activities among upper primary and secondary schools have been linked to students who access social sites.

Parents should instill discipline in their children early and monitor habits that can erode children's morals and values. However, most parents are overly busy pursuing business and careers. They rarely have time to mold their children's character. When children are left alone at home, they embrace the social media sites which gnaw their personalities. It's apparent that most parents belong to the 20th century and they are significantly blank on what goes on in the digital world. Their children pester them to buy phones and bundles, not knowing it is to the disadvantage of most of the children. The mismatch between the generational era poses a conflict of interest. In Machakos Sub-County, students' behavior has deteriorated, so this study is a primary concern.

Muinde (2015) established the effects of using the internet community among secondary school students in Kitui Central Sub-County. Muia (2016) investigated the impact of social platforms on devergent behavior among secondary school students in Lang'ata Sub-County Nairobi. Ideally, several studies have been conducted based on the study topic but only in some parts. Notably, studies have not looked at the influence of social media in Machakos Sub- County; therefore, there is a gap to be filled by the current research.

CHAPTER THREE : RESEARCH METHODOLOGY

3.1 Introduction

This section discusses the study's approach, focusing on method of reseach, study location, audience, sampling procedures, and sample size. The research instrument used for both students and teacher counselors is highlighted. The pilot study's process entailed reliability and validity testing, data gathering, analysis of data and presentation methods.

3.2 Research Design

This study applied a mixed-methods research design. This design was chosen since it allowed for comprehensive research to be undertaken on the influence of social platforms on the conduct of students in secondary schools in Machakos Sub- County, Machakos County. This was achieved using qualitative and quantitative approaches throughout the research process, which yielded different yet complementary results. The choice of this research design was also justified because the adoption of this research design enhanced the validity of the findings obtained since no single design existed in isolation, as argued by Creswell (2014). Thus, this design was instrumental in ensuring that the study problem was not assessed through a single lens but rather, diverse lenses which allowed one to reveal and understand the multiple facets of the study phenomenon.

3.3 Location of the Study

The study was conducted in Machakos Sub- County in Machakos County, Kenya. The area covers 6,208 square kilometers, the latitude for Machakos County, Kenya is -1.267009, and the longitude is 37.320177, with a population of 1,421,932 as of 2019. Male comprising 49.4% and female 50.6%. Machakos town is in Machakos Sub- County. It is both urban and rural setup. Machakos Sub- County is classified as a semi-arid broad hilly terrain with an altitude of 1,000m to 2,100m above sea level. The main occupation of the residents is Small Scale Agriculture and businesses. It is also a tourism attraction center with main activities

being camping, hiking, and eco-tourism. The main crops grown around Machakos Sub-County include maize and beans. In addition, the sub-county is an education center. It is the home of Machakos University; a recognized public university, Kenya Institute of Management, Saint Paul University, Machakos Teachers College, Machakos Institute of Technology, and Kenya Institute of Social Sciences. The youth consist of 34% of the population, the highest user of social media networks, thus the need for this research. The Sub-County has 90 public and private secondary schools with about 20,153 students (Ministry of Education Science and Technology (MOEST), 2016).

3.4 Target Population

According to Cooper and Schindler (2011), the population in research refers to all items that possess similar characteristics that a researcher is interested in studying. On the other hand, the target population (audience) refers to the whole group, objects, or items the researcher wants to learn. The study targeted 104 teacher counselors and 20153 students enrolled in the 90 public and private secondary schools in Machakos Sub- County (MOEST, 2016).

3.5 Sampling Procedure and Sample Size

Mugenda and Mugenda (2012) defined a sample as a sub-group, a part of a population that a researcher intends to study. As it is not necessarily possible to collect data from every individual in the population, researchers frequently collect data from a sample and then extrapolate the findings to the population. Sampling is thus a technique of choosing a sub-group from a population to participate in the study. Sampling intends to obtain information about a larger population to permit the detailed study of the part rather than the whole population. The researcher used the information derived from the sample to develop valuable generalizations about the population.

The sample size for the students was computed using the Yamane (1967) formula specified below. When the formula was applied for a 95% confidence level or significance level (p) equal to 0.05, the sample size for this study was:

$$n= \frac{N}{1+N(e^2)}$$

Where;

n =the sample size

N= the size of the population

e=the error of 5% points (level of precision)

Using the formula yielded a sample size of

$$n= \frac{20153}{1+20153 (0.05^2)}$$

n=392

Therefore, the sample size for the students was 392. The students were selected using simple random and purposive sampling for teacher counselors. Etikan, Musa, and Alkassim (2016) point out that in purposive sampling, researchers purposely choose subjects who, in their opinion, are thought to have in-depth relevant information about the research topic. Thus, teacher counselors are drawn from (5) boys' boarding schools, (5) girl's boarding schools, (3) mixed day and boarding schools, and (2) day schools were selected to take part in this study. The sample frame is given in Table 3.1 below.

Table 3.1: Sample Frame

Category	Population	Sampling Technique	Sample size
Teacher counselors	104	Purposive sampling	15
Secondary school students	20153	Simple random sampling	392

3.6 Research Instruments

The primary data collection tools for this study were a student questionnaire and an interview guide for the teacher counselors.

3.6.1 Questionnaire

A questionnaire is a measuring device used to query a population/sample to obtain information for analysis. A questionnaire was used for data collection in this study because it offers considerable advantages in its administration. It presents an even stimulus to large numbers of people simultaneously and provides the researcher with a straightforward accumulation of data. According to Borg and Gall (2009), the questionnaire gives respondents the freedom to express their views or opinions and make suggestions. It also allows anonymity, which helps produce candid answers than is possible in an interview. The questionnaire was used in this study to collect data from the students. The questionnaire contained questions on the students' background information, such as their age, gender, class, and school category in which they were enrolled. It also contains social media use among the students, social media influence on students' behavior, and measures to put in place to mitigate negative behavior arising from social media influence among students. The questionnaire was semi-structured.

3.6.2 Interview Guide

An interview guide was used to gather qualitative data from the key informants who were the teacher counselors. Interviews helped collect in-depth explanations that the students' questionnaire may not have been possible to get. Interviews allowed for in-depth probing of the teacher counselors to clarify and more details on the study topic. The interview guide also contained questions about the teacher counselors' background information, social media use among the students, social media influence on students' behavior, and the measures to put in place to mitigate behavior arising from social media influence among students.

3.7 Pilot Study

A pilot is a pre-test experiment designed to test logistics and gather information before a more extensive study to improve the latter's quality and efficiency. The institutions selected for the pilot study were Athi Academy Secondary and Danana Girls Secondary Schools in the Athi-River sub-county. Athi-River Sub-County borders Machakos Sub- County to the West, and they almost share the same environmental characteristics. Students and teacher counselors from these institutions were sampled for the pilot study. The main aim of the pilot study was to determine the accuracy, clarity, and suitability of research instruments and check their validity and reliability. All the deficiencies detected in the research instruments were addressed before the main study.

3.7.1 Validity of the Research Instruments

Validity is defined as the accuracy and meaningfulness of influence based on the research results (Drost, 2011). It is the degree to which results obtained from the data analysis represent the phenomena under the study or how a test measures what it purports to measure. Depending on how pilot respondents answered questions, the researcher established whether the questions were easily understood or ambiguous. According to Almanasreh, Moles, and Chen (2019), the content validity of an instrument is improved through expert judgment. The researcher used research experts by giving them the questionnaire before the study to critique each question, modify them, and implement suggestions accordingly.

Qualitative validity was enhanced by ensuring detailed description, clarifying study bias, including negative or discrepant information, and involvement of research assistants. Furthermore, triangulation was undertaken to improve the accuracy of the findings by combining different methods, different sampling strategies, different research instruments, and also combining different data analysis techniques (Honorene, 2017).

3.7.2 Reliability of the Research Instruments

Drost (2011) defines reliability as measuring the degree to which a research instrument yields consistent results. The pilot study enabled the researcher to assess the clarity of the questionnaire items so that those items found to be inadequate would be modified to improve the quality of the research instrument, thus increasing the reliability. The reliability of the questionnaire was assessed using the test and retest method. The test-retest involved administering the same instrument twice to the same subjects. The retest was done after a lapse of two weeks. The scores from both testing periods were correlated to determine the reliability. Overall reliability coefficient greater than or equal to 0.7 was regarded as adequate and a measure of reliability.

In this study, an overall reliability coefficient of 0.776 was obtained. This meant that the questionnaire was adequate; thus, it could be used in the main study.

3.8 Data Collection Procedures

Approval to carry out the study was sought from Machakos University, Post Graduate School of Education, Department of Educational Administration, and Curriculum Studies.

Afterward, a clearance/permit from the National Commission of Science Technology and Innovation (NACOSTI) was obtained. Once the approval was granted, visits to the secondary schools were made, and the school's management sought to administer the questionnaires and interviews. The questionnaires were dropped and later picked to ensure a higher response rate. The questionnaire was self-administered with the help of two research assistants, after which follow-up was done after the lapse of two weeks. The interviews were administered face-to-face, and each teacher counselor's interview session took 30 minutes. After booking appointments with the teacher counselors, they agreed on a convenient time to administer them.

3.9 Data Analysis and Presentation

The quantitative data collected was cleaned, coded, and entered into the Statistical Package for Social Sciences (SPSS) for analysis. Descriptive analysis was undertaken in this case, where the descriptive statistics computed included simple frequencies, percentages, means, and standard deviation. These results were presented using tables and charts. On the other hand, the qualitative data obtained were analyzed using content analysis. The common themes that emerged from responses were identified. Their presentation took the form of either narratives or through the application of direct quotes. Where possible, the information was coded, and simple summaries were produced.

3.10 Logistical and Ethical Consideration

During the study, it was ensured that informed consent was sought from the students and teacher counselors. Respect for privacy, strict adherence to confidentiality, and anonymity of data principles were also ensured. When structuring the questions, it was confirmed that only what was permissible to ask was included in the instruments. The respondents were invited to participate in the study voluntarily without any pressure or coercion. Permission, authorization, and approval to embark on this research were sought from all the concerned institutions: the university, county education offices, the schools' management, National Commission of Science Technology and Innovation. This enhanced the legitimacy of the study.

CHAPTER FOUR : DATA ANALYSIS, INTERPRETATIONS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter contains the study findings and their discussions of the same. The data was collected using student questionnaires and teacher counselor interview schedules. Quantitative findings are presented using tables and charts, while qualitative findings are presented using direct quotes and narratives. Critical analyses undertaken entailed descriptive analysis and content analysis. The motive of the study was to investigate the influence of social media on secondary school students' behavior in the Machakos Sub-County.

4.2 Response Rate

One of the critical indicators of the quality of a study is the rate of response from the study subjects. The results are in Table 4.1 below about the successful response rate for the study. Three hundred ninety-two questionnaires were administered to students in the various secondary schools in Machakos Sub- County, Machakos County. Also, 15 key informant interviews with teacher counselors who had been purposively selected from these schools were organized.

Table 4.1: Response Rate

Research Instrument	Category	Frequency	Percent
Questionnaire	Returned/Adequately filled	346	88.3
	Unreturned/Not filled	46	11.7
	Total	**392**	**100**
Interview guide	Successful	14	93.3
	Unsuccessful	1	6.7
	Total	**15**	**100**

The findings presented in Table 4.1 above reveal that the successful rate of response for the students was 88.3%, while that of the teacher counselors was 93.3%. The successful response rates for both the students and teacher counselors were considered adequate in line with the suggestions of renowned scholars such as Kothari (2013), who recommend a response rate of 50% and above. Thus, reporting and data analysis could be undertaken.

4.3 Background Information of the Respondents

This section contains findings related to the essential features of both the students and the teacher counselors who were the key informants.

4.3.1 Background Information of Students

The results outlined in Table 4.2 on the next page summarize this study's students' background information. Their gender, age, class, category, and nature of schools they were enrolled in, as well as the persons with whom they lived, are explored.

Table 4.2: Background Information of Students

Characteristic	Category	Frequency	Percent
Gender	Male	139	40.2
	Female	207	59.8
	Total	**346**	**100.0**
Age	14-16	129	37.3
	17-19	186	53.7
	20 and above	31	9.0
	Total	**346**	**100.0**
Class	Form 1	88	25.4
	Form 2	41	11.8
	Form 3	63	18.2
	Form 4	154	44.5
	Total	**346**	**100.0**
Category of school	Boys	85	24.6
	Girls	110	31.8
	Mixed	151	43.6
	Total	**346**	**100.0**
Nature of school	Boarding	195	56.4
	Day	37	10.7
	Day and boarding	114	32.9
	Total	**346**	**100.0**
Do you live with your parents?	No	87	25.1
	Yes	259	74.9
	Total	**346**	**100.0**
If not, whom do you live with?	Guardian	37	42.5
	Relative	41	47.1
	Any other person	9	10.3
	Total	**87**	**100.0**

The findings presented in Table 4.2 above show that 139 (40.2%) of the students were male while 207 (59.8%) were females. One hundred and twenty-nine (37.3%) of the students were between the ages of 14 to 16 years, 186 (53.7%) were aged 17 to 19 years, while the rest, 31 (9.0%), were aged 20 years and above. The mean age for these students was 17.29 years, where the maximum age was 21years while the minimum was 14 years. From the findings,

88 (25.4%) of the students were in Form 1, 41 (11.8%) were in Form 2, 63 (18.2%) were in Form 3, while the rest of the students, 154 (44.5%), were in Form 4. It was established that 85 (24.6%) of the students were drawn from boys' schools, 110 (31.8%) were from girls' schools, while the rest of the students, 151 (43.6%), came from mixed schools.

The findings also reveal that 195 (56.4%) of the students were from boarding schools, 37 (10.7%) were from day schools, while the rest of the students, 114 (32.9%), were from day and boarding schools. The study findings further showed that 259 (74.9%) of the students lived with their parents, 87 (25.1%) did not. Of the 87 students who did not live with their parents, 37 (42.5%) were living with guardians, 41 (47.1%) lived with relatives, while the rest, 9 (10.3%) of the students, were living with other persons specifically teachers.

Considering students from different categories of schools was necessary since the conduciveness and the level of social media use was likely to vary significantly across these schools leading to differences in the behavior cultivated among the students. The use of social media among students was also likely to differ across gender, age, and class. The findings also imply that most students in secondary schools lived with their parents.

4.3.2 Background Information of Teacher Counsellors

The gender and age of the teacher counselors were determined. The period they had worked in the current schools and their teacher counselors in their schools were also explored. The study further sought to prove whether the teacher counselors had received coaching on counseling or not. The findings obtained are provided in Table 4.3 on the next page.

Table 4.3: Background Information of Teacher Counsellors

Characteristic	Category	Frequency	Percent
Gender	Male	6	42.9
	Female	8	57.1
	Total	**14**	**100.0**
Age	30 and below	2	14.3
	31 to 40	4	28.6
	41 to 50	3	21.4
	Above 50	5	35.7
	Total	**14**	**100.0**
Period of working in the school	5years or less	1	7.1
	6 to 10 years	4	28.6
	11 to 15 years	7	50.0
	Above 15 years	2	14.3
	Total	**14**	**100.0**
Period of being teacher counsellor in the school	5years or less	2	14.3
	6 to 10 years	5	35.7
	11 to 15 years	6	42.9
	Above 15 years	1	7.1
	Total	**14**	**100.0**
Are you a trained counsellor	No	1	7.1
	Yes	13	92.9
	Total	**14**	**100.0**

The findings showed that 6 (42.9%) of the teacher counselors were male, while 8 (57.1%) were female. The study revealed that 2 (14.3%) of the teacher counselors were aged 30 years and below, 4 (28.6%) were between 31 and 40 years, 3 (21.4%) were aged 41 to 50 years, while the rest, 5 (35.7%), were 50 years and above. Results show that 1 (7.1%) of the teacher counselors had served in current schools for five years or less, 4 (28.6%) had been working in these schools 6 to 10 years, 7 (50.0%) had been in these schools, 11 to 15 years. The other 2 (14.3%) had worked in current schools for 15 years and above. Concerning the period of being teacher counsellors in the schools, 2 (14.3%) of the teacher counsellors indicated that they had served in this capacity for five years or less, 5 (35.7%) indicated 6 to 10 years, while 6 (42.9%) and 1 (7.1%) of the teacher counsellors observed they had served in the positions

for 11 to 15 years and above 15 years respectively. It was further established that most of the teacher counselors, 13 (92.9%), had received training on counselling; the rest, 1 (7.1%), had not.

The findings presented above imply that the perspectives of male and female teacher counsellors on the issues under study were obtained, and this is also informed by the fact that the study was implemented in boys' and girls' schools. The findings also demonstrate that the teacher counselors in the sampled schools were relatively older. With age comes experience; therefore, these teacher counsellors had the necessary understanding of handling student issues, including their behavior in these schools. The findings further indicate that the teacher counselors had worked in their current position in the schools they were currently placed in for a relatively long period. Hence, they were aware of the students' engagement in social media in their schools, and the school management has taken actions so far to handle related issues. The findings imply that the teachers had the necessary experience and capacity to discharge their duties as required. Apart from service in their positions for a relatively long period, nearly all of them had received training on counselling.

4.4 Social Media Use Among Students

The first objective was to examine social platforms use among secondary school students in Machakos Sub-County. The study explored social media usage by the students who participated in this study. The students responded to a chain of questions on the use of social platforms, and the findings are outlined below.

4.4.1 Students Who Had Used Social Media

The study determined the number of students that had used any social website platform/network/site. As shown in Figure 4.1 on the next page, it was found that 337 (97.4%) of the students had used or accessed different social media sites. The rest, 9 (2.6%),

had not. These findings are consistent with the majority of the teacher counselors, 13 (92.9%), who noted that they were aware that their students were accessing social media.

Figure 4.1: Students Who Had Used Social Media
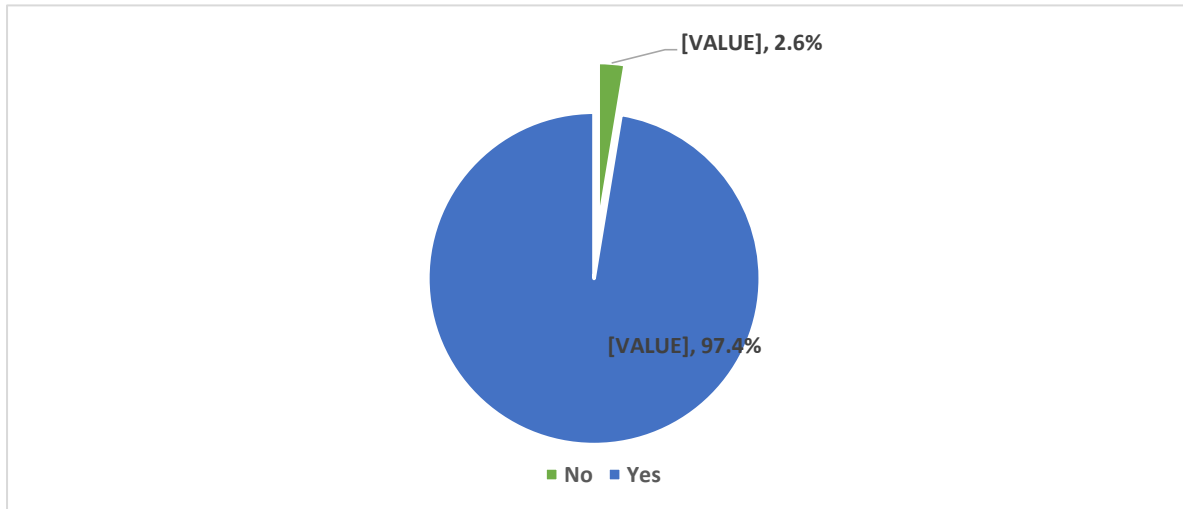
The findings presented in Figure 4.2 below show that 5 (35.7%) of the teacher counselors stated that 51 to 70% of their students were using social media, 7 (50.0%) of them observed that the use of social platforms was 71 to 90% among their students. Two indicated that over 90% of their students were using social media.

Figure 4.2: Teacher Counsellors Responses on Percentage of Students Using Social Media
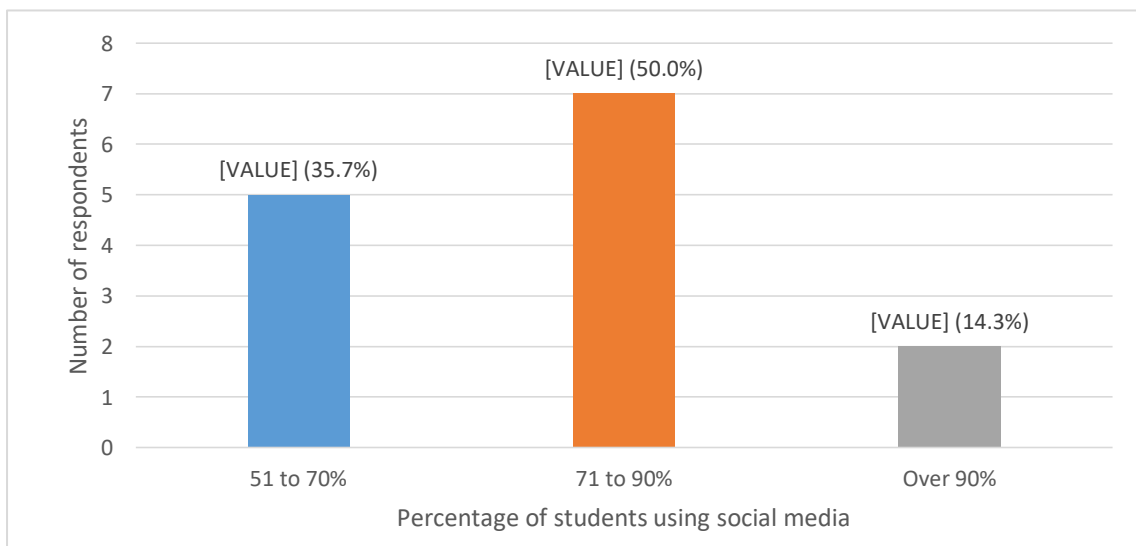
From the above findings, it can be inferred that a large proportion or the majority of students in secondary schools in Machakos Sub-County were using social media. The study findings agree with those of Muthui and Sirera (2017), who established that secondary school students spent long hours using social media. In addition, Kennedy (2019) argued that students use 4.5 hours daily on social websites. It is, therefore, concluded that despite the school policy of no phones in school, students still have phones and use them in school compound.

4.4.2 Frequency Of Social Media Use By Students

The study further investigated the amount of time in a day that students spent on social platforms when they got a chance to. The students' responses are outlined in Figure 4.3 below.

Figure 4.3: Time Spent by Students on Social Media Daily
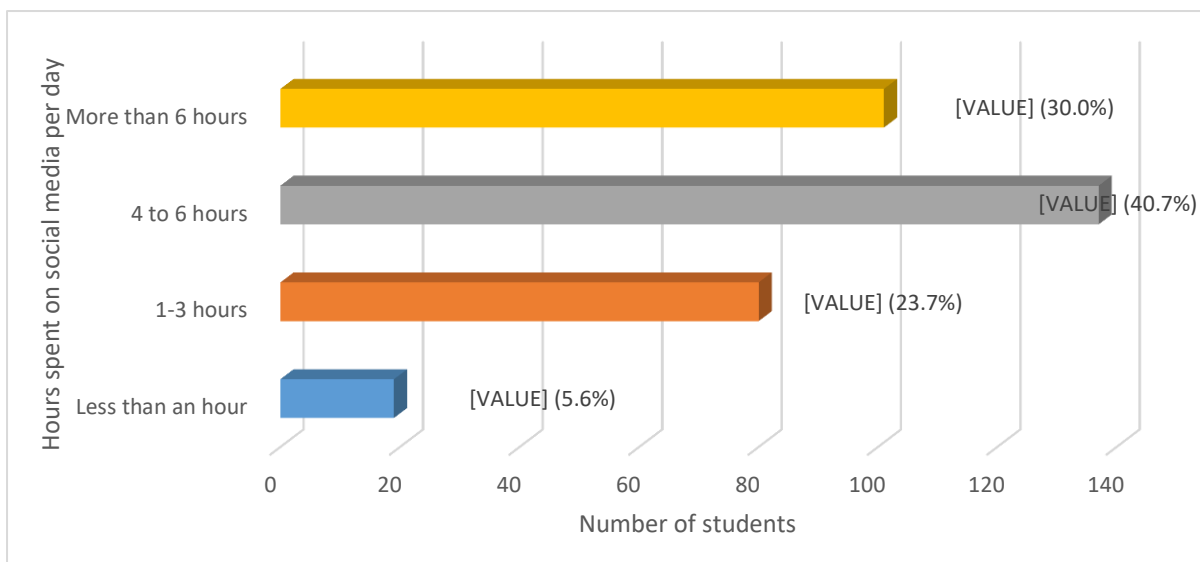
It was found that 19 (5.6%) of the students used up less than an hour daily on social media, 80 (23.7%) spent 1 to 3 hours on social media daily, while 137 (40.7%) and 101 (30.0%) of the students daily spent 4 to 6 hours and more than 6 hours on social media respectively. From the interviews conducted, 6 (42.9%) of the teacher counselors argued that their students spent 2 hours on social media daily, 5 (35.7%) noted that the students spent 3hrs. In addition, two (14.3%) and one (7.1%) of the teacher counselors asserted that their students spent 4

hours and 6 hours daily on social media. Therefore, it can be inferred that most students in secondary schools in Machakos Sub- County spend several hours on social media daily.

The researcher further sought to determine the settings within which students used social media. The findings are as outlined in figure 4.4 below.

Figure 4.4: Settings Within Which Students Accessed Social Media Platforms
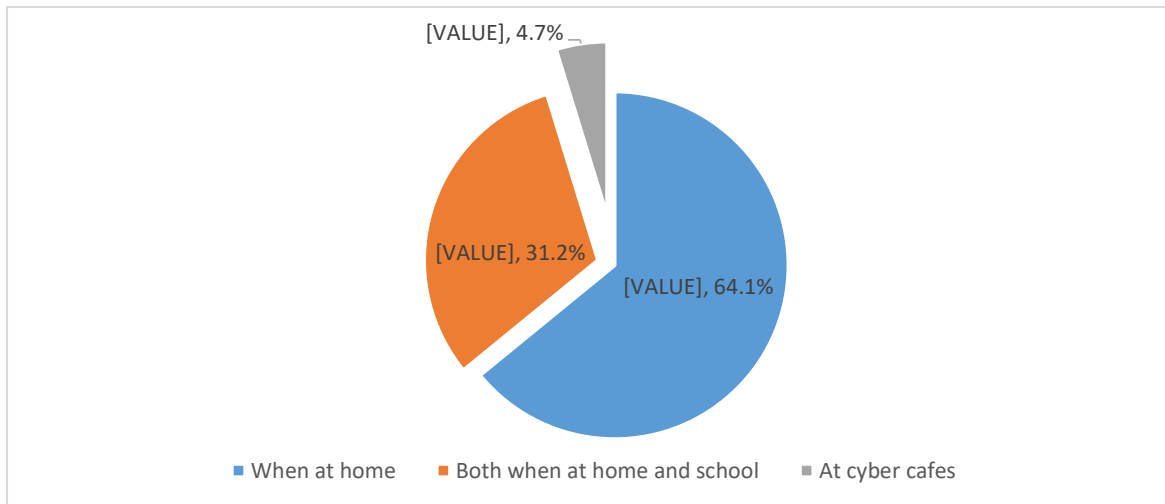
It was established that 216 (64.1%) of the students accessed their social media accounts when at home, 105 (31.2%) accessed the accounts when both at home and school, while the rest, 16 (4.7%) accessed social media when at cyber cafes.

From the interviews conducted with the teacher counselors, students used social media after school and some during lessons or free time within the school for day scholars. For boarders, social media sites were accessed within the school compound late at night, during free time and weekends, and during holidays and midterm breaks. The research findings implied that many students in the secondary schools in Machakos Sub- County accessed social media at home and in school.

4.5: Various Social Media Platforms Used By Students

The second objective was to establish various social media platforms accessed, how often they access them and primary ways used.

4.5.1 Various Social Media Platforms Accessed by the Students

The responses obtained from the students are outlined in Table 4.4 below.

Table 4.4: Social Media Platform Accessed by Students

Social media platform	Frequency	Percent
WhatsApp	310	92.0
You Tube	275	81.6
Facebook	272	80.7
Instagram	222	65.9
Snapchat	135	40.1
Twitter	111	32.9
Tik-Tok	49	14.5
Likee	32	9.5
Tinder	4	1.2
Wattpad	4	1.2

It was found that 310 (92.0%) of the students indicated that they were using WhatsApp, 275 (81.6%) were using YouTube, 272 (80.7%) were using Facebook, and 222 (65.9%) of the students were using Instagram. The students who had used or were using Snapchat and Twitter were 135 (40.1%) and 111 (32.9%), respectively. The findings also show that 49 (14.5%) of the students were using Tik-Tok, 32 (9.5%) were using Likee, while an equal number of the students, 4 (1.2%), were using Tinder and Wattpad. These findings imply that students in secondary schools in Machakos Sub- County accessed different social network platforms. The findings are consistent with the assertion of Gedic and Cosar 2020, who found that most students had accessed social media.

4.5.2 Primary Ways through which Students Accessed Social Media Platform

The primary ways students accessed social media accounts are outlined in Table 4.5 below.

Table 4.5: Primary Ways through which Students Accessed Social Media Platforms

Channel	Frequency	Percent (%)
Smartphone	315	93.5
Laptop	56	16.6
Tablet	20	5.9
iPad	15	4.5
Television	15	4.5
Desktop computer	10	3.0

The study found that 315 (93.5%) of the students accessed their social media accounts using smartphones, 56 (16.6%) used laptops, 20 (5.9%) used tablets, 15 (4.5%) used iPads and televisions, respectively, while those who used desktop computers were 10 (3.0%). From the interviews, smartphones were the primary means students accessed their social media accounts, as indicated by 9 (64.3%) of the teacher counselors. Televisions and computers were highlighted by 7 (50.0%) and 4 (28.6%) of the teacher counselors, respectively. Other primary ways students accessed social media were iPads and tablets, as noted by 3 (21.4%) and 2 (14.3%) of the teacher counselors, respectively. These findings meant that students in secondary schools in Machakos Sub- County majorly used smartphones to access their social media accounts. The findings lend credence to Kennedy 2019, who posits that students access social media mainly through smartphones.

4.5.3 How Often Students Accessed Social Media Platforms

The study sought to determine how often the students used the social media platform(s) mentioned above. The findings are presented in Table 4.6. below.

Table 4.6 How Often Students Accessed Social Media Platforms

Response	Students		Teacher Counsellors	
	Frequency	**Percent**	**Frequency**	**Percent**
Rarely	28	8.3		
Once in a while	35	10.4	1	7.1
Often	180	53.4	9	64.3
Very often	94	27.9	4	28.6
Total	**337**	**100.0**	**14**	**100.0**

It was found that 28 (8.3%) of the students stated that they rarely used these platforms, 35 (10.4%) used the platforms once in a while, 180 (53.4%) of the students used social media platforms often while the rest of the students, 94 (27.9%) visited these sites very often. The results also show that 1 (7.1%) of the teacher counselors believed that students accessed social media sites once in a while, 9 (64.3%) of them indicated that their students often accessed these sites. In comparison, the rest 4 (28.6%) noted that their students often accessed the sites. From the above responses by the students and teacher counsellors, it can be deduced that students in the secondary schools in Machakos Sub- County used or accessed social media often. The findings are consistent with Asare- Donkoh 2018 who established that most secondary school students were users of more than one social media platform.

4.6 Behavior Displayed By Students After Social Media Use

The third objective was to establish the behavior displayed by students after using social platforms in the secondary schools in Machakos Sub-County. The students' opinions on how social media had affected their behavior and exposure to inappropriate content in using social media were sought.

4.6.1 Behavior Displayed By Students After Social Media Use

The findings are presented in Figure 4.5 below.

Figure 4.5: Effect of Social Media Usage on Students Behaviour
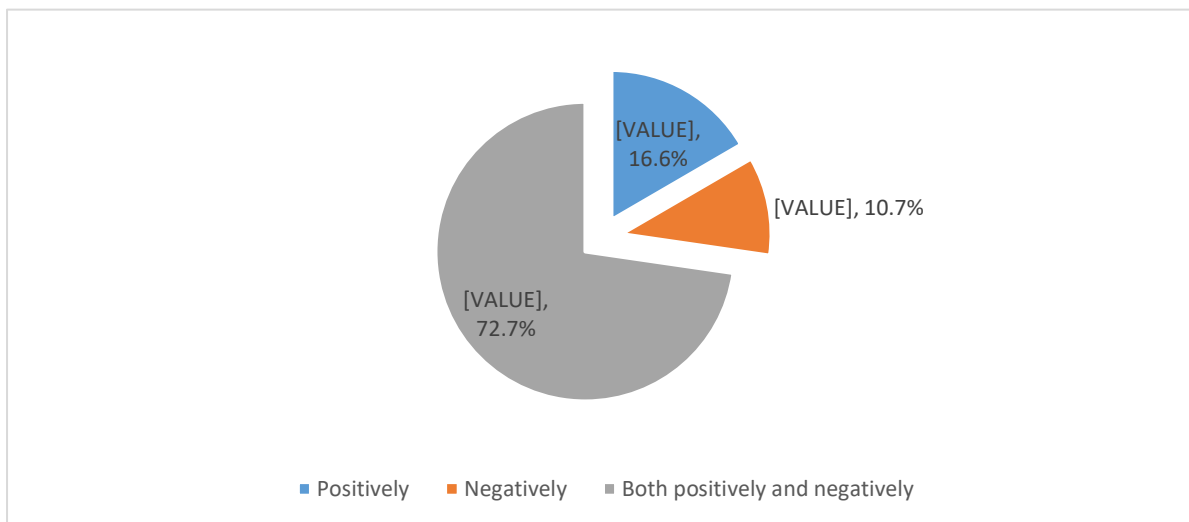
The findings demonstrate that 56 (16.6%) of the students indicated that using social platforms had affected them positively, 36 (10.7%) said they had been affected negatively, whereas 245 (72.7%) of the students noted that social media usage had affected them both positively and negatively.

All the teacher counsellors also acknowledged that social media had influenced the behavior of their students, whereas 4 (28.6%) of them noted that social media influenced their students negatively. The rest, 10 (71.4%) in number, indicated that social media had positively and negatively influenced their students' behavior. The findings are consistent with Emeri's (2019) assertion that there was a need to incorporate social media usage in different lessons and counselling programs in secondary schools to guide students on the positive usage of

social media. Thus, based on these findings, it can be concluded that the internet community has influenced most students in secondary schools in Machakos Sub- County both positively and negatively.

4.6.2 Students' Exposure to Inappropriate Content in the Course of Using social media

The study also determined how often students came across or got exposed to inappropriate content while using their preferred social platforms. This was based on a five-point Likert scale that ranged from 1=Never to 5=Always. The mean and standard deviation for each content was computed, and the findings are outlined in Table 4.7 below.

Table 4.7 Exposure to Inappropriate Content When Using Social Media Among Students

Inappropriate Content	N	Mean	Standard Deviation
a) Violence-filled video games, movies, and songs.	337	3.534	1.349
b) Horror movies.	337	3.329	1.108
c) Sexually explicit photos, movies, and video songs.	337	3.240	1.180
d) Unwanted online flirting.	337	3.226	1.228
e) Risky social media challenges.	337	3.053	1.292
f) Bad slang.	337	2.988	1.222
g) Pornographic materials.	337	2.979	1.161
h) Mean, hateful and abusive content.	337	2.938	1.175
i) Drug abuse-related movies.	337	2.893	1.275
j) Beer, cigarette advertisements, and contests.	337	2.769	1.332
k) Hacking and privacy breaches.	337	2.757	1.265
l) Cyberbullying and online harassment	337	2.712	1.461
m) Fraud, scam, or blackmailing-related activities.	337	2.659	1.192
Composite Mean and Standard Deviation		**3.001**	**0.758**
Valid N	**337**		

The mean values were interpreted using a scale interval where a mean value of (1.000-1.499) indicated 1= never, (1.500-2.499) indicated rarely, (2.500-3.499) indicated sometimes, (3.500-4.499) often indicated while (4.500-5.000) indicated always.

The study found that students were often exposed to violence-filled video games, movies, and songs (Mean=3.534, Standard deviation=1.349). On the other hand, the students were sometimes exposed to horror movies (Mean=3.329, Standard deviation=1.108), sexually explicit photos, movies and video songs (Mean=3.240, Standard deviation=1.180), unwanted online flirting (Mean=3.226, Standard deviation=1.228), and risky social media challenges (Mean=3.053, Standard deviation=1.292). In the same vein, the students were sometimes exposed to bad slangs (Mean=2.988, Standard deviation=1.222), pornographic materials (Mean=2.979, Standard deviation=1.161), mean, hateful and abusive content (Mean=2.938, Standard deviation=1.175), drug abuse-related movies (Mean=2.893, Standard deviation=1.275) and beer, cigarette advertisements and contests (Mean=2.769, Standard deviation=1.332). The study further established that the students, while using their preferred social media platforms, were sometimes exposed to hacking and privacy breaches

(Mean=2.757, Standard   deviation=1.265),   cyberbullying   and   online
        harassment

(Mean=2.712, Standard deviation=1.461), and fraud, scam, or blackmailing-related activities (Mean=2.659, Standard deviation=1.192). The overall mean of the construct of 3.001 and a standard deviation of 0.758 implied that the students indicated that they were sometimes exposed to different inappropriate content in the course of using social media through the level of exposure varied from one content to another.

The teacher counselors, in general, noted that students in their schools were often exposed to inappropriate content or activities in the course of using social platforms. According to the teacher counsellors, while using social platforms, their students are often exposed to vulgar

language, pornography materials, foul songs, poor dressing codes, cyberbullying, illicit sexual activity, and diverse deviant behaviours such as laziness and aggressiveness quarreling. The teacher counsellors also decried that their students were exposed to tendencies of copying celebrities' way of lives such as grooming and language, they were exposed to advertisements that made drugs and related substances look good in their eyes, the students were exposed to nude photos, and they also came across violent field games and movies.

The findings from the students' views were inconsistent with the teacher counsellors' views. While the students noted that they were sometimes exposed to inappropriate content in accessing social media, the teacher counsellor believed they were often exposed to the content. The findings concur with those of Nyongesa, Kiprop, and Chumba (2018), Moshi et al. (2018), and Muinde (2015), who found that the use of social forums resulted in both positive and negative behavior among secondary school students. Drawing from the above findings, it is perceptible that students were exposed to different kinds of inappropriate content that could cultivate negative behavior among them while using social media in secondary schools in Machakos Sub-County.

4.7 Measures To Put In Place To Mitigate Students' Behaviors After Social Media Use

The fourth objective was to determine measures that could be put in place to mitigate negative behavior among students in secondary schools in Machakos Sub- County as a result of social media use. The students and teacher counselors were presented with questions relating to this subject to achieve this objective. The findings obtained are given out in the following sub-sections.

4.7.1 Parents/Guardians' Awareness, Support, and Monitoring of Students' Activities on social media

The study examined whether parents or guardians of the students who engaged in this study were conscious of their engagement in social media. It was further investigated whether the parents/guardians of these students supported and monitored the students' activities on social platforms. The students' responses are highlighted in Table 4.8 below..

Table 4.8 Parents/ Guardians' Awareness, Support, and Monitoring of Students Activities on Social Media

Question	Response	Frequency	Percent
Is your parent/guardian aware of your engagement in social media?	No	26	7.7
	Yes	282	83.7
	Not sure	29	8.6
	Total	**337**	**100**
If yes, do they support or approve of your activities on social media?	No	68	24.1
	Yes	214	75.9
	Total	**282**	**100**
If yes, does your parent/guardian monitor your activities on social media?	No	167	59.2
	Yes	115	40.8
	Total	**282**	**100**

The findings demonstrate that 282 (83.7%) of the students indicated that their guardians /parents were informed of their engagement in social media, 26 (7.7%) stated that their parents/guardians were not aware. The rest, 29 (8.6%), were unsure whether their parents/guardians were aware of their engagement on social media.

Out of the 14 teacher counselors interviewed, 8 (57.1%) of them argued that the students' parents or guardians were aware of their children's engagement in social media. These teacher counselors mainly argued that parents/guardians were the ones who facilitated the purchase of phones and credit used to buy data bundles, thus enabling the students to have access to social media. Some of the arguments were that: -

> *"Yes. They know the students are using social media" ……… "Yes. Because they are the ones buying phones and credit for their children." ..……. "Yes. They give students extra pocket money which enables the students to buy phones which are being used for a different purpose other than the purpose they bought the phones for" ..…….. "Yes. However, they are ignorant about the content which their children are viewing" …......... "Yes. They are aware but cannot do anything about it because the students are accessing social media at different times without their knowledge."*

The rest of the teacher counselors, 6 (42.9%), indicated that the parents/guardians of their students were not aware that their children were engaged in social platforms. The following are the arguments put forth by these teacher counselors concerning the subject: -

> *"No. They are not aware. Majority of the parents are not conversant with the digital world and hence, are not aware of the content found in the phones. Therefore, they assume that the students are using them for the right reasons. They do not have control of what students are doing with their phones." ……… "No. Because students access social media in school especially during free time of the night." ……. "No. The parents are not aware the children accessing since once they give them pocket money; they do not know how the students use the money."*

The study also found that 214 (75.9%) of the students whose parents/guardians were aware of their engagement on social media noted that their parents/guardians approved their ventures on the internet community. For the rest of the students, 68 (24.1%), their parents/guardians did not approve or support such activities. The study further noted that for the 282 students whose parents/guardians were aware of their engagement in social media, 115 (40.8%) asserted that their parents/guardians monitored their activities in the internet community. The rest, 167 (59.2%), observed that their social media activities were not monitored by their parents/guardians.

The above findings suggest that the parents or guardians of students in secondary schools in Machakos Sub- County who were using social media were well aware of their children's

engagement in social media activities and that most of these parents/guardians approved or supported such activities. However, a large proportion of these parents/guardians did not monitor the activities of their children on social media.

The actions that parents/guardians could put in place to mitigate students' exposure to inappropriate materials on social media that could lead to negative behavior, as pointed out by the students, are presented in Table 4.9 below.

Table 4.9 Actions Parents/Guardians can take to Deter Students' Exposure to Inappropriate Materials on social media

Action	Frequency	Percent
a) Advice their children on proper social media use and need to be trustworthy and self-disciplined.	321	92.8
b) Constantly monitor and follow up on what their children are doing on the phone.	294	85.0
c) Avoid purchasing smartphones for their children until they finish school.	268	77.5
d) Ensure their children use mobile phones for educational purposes only and, where possible, buy them books instead.	215	62.1
e) Limiting the hours their children spend on the phone	209	60.4
f) Restricting access to some social media sites on their phones.	186	53.8
g) Installing certain applications that in their children's phones or other gadgets that can aid them to monitor the activities of the children online	137	39.6
h) Teach the children on the consequences of bad activities on social media	102	29.5
i) Not giving their children money to buy credit	83	24.0

The findings show that 321 (92.8%) of the students suggested that parents/guardians advise their children on proper social media use and be trustworthy and self-disciplined. About 294 (85.0%) of the students called for constant monitoring and follow-up on what they were doing on phones by their parents/guardians. The results also show that 268 (77.5%) of the students believed that parents/guardians needed to avoid purchasing smartphones for their children until they finished school, 215 (62.1%) of the students suggested that parents/guardians should ensure that their children used mobile phones for educational purposes only and where possible, buy them books instead and 209 (60.4%) of them called for parents/guardians to limit the hours their children spend on the phone.

It was established that 186 (53.8%) of the students emphasized that parents/guardians should restrict access to some social media sites in their children's phones. Consequently, 137 (39.6%) proposed that parents/guardians could install specific applications in their children's gadgets to aid them monitor their activities. In addition, 102 (29.5%) found it necessary for parents/guardians to teach their children on the consequences of destructive activities on social media while 83 (24.0%) noted that parents/guardians should not give their children money to buy credit which can be used to buy data bundles.

From the perspective of the teacher counselors, the study also sought to establish several actions that parents or guardians could take to ensure that children were not exposed to inappropriate materials on social media, leading to negative behavior. The major suggestions from the teacher counsellors were that parents or guardians could limit the amount of pocket money they give to their children. In addition, parents should direct and educate their children on the importance and harzadous effects of using social forums, they should instill a sense of personal responsibility among their children and also observe the activities of their children both online and offline.

"They should guide them on the use of social media. Let them educate their children on the usefulness and danger of social media use at a tender age." ……. "Parents/guardians ought to teach children on the dangers associated with the use of phones for wrong purposes like posting bad comments on their accounts, giving their details through unknown links leading them into devil worships groups amongst other negative effects."

Those who argued that parents/guardians should monitor the activities of their children both online and offline explained that: -

"Parents should be more concerned of their children's movement and whereabouts, taking them to school and picking them, parents can monitor their children by accessing their phones" ………... "Parents should thoroughly monitor the contents their children are exposed to on social media and their activities on different sites" …………… "Parents should spare time to monitor what exactly their children are doing online" ……… "They could restrict their children's access to some of the social media sites."

About instilling the culture of personal responsibility among their children, some of the teacher counselors recommended that: -

"Parents/guardians should teach their children to be responsible and the need to for them to wisely use their time when still young to reap the benefits in the future. Individual responsibility should be demonstrated by the appropriate use of social media for instance." ……. "Parents should anchor all home practices and routines including use of phones and in extension social media access on personal and social values and norms that are desirable at all levels."

The findings of this study were in line with those of Muinde's (2015) recommendations that parents needed to take a leading role in monitoring the content that their children accessed on social media, its effect, and emphasizing responsible use of social media among their children. The findings were further in line with the assertions by Donkoh (2018) and Busari (2019) that parents should be vigilant and monitor the activities of their children so that they are not trapped in unsafe practices attributed to social media addiction.

4.7.2 Existence and Effectiveness of School Policies on Social Media Use among Students

The study investigated whether the schools under study had policies or rules and regulations regarding social media use among students within and outside the school. The findings are outlined in Figure 4.6 below.

Figure 4.6 Existence of School Policies or Rules on Social Media Use Among Students
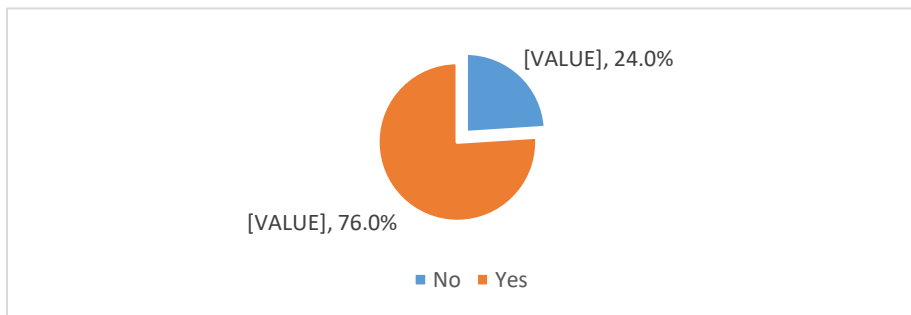
Findings show that 263 (76.0%) of the students noted that their schools had such policies or rules and regulations while 83 (24.0%) of their schools did not have them. All the teacher counselors acknowledged that their schools had policies and rules of using social forums among their students.

The study further assessed the effectiveness of the policies or the rules and regulations regarding social media use among students for the schools that had them.

Figure 4.7 Effectiveness of School Policies/ Rules on Social Media Use among Students
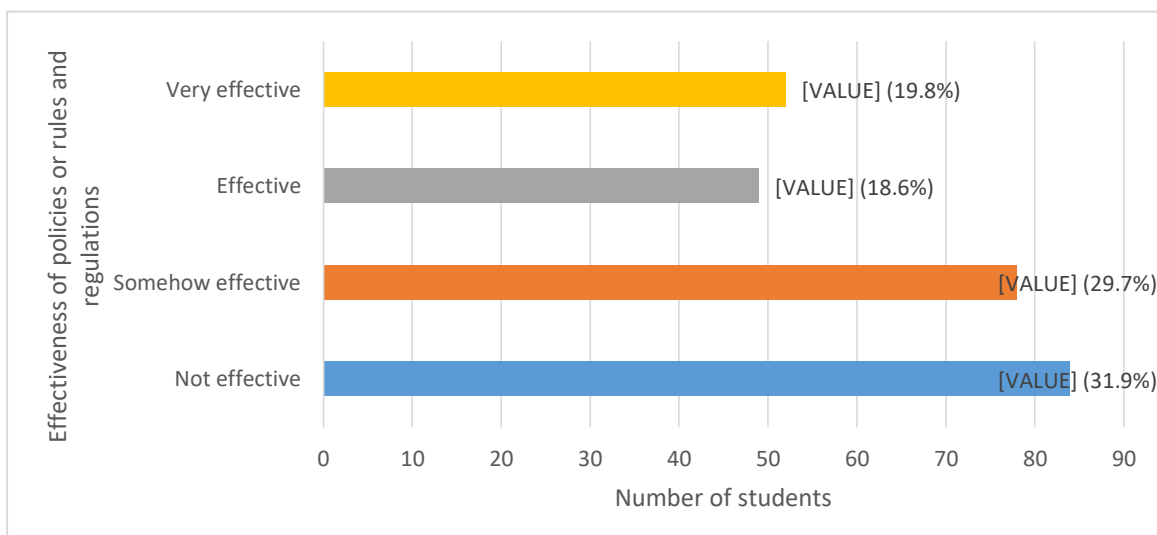
The results presented in figure 4.7 above found that 84 (31.9%) of the students found the policies/rules and regulations not effective, 78 (29.7%) considered them somehow effective, 49 (18.6%) of the students stated that the policies/rules and regulations were effective. The rest, 52 (19.8%), found them very effective.

From the responses given by the teacher counselors, it was evident that 10 (71.4%) of them found their schools' policies or rules on social media use among students were not effective. The rest of the teacher counselors, 4 (28.6%), found these policies or rules to be effective. The teacher counsellors who found the policies or rules ineffective complained that some irresponsible teachers and non-teaching staff colluded with some students to sneak in phones to school. Others argued that it was not possible to monitor all students' activities at night while others noted that even if policies or rules were enforced, some cases of indiscipline would still arise. Some of the responses given were quoted as follows: -

> *"Not effective. This is because some teachers and subordinate staff help in sneaking the phone to the school compounds" ……….. "Not effective, because you cannot monitor these students throughout, some will do all these when they go to sleep" ……….. "Not at all, during examination for instance, leakages are found to be with students where the source is outsiders and this is a sure indication that some students still possess and use gadget like smartphones iPad and tablets within the school" ……… "Not effective. However much they are reminded on the policy and the rules/regulations, they are still found possessing phones which they use to access social media" ………. "Not effective, they are indiscipline cases which are tackled on student possessing phones which they use to access social media despite the fact that when they report to school, they are frisked to ensure no prohibited materials are found in the school."*

The teacher counselors who found their schools' policies and rules on social media use among students effective observed that their staff ensured that the students were closely monitored to enforce these rules.

> *"Yes, they are effective within the school setting, however, they are not effective outside school because students are not fully monitored, parents are also not literate enough to know or detect what their children are doing online" ………. "They are very effective because students are completely locked out of social media sites" ……… "Yes, they are effective. Students are monitored even at night and the school has invested in guidance and counselling the students on the importance of nurturing their talents rather than idle sitting and following celebrities on every action they take on social media" …………. "Yes, they are effective. The school constantly warns the*

students on the consequences of using social media while in school, student behavior is constantly monitored and the school has engaged several stakeholders in controlling social media use in the school".

4.7.3 Actions School Management Can Take to Prevent Negative Behavior due to Social Media Use among Students

The students suggested some of their school management's actions to ensure that students did not acquire negative behavior due to social media use. The actions are outlined in Table 4.10 in the next page.

Table 4.10 Actions by School Management to Prevent Negative Behavior due to Social Media Use among Students

Action	Frequency	Percent
a) Acknowledge students are using social media and set out measures to guide counsel, and educate them on the proper use	333	96.2
b) Strict enforcement of the no phones policy in school compounds	327	94.5
c) Impose adequate punishment on students accessing social media in school	312	90.2
d) Install CCTV cameras in dormitories to monitor students' activities at night	299	86.4
e) Regular inspections in school	270	78.0
f) Block social media sites in school computers	245	70.8
g) Limit access to the social media sites in school computers using passwords	241	69.7
h) Teaching students about moral values, integrity, and how to deal with peer pressure.	177	51.2
i) Educate/train students on how to manage themselves when they encounter negative content on social media	159	46.0
j) Select trustworthy school prefects who can spy on students' behavior at night	72	20.8

According to 333 (96.2%) of the students, the schools' management should acknowledge that students are using social media and set out measures to guide, counsel, and educate them on its proper use. About 327 (94.5%) of the students suggested the school administrations' strict enforcement of the no phones policy in school compounds. 312 (90.2%) of them called for the schools' management to impose adequate punishment on students accessing social media

in school. In comparison, 299 (86.4%) and 270 (78.0%) of the students proposed the installation of CCTV cameras in dormitories to monitor students' activities at night and regular inspections in schools.

The study findings also reveal that 245 (70.8%) of the students called for the schools' management to block social media sites in school computers, 241 (69.7%) of them noted that the management of these schools could limit access to the social media sites in school computers using passwords. The findings further demonstrated that 177 (51.2%) of the students proposed that the schools' management should teach students integrity, moral values and how to deal with peer pressure. One hundred and fifty nine (46.0%) of the students recommended that school administrations educate or train students on how to manage themselves when they encounter harmful content on social media. Seventy two (20.8%) of the students indicated that the schools' management should select trustworthy school prefects who can spy students behaviour at night.

The teacher counselors emphasized that school management should push for collective responsibility in monitoring students' activities online and enforce strict disciplinary actions on students flouting school rules on social media support. The school can also install CCTV cameras in strategic places with the school, continuously teaching students on proper social media use and carrying out guidance and counseling to instill self-discipline and other moral values among students. These findings agree with a study by Tenci and Icen's (2017) which points out that, to the fact that school managers needed to be empowered legally to filter all social media sites accessible by students to only access educative social media sites. Some of the suggestions by the teacher counselors were recorded as follows:

> *"Encourage collective responsibility in monitoring students' activities online. Parents/guardians should be encouraged to avoid neglecting their children; they should spare time to educate them on good morals and values which can help in their future life" ……….. "The school administration should discipline anyone involved in supporting the use of social media within the school. Those found not sleeping at night should be disciplined and stiff penalties imposed" .…….. "Schools should*

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impose stiff penalties for example, expulsion for students found posting pornographic and drug abuse-related materials on social media" ……….. "Install functional CCTV cameras in strategic points to monitor students' activities."

Regarding continuous guidance and counselling and also teaching students on proper social

media use, two of the teacher counselors emphasized on: -

"Teaching and warning students on the danger of accessing unwanted social media links and other negative effects of social media, for instance, being coaxed by strangers to follow them in different platforms where they can end up being in. They should teach them on how to access the good content which can better their lives" ……… "Guidance and counselling. Instill self-discipline and teach them on good morals values such as integrity and responsibility in school. The school should anchor all its practices, polices and routines on values such as respect integrity and responsibility among others."

The teacher counsellors suggested other actions which included talent development and increased extra-curricular activities like drama, music, dance, and sporting activities to keep students busy. The teacher counselors also suggested that the Ministry of Education enact government policies on utilizing social forums among students in secondary schools. These findings corroborate the findings of a study by Sharon (2012), which establish that three approaches which are education, encouraging and engaging youth in extra curricular activities and implementing restrictions and limitations on social media.

4.8 Chapter Summary

This section outlines a detailed discussion of the study findings. The discoveries show that 97.3 % of students in the secondary schools in Machakos County were using social media. Many of those using social media accessed the platforms at home and within the school. Though the students were accessing different social media platforms within the school, it was against the school policy. In that order, the commonly used social media sites were WhatsApp, YouTube, Instagram, and Facebook. The findings also demonstrate that social media use has influenced the students' behavior in these secondary schools both positively and negatively.

CHAPTER FIVE : SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the key findings obtained, interpretations drawn from them, suggestions, and the suggestions for future research. This is done in cognizance of the study's specific objectives.

5.2 Summary of the study

This study aimed to establish the impact of the internet community on students' behavior in secondary schools in Machakos Sub-County, Machakos County. In achieving this, four particular objectives were specified: (I) To examine the use of social platforms and its effects on students' behavior. (II) To establish various social media platforms accessed by students and their effects. (III) To determine the behavior displayed by students after social media use in the secondary schools; (IV) To determine the initiatives to put in place to mitigate students' behaviors after social media use in Machakos Sub-County.

5.2.1 Social Media use among Students in Secondary Schools in Machakos Sub-County

The study revealed that 97.4% of the students in this study had accessed social media. Moreover, a proportion of students in the secondary schools in Machakos Sub-County accessed social media at home and in school, during games, break times, weekends and late at night.

5.2.2 Various Social Media Platforms Accesssed by Students and their Effects on Students' Behavior in Machakos Sub-County

These sampled students accessed different social forums which include WhatsApp,

YouTube, Facebook, Instagram, Snapchat, Twitter, Tik-Tok, Likee, Tinder, and Wattpad.

The study discovered that among the social media platforms accessed by the students, WhatsApp, YouTube, Instagram, and Facebook were the most commonly used social media platforms in that order.

The teacher counselors believed that most of their students spend 2 to 3 hours on social media daily, about 70% of the students reported that they spend about 4 hours or more on social media sites daily.

5.2.3 Social Media Influence on Student's behavior in Secondary School in Machakos Sub-County

The positive behavior was produced at a 60% extent, while the negative behavior was at a 40% extent. The students were able to socialize and stay connected with their peers to a great extent after using social media, they were able to develop and maintain genuine connection with various people. According to the study, they became more informed about their career goals. In addition, they were also able to show compassion, empathy, and concern for the well-being, feelings, and wishes of their family,classmates and friends.

5.2.4 Measures To Put In Place To Mitigate Negative Behavior Arising From Social Media Use Among Students

Several measures that different stakeholders could take to mitigate the negative behavior from social forums use among secondary school students in Machakos Sub- County were suggested. On the part of the parents/guardians, it was emphasized that they needed to educate their children on proper social media use, the need to be trustworthy and selfdisciplined. It was suggested that parents/guardians should constantly monitor and do followups on what their children were doing on the phone and, where possible, avoid purchasing smartphones for their children until they finish school

5.3 Conclusions

Several presumptions were drawn from the major discoveries of this study. The larger student population in the secondary schools in Machakos Sub- County used social media both at

home and within the school compounds. Social media use among most of the students in the secondary schools in Machakos Sub- County was undertaken, often spanning over 4 hours daily for most of the students.

Students in the secondary schools in Machakos Sub- County accessed various social media forums. The most commonly accessed social platforms among these students were WhatsApp, YouTube, Instagram, and Facebook, mainly accessed using smartphones. These secondary school students accessed social media alone and in groups with friends.

It also concluded that social media use positively and negatively influenced students' behavior in the secondary schools in Machakos Sub- County. Social media use cultivated positive behavior among the students to a 60% extent while it cultivated negative behavior among them to a 40% extent.

Whether social media use positively or negatively influenced the students' behavior depended on the appropriateness of the content the students were exposed to in using these platforms.

Parents/guardians should be at the forefront of punishing their children in cases of continued and heightened addiction to inappropriate content on social media at home and in school in liaison with the school administration.

5.4 Recommendations

i) There should be the creation and mobilization of awareness campaigns on the dangers of addiction of social media among secondary schools students.

ii) Educate secondary school students on the importance of nurturing their talents than spending more hours on social media platforms which are of less importance.

iii) Mentor and train students to be self-disciplined and responsible for their actions when not under supervision to voluntarily avoid social platforms that lure their behavior.

iv) Initiate personal control and monitoring of students within and outside Machakos subcounty and put measures to mitigate the deviant behavior resulting from using social forums.

5.5 Suggestions for Further Research

i) A study on the factors influencing the effectiveness and enforcement of school policies and rules on using social forums among students in the secondary schools in Machakos Sub- County and other areas in the country.

ii) A study on how social forums can be incorporated in the school curriculum and set up to rip its benefits, especially in the current dispensation where institutions are shifting to online classes.

iii) A study could determine the link between parental involvement and using social forums among students in secondary schools in the Sub- County.

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APPENDICES

Appendix I: Letter of Introduction

Damaris Mbithe James,

P. O. Box 136-90100,

Machakos County, Kenya.

Dear Respondent,

RE: REQUEST FOR PARTICIPATION IN THE RESEARCH PROJECT

This is to kindly inform you that you have been selected to participate in this study of mine entitled, '**Influence of Social Media on the Behavior of Secondary School Students in Machakos Sub County, Machakos County, Kenya**.'

Please take a few minutes and complete the attached questionnaire or participate in the scheduled interviews. Your participation will help me gather relevant information that will lead to the successful completion of this academic assignment. Confidentiality and anonymity will be observed throughout the entire process.

For more information or any clarification, you may contact me via email dmbithe5@gmail.com or call 0711874047.

Thank you in advance.

Yours sincerely,

Damaris Mbithe James

Appendix II: Students' Questionnaire

This research is meant for academic purpose only. It will try to find out the "**Influence of Social Media on the Behavior of Secondary School Students in Machakos Sub County**."

Kindly you are requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated as confidential. Please do not write your name or that of your school on this questionnaire. Please tick (√) where appropriate or fill in the required information on the spaces provided.

Section A: Demographic Details

1. Your gender

    a. Male   [   ]   b. Female   [   ]

2. Please indicate your age (years) _____

3. Your Class

    a. Form One   [   ]

    b. Form Two   [   ]

    c. Form Three   [   ]

    d. Form Four   [   ]

4. Indicate the category of your school:

    a. Boys   [   ]

    b. Girls   [   ]

    c. Mixed   [   ]

5. Is your school:

    a. Boarding   [   ]

    b. Day   [   ]

    c. Day and boarding [   ]

6. Do you live with your parents?

   a. Yes   [ ]   b. No   [ ]

7. If your answer in question 6 is No, whom do you live with?

   a. Guardian   [ ]

   b. Relative   [ ]

   c. Any other person (Specify) _____

Section B: Social Media Use Among Students

8. Have you used or accessed any social media?

   a. Yes   [ ]

   b. No   [ ]

9. How many hours in a day do you spent on social media when you get a chance to?

   a. Less than an hour   [ ]

   b. 1-3 hours   [ ]

   c. 4 to 6 hours   [ ]

   d. More than 6 hours   [ ]

10. Within what setting do you get to access or use your social media accounts?

    a. When at home   [ ]

    b. When at school   [ ]

    c. Both when at home and school [ ]

    d. At cyber cafes   [ ]

    e. Any other setting (specify) _____

11. What are your **main reasons** for using social media platforms?

    a. For fun/entertainment   [ ]

    b. To pass or kill time   [ ]

    c. To contact or communicate with friends and family [ ]

d. To get or search for different information   [ ]

e. To socialize   [ ]

f. To read news   [ ]

g. To chat with different people   [ ]

h. To find resources for school homework   [ ]

i. To share or receive class work notes or documents [ ]

j. To form new relationships   [ ]

k. To surf the profiles of other people   [ ]

l. To participate in online debates   [ ]

m. To share or consume different content e.g. music videos [ ]

n. Any other purpose (specify)

_____

_____

Section C: Various Social Media Platforms Used By Students

12. Which social media platform (s) have you used or are still using?

a. Facebook   [ ]

b. WhatsApp   [ ]

c. Twitter   [ ]

d. Instagram   [ ]

e. You Tube   [ ]

f. Snapchat   [ ]

g. Others (Specify) _____

13. How often do you use the social media?

a. Rarely   [ ]

b. Once in a while   [ ]

c. Often   [   ]

d. Very Often   [   ]

14. Which primary way do you access your social media platform?

    a. Smartphone   [   ]

    b. Laptop   [   ]

    c. Desktop computer   [   ]

    d. Tablet   [   ]

    e. iPad   [   ]

Other (Specify) _____

Section D: Behavour Displayed By Students After Social Media Use

15. In your opinion, how has the use of social media affected your behavior?

    a. Positively   [   ]

    b. Negatively   [   ]

    c. Both positively and negatively   [   ]

    d. Not sure   [   ]

16. Kindly indicate the extent to which the use of social media has helped you to do the

following:

Statement	Not at All	Small Extent	Moderate Extent	Large Extent	Very Large Extent
a) To express your feelings, thoughts or ideas on different issues.					
b) To define who you are as a person.					
c) To show empathy, compassion and concerns for the feelings, wishes, and wellbeing of your classmates, friends and family.					
d) To develop and maintain real relationships with different people.					
e) To socialize and stay connected with your peers.					
f) To get answers related to your career objectives.					
g) To develop/improve your self-esteem and social abilities.					
h) To be friendly, respectful and helpful to people around you.					
i) To come up with creative and innovative solutions to problems facing you and others around you.					
j) To share crucial awareness creating information that can be trusted with other people.					
k) To engage in group work discussions and activities with your classmates.					
l) To apply inspirational content to motivate you to keep fit and embrace healthy living.					
m) To take responsibility for your own mistakes and life.					

17. In the course of using your preferred social media platforms, how often do you come across or are exposed to the following?

Inappropriate content/activities	Never	Rarely	Sometimes	Often	Always
a) Pornographic materials.					
b) Mean, hateful and abusive content.					
c) Violence filled video games, movies, and songs.					
d) Drug abuse related movies.					
e) Horror movies.					
f) Risky social media challenges.					
g) Bad slangs.					
h) Fraud, scam, or blackmailing related activities.					
i) Cyberbullying and online harassment					
j) Hacking and privacy breaches.					
k) Unwanted online flirting.					

18. How often does accessing social media platforms contribute or influence you: -

Negative Behavior	Never	Rarely	Sometimes	Often	Always
a) To bully, embarrass or intimidate others.					
b) To be physically abusive of others.					
c) To deliberately destroy belongings of others and property.					
d) To deliberately annoy and disrespect others.					
e) To refuse to follow rules.					
f) To argue with and insult adults.					
g) To be lonely or isolate yourself from others.					
h) To write or use foul language in class.					
i) To disrupt class activities.					
j) To feel, anxious frustrated, stressed or depressed.					
k) To engage in premarital sex and immoral acts.					
l) To be obsessed with fake news.					
m) To cause riots or disorder in school.					
n) To abandon crucial academic activities.					
o) To have the fear of missing out.					
p) To walk in false pretense or lie.					
q) To invade on people's privacy or to steal people's private information.					
r) To procrastinate or abandon crucial school activities altogether.					
s) To glamorize alcohol and drug abuse.					

19. What other negative behavior if any have you acquired from using social media?

_____

_____

_____

_____

_____

Section E: To Determine The Measures To Put In Place To Mitigate Students'

Behaviors After Social Media Use In Machakos Sub-County

20. Is your parent/guardian aware of your engagement in social media?

    a. Yes   [ ]

    b. No   [ ]

    c. Not sure [ ]

21. If yes, do they support or approve of your activities on social media?

    a. Yes   [ ]

    b. No   [ ]

22. If yes in 24, does your parent/guardian monitor your activities on social media?

    a. Yes   [ ]

    b. No   [ ]

23. What actions can parents/guardians take to ensure that students are not exposed to appropriate materials on social media that can lead to bad behavior?

    _____

    _____

    _____

    _____

24. Does your school have a policy or rules and regulations regarding social media use among students within and outside the school?

    a. Yes   [ ]

    b. No   [ ]

25. If yes, how effective is this policy or the rules and regulations?

    a. Not effective   [   ]

    b. Somehow effective   [   ]

    c. Effective   [   ]

    d. Very effective   [   ]

26. What can the school management do to ensure that students do not acquire negative

behavior as a result of social media use?

_____

_____

_____

_____

Appendix III: Interview Schedule for the Teacher Counsellors

These are the questions asked during the interview sessions with the teacher counsellors.

1. Your gender

2. Your age (years)

3. For how long have you worked in this school?

4. For how long have you been a teacher counselor in this school?

5. Are you a trained counselor?

6. Are you aware of students accessing to social media in this school?

7. If yes, what percentage of students in this school are using social media?

8. Based on your observation, what are the most commonly used social media platforms/sites by students in this school?

9. Based on your own assessment, how often do these students access the social media platforms?

10. Based on your own assessment, how much time do students in this school spent on social media when they get a chance to?

11. What would you say is the primary ways or means students in this school are accessing their social media accounts?

12. Within what setting would you say students are accessing or using their social media accounts?

13. If students are accessing their social media accounts within the school setting, does the school approve of such activities? If no, how are students able to access social media within the school compound?

14. Based on your observation, do students access their social media accounts when alone, in groups with peers or both?

15. Based on your observation, what are the main reasons for using social media platforms among students in this school?

16. Has the use of social media influenced the behavior of your students?

17. If yes, in your observation, is the behavior cultivated among your students as a result of social media use positive or negative?

18. Which behavior has the use of social media cultivated among your students?

19. In the course of using their preferred social media platforms, how often would you say that students in your school come across or are exposed to inappropriate content or activities?

20. What inappropriate content or activities would you say your students have been exposed to while using social media?

21. In your opinion, are the parents/guardians of your students aware of their engagement in social media? Explain

22. What actions can parents/guardians take to ensure that students are not exposed to appropriate materials on social media that can lead to bad behavior?

23. Does your school have a policy or rules and regulations regarding social media use among students within and outside the school?
    If yes, how effective is this policy or the rules and regulations? Explain

24. What can the school management do to ensure that students do not acquire negative behavior as a result of social media use?

25. What other actions can be taken by different other stakeholders to ensure that social media use among students is controlled and also done for their benefit and not harm?

Appendix IV: Approval Letter from the University

MACHAKOS UNIVERSITY

OFFICE OF THE DEAN GRADUATE SCHOOL
P.o Box 136-90100   Tel: 044-21604

21st June, 2017

The County Director of Education,
Machakos County
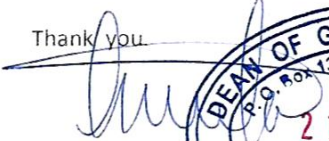P. O Box 351-90100,
Machakos

REF: DAMARIS MBITHE JAMES- E55-3466-2014

The above named is a Master's student in the second year of study and has cleared her course work.

The university has cleared her to conduct a research entitled **"influence of media on secondary school students' behaviour in Machakos sub-county, Machakos County, Kenya"**

She has also obtained a research permit from the National Commission for Science and Technology. Attached to this letter find the Research Permit.

Kindly give her the necessary support in order to undertake the research

Thank you.

DR. KIMITI RICHARD PETER
DEAN, GRADUATE SCHOOL

Appendix V: Teachers Service Commission Research Authorization Letter

TEACHERS SERVICE COMMISSION

Telephone: 0208011890
Email:
cdirmachakos@tsc.go.ke
Web: www.tsc.go.ke

When replying please
quote
REF
MKS/TSC/TPY/526975/2

MACHAKOS COUNTY
P.O.BOX 351-90100
MACHAKOS, KENYA

Date: 20TH JULY, 2017

Damaris Mbithe James

Thro'

The Head Teacher
Mikono Primary School
Machakos Sub-County
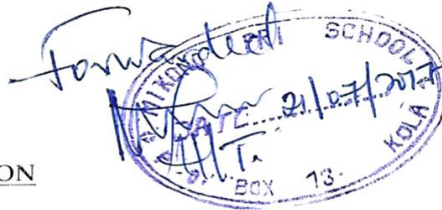
RESEARCH AUTHORIZATION

Refer to yours dated 17th July, 2017.

Authority is hereby granted to enable you carry out research as requested for the period ending 15th September, 2017.

However, your research activities should be conducted outside the normal school working hours.

For TSC COUNTY DIRECTOR
MACHAKOS COUNTY
Date:...
Sign:...

L. N. KIIO
FOR: TSC COUNTY DIRECTOR
MACHAKOS

Appendix VI: Research Permit from NACOSTI

THIS IS TO CERTIFY THAT:
MS. JAMES DAMARIS MBITHE
of MACHAKOS UNIVERSITY, 8-90100
machakos,has been permitted to
conduct research in *Machakos County*

on the topic: *INFLUENCE OF MEDIA ON*
SECONDARY SCHOOL STUDENTS
BEHAVIOUR IN MACHAKOS SUB COUNTY
MACHAKOS COUNTY KENYA

for the period ending:
2nd June,2018

Permit No : NACOSTI/P/17/24902/16842
Date Of Issue : 2nd June,2017
Fee Recieved :Ksh 1000

....
Applicant's
Signature

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