

**SOCIAL NETWORK SITES USAGE AND IMPLICATION ON ACADEMIC
BEHAVIOUR OF BACHELOR OF EDUCATION STUDENTS IN MOI
UNIVERSITY, KENYA.**

BY

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**A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION.
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GUIDANCE AND COUNSELLING
MOI UNIVERSITY**

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DECLARATION

Declaration by Candidate

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DEDICATION

I dedicate this research to the Almighty God for His continued blessings throughout the work.

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ABSTRACT

Social Networking sites continue to define communication among the youth, and yet their effect on students' academic behaviour in Kenya remains largely an emerging field. The purpose of this study was to investigate the influence of social network sites usage on university student's academic behavior. Therefore, this study sought to explore the following objectives: the influence of social network sites usage on students' academic behavior, identify the popular social networks sites frequented by undergraduate students; investigate the students' online activities while using the social network sites; and to find out the students motivation to use social network sites. The study was conducted in Moi University Main campus. The theory used in this study was Flow Theory of optimal experience. The study employed Explanatory Mixed Method Research Design. Cohorts used comprised of (2012-2015) third year students of school of education (Arts). The target population was 934 third year students in the School of Education. Simple random sampling was used in selecting a sample size of 272 students. Questionnaires and focus group discussions were used to generate data. Data collected was analyzed both qualitatively and quantitatively. The quantitative used descriptive statistics where the frequency distribution tables and percentages were used. Qualitative data was analyzed by use of quotes which were categorized in themes in table form. The study revealed the following results from quantitative data; it was found out that 59.5% of the students were distracted from academic work. In addition almost half (46.6%) of the students access online activities during lecture hours whereas (53.4%) of the respondents admitted that they did not engage in social network sites when the lectures are on. Most used sites by university students were Face book which had 44.0% and WhatsApp 28.2%. From Qualitative data the following are the themes which emerged from focus group discussions: time wasting, procrastination, delayed assignment, entertainment and even educative topics. In conclusion these study findings are relevant to guidance and counseling units. Also for university course lecturers who can design students' online activities through Social Network Sites for learning oriented relay of information. The study recommended the use of Social Network Sites for academic purposes.

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LIST OF ACRONYMS

ARCC:	African Regional Centre for Computing
ARPANET:	Advanced Research Project Agency Network
CAMHRI:	Child and Adolescent Mental Health Rajarinda Institute
CMC:	Computer Mediated Communication
FGD:	Focus Group Discussion
HCC:	Harford Community College
IA:	Internet Addiction
IAD:	Internet Addiction Disorder
ICT:	Internet Communication Technology
SA:	South Africa
SNSs:	Social Network Sites
SPSS:	Statistical Package for Social Science
USA:	United States of America
VOIP:	Voice over Internet Protocol
WWW:	World Wide Web

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter deals with the background of the problem, statement of the problem, purpose and the objectives of the study, research questions, significance and justification of the study, scope and limitations, underlying assumption, theoretical framework and definition of terms.

1.1 Background of the Study

The increased use of social networking websites has become an international phenomenon in the past years all over the world (Kumar & Chhabra, 2014). What started out as a hobby for some computer literate people has become a social norm and way of life for them (Boyd, 2007). Livingstone (2008) reports that, the use of Social Network Sites (SNSs) has grown significantly across the United States and the world. Ahn, (2010) reported that 46% of the U.S populations use Social Network Sites. Showing that majority are teenagers and that the use of SNSs is even more widespread. Teenagers and young adults are said to have embraced these sites as a way to connect with their peers, share information and reinvent their social lives (Flad, 2010).

In USA, the youth connect with these social networks in a manner which is considered a frightening prospect for parents and educators. Contrary to this, some scholars suggest that students learn in new ways using social media and that educators encourage them to embrace this new platform. A research reported that Face book can be useful for students in their social life as well as allow for activities such as getting

assistance from the lecturers on academic work or sharing notes (Ulusu, 2010). Lenke, Coughlin, Carcial, Relfsneider and Bass, (2009) however found out that most School Districts in the US have blocked access to SNSs. This has been attributed to the fear about safety and effects of SNSs on children's social development from the complaints from parents. Turkle, (2011) gave a different report that procrastination, changing priorities, waste of money and addiction featured prominently in those who used these social network sites for longer hours. Egedebe, (2012) on the other hand said that people have become very smart because of the information they get from these sites, while some have become very poor academically because it is easy to get almost any materials for school assignments. Researches on SNSs influence on university student's academic behaviour contribute significantly to the concerns of young people who mediate access to these social network sites.

Although no statistics on all SNS users in Thailand are available it is expected that there are 17.2 million Internet users in 2010 with penetration of 26 percent and an average annual growth rate of 66 percent across the years 2000 to 2010. Recently, Facebook is the most used social site with a probable 517 million users worldwide with 60 percent in North America and Europe and 18 percent in Asia. There are 5.7 million users in Thailand that correspond to 33 percent of Thai Internet users, and on average these users spend 55 minutes online (Sombutpibool, 2011). Internet Live Stats (2016) has shown that in Thailand, the number of internet shoot up among the population. In 2016 it has been reported that the penetration of internet is said to be about 42.7% users compared to a population of 68,146,609. Thai has been concerned about the possible negative impact of this technology and the spread of internet addiction particularly among young generation. Recent government reports has shown internet and game addiction among Thai youth that has been exposed by the Thai

Media: Child and Adolescent Mental Health Rajarinda Institute (CAMHRI). The Ministry of Public Health and CAMHRI have set up anti-Internet Addiction center that is meant to deal with prevention and solve any social problem arising from the use of internet.

A research that sought to find out the impact of social network site usage on Indian youth showed that 95% of all the respondents on the usage of different social networking sites spent different amount of time ranging between one to five hours daily. It also showed that members of social sites can easily form groups called communities and share their views among themselves through discussions threads, forums and polls. Among other usage of the social network site included; reconnecting with longtime friends, maintaining existing contacts, sharing information and thoughts (Neelamalar and Chitra, 2009).

In African set up, the use of the internet was embraced in 2007 among University students due the introduction of the modern technologies (Jones, & Ramanau, 2009). Despite this, students were faced with different challenges including lack of exposure, poverty and insufficient know how and expertise among others. Other studies that have been done by different researchers also show that students from colleges and universities rarely used the social network site for academic research (Anderson, 2008). It was noted that the major use of the social network sites by the students is for socializing and entertainment (Jones, Ramanau, Cross, & Healing, 2010).

A report from South Africa confirms that the number of internet users was about 52 % of a total population of 54,978,907 with a share of world internet users of 0.8% by 2016 (SA Yearbook, 2016). This showed that internet use gained popularity and people were likely to be exposed to internet Addiction Disorder (IAD) and this may

threaten the psychological wellbeing as well as their social life. According to Broadway (2015), a researcher at the Brogaard Lab for Multisensory Research who defined psychological disorder as a psychological dysfunction in an individual that is associated with distress or impairment and a reaction that is not culturally expected.

In Nigeria, a study by Awoleye, Siyanbola and Oladipupo, (2008) examined the level of internet use by undergraduates' students of Obafemi Awolowo University; the study found out that internet was used mostly for e-mailing, retrieval of information and online chatting. The chats involved sharing of information which ranged from issues dealing with life, fun and daily routines. The study revealed that minimal information on academics was shared.

In Kenya, a study by (Macharia, 2015) showed that among other countries in Africa Kenya is the leading country in terms of technology adaptation and that recent studies indicate that the use of social network site has been on the rise. Misiko (2011) reported that an academic and social counselor at Amani counseling Training center Nairobi noted that internet addiction is just like alcohol and drug addiction and needs to be controlled. The counselor further asserts that if one cannot control the time spent on internet, one is likely to fail to accomplish what one is expected to do and that translates to addiction.

This study therefore sought to investigate the influence of social networking sites on University student's academic behaviour among undergraduates of Moi University since most of the youth are featured browsing the social network sites enormously especially in the cyber cafes and even in their mobile phones.

Moi University was specifically identified as the study area as it is a public institution. It is also rated as second university in Kenya. Like other universities the target

population could be easily located. Also based on the fact that students in the University have especially embraced social network sites as a way to connect with their peers, share information, reinvent their personalities, and showcase their social lives. The study was narrowed down to the school of education Arts as it is one of the largest. Moreover the third years because they have favourably stayed in the university for a long time.

1.2 Statement of the Problem

History has shown that from early times, wherever place a man goes, social connections developed (Haddon&Kimberly, 2009) Many social networks sites have therefore been developed but with varied reasons for their establishments. Initially most of these social network sites were developed in order to form communities. The social network formed helped them socialize, help each other whenever there is need, and thus social networking helped making life stable. As time elapsed, social networking expanded to different regions due to introduction of computers and mobile phones and this was heavily embraced by the younger generation (Boyd, 2007). Recently the use of these SNSs has taken a different route. It has made a good avenue for promoting education and keeping abreast students on assignments since it allows for students to express themselves distinctively (Boyd, 2007)

Fast growth of Social Network sites impacts everyone within the community but its impact on students' academic performance is the most remarkable (Haddon, & Kimberly, 2009). The habit has been so enormous that Students find it difficult to study for an hour without logging in to these sites (Egedegbe, 2012).

Social Network Sites have been studied by other scholars on different paradigms for example on academic performance, usage among college among students and others.

This study is sought to give more insight on the implication on the use of Social Network Sites on student's academic behavior among undergraduates of Moi University.

It also sought to find out how these sites are being utilized positively or negatively by undergraduate students. Thus from the data analysis the researcher would be in position to give an advice.

1.3 Purpose of the Study

The study sought to investigate the influence of social networking sites on University student's academic behaviour among undergraduates of Moi University, third year students in the school of education.

1.4 Objectives of the Study

The following were the objectives of this study;

- i. To find out the influence of social network sites usage on students' academic work Schedule among undergraduates of Moi University, third year students in the school of education.
- ii. To identify the popular social networks sites frequented by undergraduate students enrolled in the school of education programme, Moi University as part of understanding student social networking behaviour.
- iii. To investigate the students' online activities while using the social network sites among undergraduates of Moi University, third year students in the school of education.
- iv. To find out what motivates the students to use social network sites among undergraduates of Moi University, third year students in the school of education.

1.5 Research Questions

The following are research questions:

- i. What is the influence of social network site usage on students' academic work Schedules?
- ii. Which social network sites are popular among undergraduates' students?
- iii. What are student's activities while using the social network sites?
- iv. What motivates the students to use social network sites?

1.6. Significance of the Study

The information from this study would be useful to the School of Education, Department of Guidance and Counseling in providing information especially to those offering Guidance and Counseling services. One of the information is ways of averting misuse of these social network sites. Also encourage users to utilize these sites to get useful educative topics.

It will also guide educational leaders in the creation of social network sites usage management seminars for college students at universities across the country. This is realized by giving information on the characteristics exhibited by those who are misusing social network sites and ways of changing these trends. For example inability to stick to work schedules.

The hosts of these social network sites will get more information on the usage of these sites and will help them note what to improve on to enhance different learning platforms. For example encouraging inter university exchange programmes among students.

The academics will find the study useful as it will highlight areas for further research while also contributing to new knowledge. The study will also provide an insight of how social network sites usage impacts academic behavior among university students. The academics being charged with dissemination of knowledge to various stakeholders would find this study useful.

Students will better understand the consequences of social network sites misuse and the possible influence it has on their academic behaviour. It will further create awareness on the impact of social network site on their academic behaviour and help them use the sites properly.

1.7 Justification of the Study

Social Net Work Sites have gained popularity among the university students. It has become the recent most effective way of communicating among the students. They can express their feelings and relay their thoughts. Apart from students using Social Network Sites for making friends, sharing links and finding jobs the platform has become more meaningful for sharing serious deliberations like economic, educational and political issues. Therefore this study was undertaken with an aim of determining the implication of social network sites usage on academic behaviour of undergraduate students.

1.8 Scope of the Study

Social Network Sites usage among students is a very wide topic. However, the study was done among third year undergraduate students in the school of Education Moi University, (Main Campus) between the months of August and November 2014. The content scope included the implication of social network sites usage on students' academic work Schedule, the popular social networks sites frequented by

undergraduate, the students' online activities while using the social network sites and students' motivational factors to using social network sites. On literature review the study covered areas like definition of social network sites. Also history of social network sites was looked into. In addition the current use social network sites were handled.

1.9 Limitations of the Study

The researcher faced a challenge when administering the questionnaires. The respondents were reluctant to take them but when the researcher assured them confidentiality of responses given accurately and honestly they accepted to take them.

Time to hold Focus Group Discussions was difficult. To assemble participants in one place was not easy. It was overcome when the researcher consulted with the lecturers concern that in turn assisted to assemble them in one place and were able to participate fully.

1.10 Assumptions

The study had the following assumption:

1. That Participants would give honest information as anonymity and confidentiality was preserved as their names were not a requirement in their participation.
2. Those participating in the research would be present as agreed earlier on through consensus.
3. Expect the participants would be available and willing to participate in the study.

1.11 Theoretical Framework

The study was modeled by Flow theory developed by Csikszentmihalyi in (1975). Flow is also called optimal experience. It is a concept defined as “a state of holistic experience that people feel when they act with total involvement” (Csikzentmilhalyi 1975, p. 36). During this flow state, people are so involved in the activity that nothing else seems to matter. At this state, people find it enjoyable and can do it despite any cost that may be incurred.

The feeling of Self-consciousness fades and the aspect of time becomes vague. To most of the people the experience can be rewarding and are willing to take the risks involved even though there are no gains or it possess danger at the end of it (Csikzentmilhalyi, 1990)..Csikszentmilhalyi, Harper and Row, (1990) reports have shown the concepts of optimal experiences. They explained that optimal experience happens within a series of actions that involves targets and are governed by certain rules. The initial perception that emerged was that of actions and familiarity. It was asserted to be the major widespread concept of optimal experience where one becomes occupied with an activity such that the actions become unprompted and involuntary.

The first concept they came up with is the emerging of action and awareness. It is reported to be the most universal and distinctive features of optimal experience in which people become so involved in what they are doing that activity becomes unprompted and almost automatic. The second concept is that of transformation time. In this concept time does not seem to elapse as per the expectation. One can only notice that time has been spent after the experience. To them time may be viewed as static.

The third concept of flow theory was that of the paradox of control. In typical normal life losing control can be a worry to most. In this theory one finds himself not bothering about loss of control of things happening within him. In such a case a person is unable to control an interesting activity going on and this leads to eventual loss of freedom in determining the content of awareness. Though the occurrence brings about a routine in the mind, it may make one an addict. The fourth concept is that of setting clear goals and feedback. In such a case if one fails to put in place the factors to be achieved at the end of the period, the fun of doing it will not be achieved.

This theory is therefore relevant to the study at hand in that students can be so absorbed to surfing the SNSs at the expense of their academics. Attention given to these SNSs can be so intense that one diverts from academic work. For instance during lectures students easily get their minds diverted to participate in social network sites. Time consumption is a factor which is featured among those using social network sites. During this period students worry less and this eventually leads to failure to set goals, hence they come disrupted and they opt to do something else which is irrelevant than the lecture.

1.12 Conceptual Framework

The conceptual framework is a relationship between the Independent variables and dependent variables. The independent variable was social network sites usage. The dependent variable was student's academic behavior. The student's academic behaviors were measured in the following parameters: Student's academic work schedules, popular social network sites, student's online activities and student's motivation. The first variable was Student's academic work schedule. It was about the set time for academic work for example doing assignment and attending lectures. The

study was pegged on how usage impacted the stipulated time for academic work. For example taking a lot of time in these sites.

The second variable was that of popular social network sites. The research dealt with popular network sites like face book, whatsApp; you tube just to mention a few. The research looked into the usage of these sites and possible behavior elicited as they respond to these sites. For example some of the behavior seen was that of procrastination among others.

The third dependent variable was student's online activities. Activities were about what they are engaged in online. For example the activities featured were photo tagging, playing games and even chatting. What they did online revealed the usage for the sites.

The fourth dependent variable was that of motivation. It was concerned with what was behind the use of these sites. What really force them to use. Some of the reasons to use were feeling of being current and even responding to chats. Hence motivation was dependant on usage of these sites.

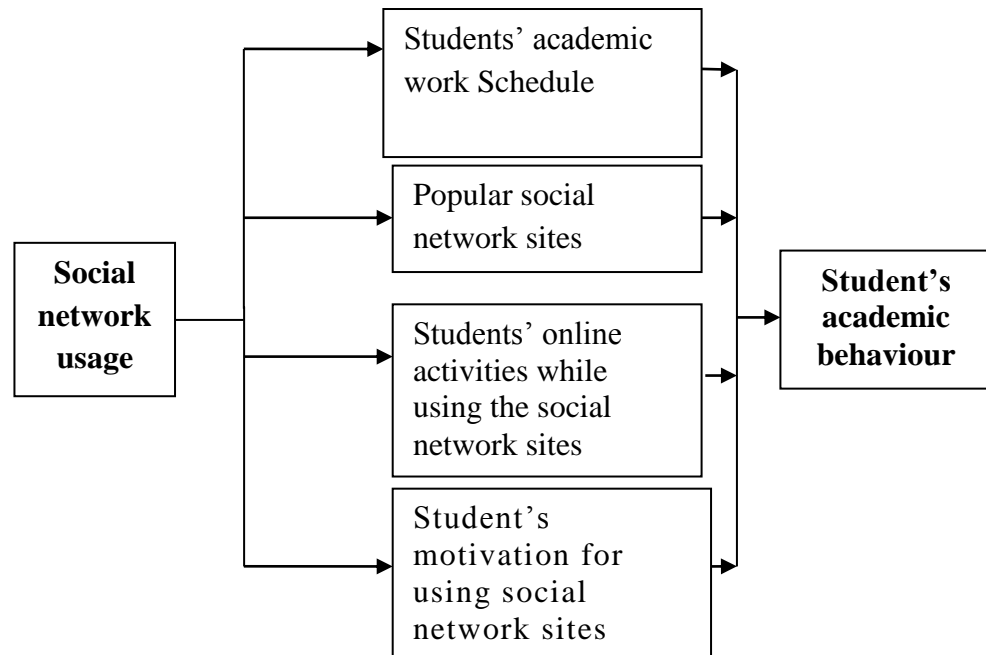


Figure 1: Conceptual Framework

The above theoretical framework based on Flow theory by Csikszentmihalyi assist in developing a conceptual framework. Hoffman & Novak, (1996) developed a conceptual model based on flow theory to be used together with literature surrounding the intervening variables.

1.13 Definition of terms

- A Blog:** Is a website on which journal entries are posted on regular basis.
- Academic behaviour:** Characteristics exhibited by learners in the process of learning.
- Academic tasks:** These are activities that students encounter during course work.
- Academic work schedules:** This is the time meant to fulfill course related formal Tasks.
- Emotion:** A complex state of feeling that results in physical and Psychological changes.
- Emotional state:** The condition of a person's emotions especially with regard to Pleasure or dejection.
- Enrolled:** Those students who are registered members in the school of Education
- Face book:** Face book is an online social networking service whose name Stems from the colloquial name for the book given to students at the start of the academic year by some university administrations in the United States to help students get to know each other.
- Frequent Sites:** Social Network sites which are mostly used by university students.
- Group pages:** Are the place for a small group communication and for people To share their common interest and express their opinions.

Influence: These are factors affecting the use of social network sites by Students in the University.

Motivation: Factors within a human being or animal that arouses and directs Goal-oriented behaviour.

Online activities: These are practices when surfing the social network sites.

Social Network Sites: Internet sites where students post journal entries to for example WhatsApp, face book, twitter and other sites.

SNS use: Utilization of Internet sites by students post to interact with its Audience.

Students Work Schedules: Time for students in the university to carry out academic Work (class work).

Surfing: To move from place to place on the internet searching for topics of interest.

Wikis: A collaborative website whose content can be edited by anyone who has access to it?

YouTube: It is a video –sharing website on which users can upload, share and view videos.

1.14 Chapter Summary

This chapter looked into the background of the problem which broadens from the world view to the Kenyan setting on the use of social network sites. The statement of the problem sort to find out how social network sites were used and the implication it has on academic behavior of students. This was reached at a conclusion through the

stated objectives and research questions. One of the significance of the study is its usefulness in the school of educational psychology. Both the area and content scope was considered. The study had its own limitations for example the research narrowed to one aspect that is academic behavior only. One of the assumptions is that participants were willing to give honest information. The theory used was that of flow theory and finally the terms were defined.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter gives a review of related literature for the study that was based on available literature drawn from various sources. It gives a discussion on the global use of the internet, Definition of social network sites, History of social network sites, Popular social network sites, Students online activities, Social network sites and time on academic tasks, SNSs on student academic work schedules and motivation for social network sites.

2.1 Global use of Internet

Korgen, (2001) defined internet as joining of smaller and large network of computers that are linked worldwide and allows for sharing of information and communicating with people who are apart. Internet origin can be traced back by Franklin (2005) that internet came into existence in 1957 when Russia launched sputnik the first satellite that was to herald the beginning of global communication era. Since the launch of sputnik, Advanced Research Project Agency Network (ARPANET) began conducting military and academic research and developing new computer network which would work; even it had been destroyed in war.

Deflaur and Dennis, (2002) noted that the internet was first used by scientist and University professors. According to then the essential factor of internet was its formation and development where one is able to view web pages that may contain text, images and other multimedia. They even allow one to navigate between them

using hyperlinks. Internet gained popularity by 1980s when National Science Foundation used ARPANET to connect to its five regional super computers centres.

According to Severin, James and Tankard (2001) they were able to show the basics of internet as interactivity, hypertextuality and multimediarity. Interactivity is one of the most popular characteristic of the internet. This feature is known to make the users of internet more interactive, the major issue in the use of internet and is reported to make internet audience to be active, and satisfied. Interactivity therefore is the extent to which the parties involved in the communication process have the power to control and switch roles in their dialogue.

A research done by Williams, Rice & Rogers (cited in Severing & Tankard 2001) gives a further commentary that interactivity is almost same as restriction that is people can restrict themselves to information they find, how lengthy, their frequency and their way of order. Additionally interactivity has two aspects: control and message. The control dimension in this case, refers to the nature of interactivity. The message- width of interactivity refers to management of contents of communications. Roehm & Haugtvedt, (1999) further added that internet interactivity has other determinants that include human and computer for example, WWW and interpersonal relations for example the chat rooms and e- mails.

Hypertextuality is also another significant aspect in the use of internet. Severin & Tankard, (2001) observes that www uses hyperlinks which are pointers on web pages and enables the user to click on and navigate within the same web pages or with other different websites.

Multimediarity is also a feature to note down in the use of internet. Severin & Tankard, (2001) indicated further it is a multimedia communication system that offers

a combination of texts, graphics, sound, video and animation. However with the use of internet, additional features such as hypertexts and hyperlinks have enabled it to combine the characteristics of television and radio bringing about one medium. This gives a background as to why internet is able to meet the uses of media such being the watch dog, entertaining and individual identity.

In Africa, it has been further asserted that one computer with an internet or e-mail connection can support a range of three to five computer users at the same time. Developed countries like North Africa and southern Africa which have good Communication Technology (ICT) infrastructure has allowed more people to use the internet hence a rise in number of internet users. These countries were also viewed to be among the first countries to embrace the use of internet. (The African Internet and Status report, 2002). In Africa, internet gained its popularity in mid-2002, where it showed about 1.7 million users, recent report has however shown that the number of internet users is about 33 million (Internet world Stats: usage and population statistics, 2007).

In Kenya, internet use was first availed to a small group of technologists who were interested in IT related hardware's in 1993, (Mweu, 2003). By then its only means of accessing it was through Gopher (Internet application) that offered access to text-based information. African Regional Centre for Computing (ARCC) a non-governmental organization which was stationed in Nairobi became the first provider of web-based information services by giving their users the initial ever web browser called mosaic. Linking to the worldwide internet was through analogue chartered lines. Mweu, (2003) reported that Kenya became the internet user by 1990 when it was first introduced in the country.

Since then use of internet in Kenya has experienced tremendous growth and with ranking being done it emerged to be among the top five countries in Africa. Among the East Africa community it has a larger number of internet users. For instance when compared to Uganda and Tanzania which have 500,000 users it was noted that it has about 1.5 million internet users (Kenya ICT strategy: internet world starts usage and population statistics, 2007).

2.2 Social Network Sites

According to Boyd and Ellison (2008) 'social network sites is a web based services that enables one to build a well known or partially known profile within abounded system, incorporate other users with whom they can share the content and transverse their list of connections and those made by others within the system. The nature and classification of these links may differ from site to site' (Boyd & Ellison, 2008).

More emphasis has been made on already existing networks unlike networking, which means that the creation of new networks is essential. SNSs are said to offer users the chances of networking and distribution of media content hence adoption of web 2.0 characteristics against outlined structure (Kuss & Griffiths, 2011).

The term social network site was first used to describe an occurrence, however the term has appeared publically and the two terms can be used together. The term networking will not be appropriate basing on the reason that the emphasis and scale to which it makes on social network sites is unique and do not allow individuals to meet strangers but rather they enable users to express and make visible their social networks.

The users of SNSs are particularly interested in passing information to the people existing in the network and rather not searching or meetings new users in the extended network (Boyd & Ellison, 2007). To the study social network sites was adopted just like the prior researchers as it is appropriate this is because the study will deal with students communicating with people who are already a part of their extended social network site, unlike networking.

2.3 History of Social Network Sites

2.3.1 Social network sites

2.3.1.1 Social network site: Six Degrees Com sustain

This was the first noticeable social network site (Six Degree.Com) and was first used in 1997.It enabled users make an outlined lists of their friends and by 1998 it had a surfing list of friends. Six Degrees. Com became popular leading to people using it to connect with the rest by enabling sending of messages. Its fame had gained a lot of users but soon it was confirmed that it had failed to carry on as a business and in 2000, the service closed. The founders of this social site initially thought it was ahead of its time. From 1997 to 2001 a number of community tools began giving support to various mixtures of profile and publically friends (Kuss & Griffiths, 2011).

2.3.1.2 Social Network Site: Live Journal

Live journal was first incorporated to use in 1999. The creator of this social site suspected that it was fashion to do instant messaging on friends lists live; people mark others as friend to follow their journals and handle confidentiality settings (Fitzpatrick, 2007).

2.3.1.3 Social Network site: Cyword

In Korea, Cyword introduced virtual world site started in 1999. SNSs features were later added to this site in 2001, autonomous of these other sites.

2.3.1.4: Social Network Site: Lunarsturm

Likewise when the Swedish web community Lunarsturm refashioned itself as SNSs in 2000, it contained friends' lists, guest books and diary page.

2.3.1.5 Social Network Site: Ryze

Ryze was launched in 2001, to help people leverage their business network. LinkedIn and Friendster were tightly entwined personally and professionally, they believed that they could support each, other without competing. In the end Ryze ever acquired mass popularity, and Tribe Net grew to attract a passionate niche user base. LinkedIn became a powerful business disappointment in internet history the most significant if only as one of the biggest disappointment in internet (Chafkin, 2007).

2.3.1.6 Social network site: MySpace

Its inception was done in Santa Monica California in 2003. Initially it competed with other sites like Friendster, Xanga and Asian avenue. My space saw a tremendous growth after rumours emerged that Friendster would adopt a fee charging system therefore the users were made aware by Friendster and were forced to join alternate SNSs including Tribe Net and MySpace. The site grew into three distinct population; musicians and artists, teenagers and post- college-urban social crowd. The features in my space allowed the users to create profile, have a list of school friends they went to, upload photos and develop a time schedule; in addition it brought together different users for individual and professional relations. The distinguishing factor of this site

was that it enabled coming up with original ideas as more innovations were being realized and it became the talk of the day in United States (Anderson, 2007).

2.3.1.7 Social network site: Face book

Mark Zuckerberg is known to be the original developer of Face book at Harvard University in 2004. The site was initially developed for college and university students that would enable them to keep in touch with one another. To join, a user had to have a Harvard edu- e mail address (Cassidy, 2006). Hendrix, et al (2009) also noted that Users spend about 20 minutes a day on the site and two thirds of users log in at least once a day. However, Face book use extended in September 2005, to include secondary school students, skilled workers inside corporate networks and finally to the entire population. By 2010 Face book had more than 500 million active users (Friedman, 2010).

2.3.1.8 Social network site: Orkut.Com

Buyukkokten one of the key staff of Google came up with the site of online Orkut.com. Orkut.com however allowed Google to take charge of its administration. The importance of this site innovation was to enable users to relate with new contacts but holding onto offline deal. It has further given permission for the incorporation of easy set up platforms for forums for its members. Users later reported that they had been allowed to have accounts in 2006. Although Google Brazil was known for its popularity, Orkut.com had gained much popularity and at global ranking it had emerged to be the seventh while Google Brazil was trailing behind it.

2.3.1.9 Social network site: YouTube

Lange, (2007) ethnographic study of YouTube has shown that users in this SNS concentrate more on sharing of videos that can either be private or public. Some basic

features on the use of YouTube is that it can limit the accessibility of videos to certain group of friends only. The concept of friend and social network for the users is entirely different. YouTube is a content exchange online group. Users share videos, blogs and other contents with approximately 69 million videos. They use this symbol () as search string on their site.

2.3.1.10 Social network site: LinkedIn

LinkedIn is a very similar online community compared to Facebook, but its main audience is professionals. Its intention is to provide people with opportunities to create a resume' and connect with companies and other professionals. The intention of LinkedIn is to avail job opportunities and link up with professionals. LinkedIn has approximately 17 million users and 150 industries represented in their online social network

LinkedIn is also an open membership network, but is designed in such a way that profiles in resumes-like format encourages professional users. LinkedIn in Fact Sheet Report (cited in Rantamaki, 2008) that the main aim of this social network site is to create job opportunities and connections for professionals. It is said to have approximately 17 million users and 150 industries represented in their online social network (Rantamaki, 2008).

2.3.1.11 Social network site: Friendster

It was launched in 2002 as a social compliment to Ryze (Social Network site). It was planned to compete with Match .Com, a lucrative online dating site and to help connect friends of friends to other friends of friends with the notion that improved passions would be cultivated than when partners are unfamiliar to each other. Since then, Friendster popularity has gone up (Chafkin, 2007).

2.3.1.12 Social network site: Twitter

Twitter is an information-sharing service. It is designed to be concise, relevant and allows people to track other people through Twitter website. Therefore, it may be that Twitter has more potential for improving academic engagement. Twitter, a micro-blogging service, offers a different type of social network service (Kwak, Kee, Park & Moon, 2010). The short format of tweets (140 characters) encourages conciseness, and the ability to tag themes requires meta-awareness of content and audience, so that tweeting uses mental skills also valued in academic circles. The concept of micro blogging (pushing out small amounts of information with transient temporal relevance) uses the social network as a vehicle for information flow, rather than as a means on intensifying interpersonal relations. This apparently simpler technology is possibly better suited to creating interactions which are more clearly cognitively and behaviorally relevant to successful learning.

2.3.1.13 Social network site: WhatsApp

WhatsApp Inc., was founded in 2009 by Brian Acton and Jan Koum, both former employees of Yahoo! After Koum and Acton left Yahoo! in September 2007, the duo traveled to South America as a break from work. At one point they applied for jobs at Facebook but were rejected.

For the rest of the following years Koum relied on his \$400,000 savings from Yahoo! In January 2009, after purchasing an iPhone and realizing that the seven-month-old App Store was about to spawn a whole new industry of apps, he started visiting his friend Alex Fishman, so Fishman introduced Koum to Igor Solomennikov, a developer in Russia that he had found on RentACoder.com. Koum almost immediately chose the name "WhatsApp" because it sounded like "what's up", and a

week later on his birthday, on February 24, 2009, he incorporated WhatsApp Inc. in California (Swanner, 2016).

2.3.1.14 Social network site: Google Plus

Google+ is the company's fourth foray into social networking. Google+ launched in June 2011. Features included the ability to post photos and status updates to the stream or interest based communities, group different types of relationships rather than simply friends into Circles, a multi-person instant messaging, text and video chat called Hangouts, events, location tagging, and the ability to edit and upload photos to private cloud-based albums (Mitchell, 2011)

2.3.1.15 Social network site: Instagram

Instagram Kevin Systrom and Mike Krieger were the founders of Instagram. and was brought to use in October 2010 as a free mobile app. They became famous, with over 100 million active users as of April 2012 and over 300 million as of December 2014. Instagram is spread through the Apple App Store and Google Play (Young, 2013).

2.3.1.16 Social network site: Badoo

Badoo was founded by the Russian entrepreneur Andrey Andreev and launched in London in November 2006. In 2007 it raised \$30 million in funding. In January 2008, the Russian investor Finam Capital paid \$30 million for a 10% stake in Badoo for expansion in Russia. As of 2009, Finam now has 20% ownership of Badoo. In September 2009, Blendr, powered by Badoo, appeared in the iTunes app store. In April 2011 Badoo was threatened by Facebook with an audit and potential removal if it didn't make its Facebook app less viral. According to Insidefacebook.com, during the week of January 11, Badoo was ranked 17th in growing Face book apps. The

official Badoo USA launch was on March 23, 2012, with Nick Cannon introducing the service in the United States (Calderon, 2012).

2.4 Popular Social Network Sites

Onomo (2012) recognized that social networking sites has become prevalent for communication and passage of thoughts, assisting people and organizations information to different audiences by use of traditional media. According to a study done by Boyd and Ellison, (2007) to find out the common social network site used by students the study showed that majority have a membership to more than one social network site. The study further revealed that these students use social network site at least once per day. Common sites visited included Facebook and My space which was approximately 61% of students. Most of these social network sites were accessed by use of cell phones. This implies that there exist a strong urge by the students to keep in touch with one another since about 3.5 billion pieces of information was shared on Face book weekly.

Morejune (2010) reported that YouTube has been ranked the second most commonly used search engine on the web. The study added that, Twitter supports over 65 million tweets per day .Furthermore, 65% of the entire world population have become regular users of social network sites this can also be noted in U.S which have about 96% social network site users and who are about the ages of 18-35. Kazeniac, (2012) indicated that in every eleven minutes one person uses the social network site. Experian Hit wise, (2012) reported according to market share ranking Facebook emerged first with about 63.28% market share followed by You tube which had 20% and Twitter and Yahoo that had about 1% each.

A study done by Salaway and Caruso (2010) showed statistics on the use of video sharing websites such as You Tube was about 42% , wikis 40% , blogs 36 % and voice over internet protocol(VOLP) 40%. A further report showed that about 18 to 19 years olds used social network sites and this accounted for about 95% according to statistics of 2010 with 30% reporting to using these sites for course related choices. Despite half of them using to collaborate with other students on the topic, about 8% of them are able to communicate with their instructors. Buzzetto, (2012) additionally found that 96%of 15-17 year olds that have their homes with internet were regular users of these social site networks.

In another study done by Mark Zuckeberg (cited in Cabral, 2010) the founder of famous social network site Face book said “More than 175 million people use face book if it were a country, it would be the sixth most populated country in the world’’. (Cabral, 2010, p.5) Face book features is said to have the ability to connect different people with different relationships. This has led to different people connect without any boundary.

Alexa.Com (cited in Moon, 2011) reported that the most used SNSs in USA include Face book, MySpace, Tweeter and LinkedIn. The report has further shown that Twitter is designed to show daily activities. LinkedIn is a specialized and business oriented network site. By May 2010, the web information company showed Face book as the second most well-liked and mostly explored Web Site globally and Google a search engine emerging the top (Alexa Company, 2010). This was additional information on the preceding research that showed that over 78% of students also an shown on the To add on what the preceding research found that over 78% of students alleged that Face book was their preferred online social network site (Moon, 2011).

Fletcher (2010) reports that college students still maintain to be the largest group of social network site users amounting to roughly 30% of all the users. To date the current users of social network site is about 500 million people. A further comparison to on the total users of Face book, MySpace, Twitter and LinkedIn is about 76 million (Flechther, 2010). It is said that Face book is the most used social network site (Moon, 2011).

Most of the social network site users are young individuals most of whom are university students. Hence social network sites are considered to play an active role in younger generation's daily lives (Lenhart, 2009). The relationship between the youth and their involvement in social network sites has attracted many researchers that focused on young people social network activities in relation to their privacy concerns as pertaining in their social network sites usage (Mazman &Usluel, 2011).

According to the statistics portal (2016) done in United States, the survey revealed that about 66% of the respondents were aged between 13 to 24 years and used Social Network Site Instagram app for sharing photos. Face book has continued to be the most popular SNSs used by teenagers and young adults aged 12 to 24 years old as indicated in 2015. Currently 74 % of the respondents use Face book, followed by Instagram recording 59% share whereas Snap chat has 57% share. Majority of teen whose age average is 16.3 rated that the most essential SNSs amongst are Instagram and Twitter unlike Face book. They are able to access these SNSs through their mobile devices. Currently about 93% of these teens aged between 15-17 access internet by use of their phone, tablet or other device.

In North America these teens of age's between16-24 spent most of their time online which is almost 200 minutes per day. Most high school graduates use their mobile

phones for texting, followed by Instagram, Face book and Snap chat respectively. However with existence of many social network sites nowadays, Face book still leads on the number of users.

Currently from observation the most used sites especially among Kenyan youth are sites likeWhatsApp, Face book and even Instagram. For example in WhatsApp activities like chatting and photo uploading comes handy. Face book play the same role like WhatApp in addition there is that connection with new people from all over the world. Instagram is used majorly for connecting with trendy topics, posting funny pictures, and memes' and even following celebrities.

2.5 Students' Online Activities

Online activities are the actions the members of particular SNSs do when they are using social network sites. According to a study done by Brown, (2013) the following conclusion was given after finding out student's online activities on use of SNSs. It revealed that most of the respondents use SNSs for making friends and chatting with each other having percentage of 21%, 17% used for receiving and relaying sending messages, 8% used SNSs for playing games while 7% used whereas 26% used SNSs to share files total of the respondents showed to use SNSs for academic related activities, like communicating with their supervisors and lectures and holding discussions. This has indicated that the time spent on academic related issues is less than the time they spend on other activities unrelated to academics.

Further literature studies showed that some of the activities featuring in the use of SNSs include; texting instant messages, playing games and even searching information online (Karpinski, 2010). For example, a significant amount (35%) of Face book users, can update their statuses more than 5 times per day (Nayzabekoy,

2012). Dwyer (2007) concluded that there is evidence of what students do online; there is that issue of competition when making profiles.

Boyd and Ellison (2007) study reports that when users of the SNSs become a member Face book they first must make personal profile. This outline shows information such as ones name, relationship status, area of specialization, photos, religion and hobbies. SNS has become unique to other media in that it allows for display personal home page one's friends (Boyd & Ellison, 2007). In addition it has allowed for display of the ones profile which enables interested users to check on their profiles and even extend to other social network sites (Ahn, 2011). Kujath (2011) also found out that many students use their leisure time surfing in social network sites. They are said to express their selves, gain greater incorporation with their peers, finding new friends and a constant sharing of information and Knowledge with their friends. Such practice is mainly directed on expand or re-enforcing old attachment with friends rather than employed for educational purpose.

Rouis (2012) also reported a similar result from the study that those students with their specific profile were engaged in social network maintaining old friends and also coming up with new friendship. It was also noted that some students spent more time on these the social network sites. They were reported to be more absorbed in similar tasks during the long hours they used surfing the website. It was also noted that the kind of surfing could divert them from any work done in comparison. It was further shown that users distribute information with their contact, engaged in discussions and uploaded or look at videos and pictures. Further findings done by Haggard, (2011). Showed that students and other active users engage in long discussions about day to day issues checking their contacts with their acquaintances and family.

A study by Moon, (2011) showed that college students use Face book to pass information and form a network with one another by use of technology. College students can freely express themselves and show thoughts and feelings on one's self and come up with Face book profile pages. It was noted that students used Face book more than expected as compared to the time they could spend on course work and studying hence SNSs usage distracted them a lot.

Enriquez, (2010) study is evident that many students turn to face book when they are bored or to provide a mental break when they feel overly-challenged. In either case, Face book offers an easy option to avoid dealing with the academic issues (of boredom or challenge) that students scoring low on the need for cognition (Cacioppo & Petty, 2009) use social media more than those scoring high on this attribute. If this pattern of usage is typical, then Face book may act as a preferred form of distraction through its ready availability, and the association of Face book with distraction may serve to reduce its potential as a tool for promoting academic engagement.

The design of Face book makes this particularly likely since it is specifically designed to promote interaction with people and products, and to entertain. It aims at capturing the attention and keep people engaged with their world through its interface. It does not currently have any interface controls that could be used to focus students on study-relevant forms of interaction.

While the familiarity of Face book may be useful for new students to engage socially within the unfamiliar academic learning environment, Face book usage may better be construed an indicator of the problem of disengagement (distraction) from study, rather than a potential solution to the problem. It is important to note that the solution to the problem of disengagement due to boredom is likely to be quite different from

the solution to the problem of disengagement due to overly-challenging academic content, despite one of the symptoms of disengagement (Face book usage as displacement activity) being the same (Coates & Ransome, 2011).

Face book community pages show that students can and do use Face book to increase social engagement, but this form of social engagement is not likely to result in direct academic benefit, and we argue that it is not the role of the institution to invade that space academically. On the other hand, the Campus person is a good interface to engage with students on non-academic matters, but anecdotal evidence from this study and data from elsewhere (Madge, Meek, Wellens & Hooley, 2009; Mazer, Murphy & Simonds, 2007) suggests that students (especially undergraduate students) do not want to interact with academic staff through their personal pages on Facebook. It may simply be that the interface is not conducive to conducting academic conversations. It is also possible that students find engaging with instructors and mentors in a forum they construe as part of their social world creates a sense of unease

Traditional roles and social distance may still need to be maintained in cyberspace, but the means for doing so are still emerging. In this light, the possibility of using other role-based entities such as Unit pages for individual units of study (modelled on the Campus person) might provide an opportunity to give academic support to students in an quasi-anonymous, less threatening environment than the formal environment (Enriquez,2010).

As discussed earlier, student engagement is multi-faceted and has proved difficult to define. In an attempt to address this complexity, Coates and colleagues (Krause & Coates, 2008) have modeled social engagement and academic engagement as two

orthogonal dimensions of the engagement space. Using this framework, student engagement can then be classified into four types based on scores along each dimension. According to this typology, students who are high on academic engagement and high on social engagement are intensely engaged with their studies, whereas those who are high on academic engagement but low on social engagement are a more independent study type. Students who are low on academic engagement and low on social engagement have a passive approach to study whereas those who are low on academic engagement but high on social engagement have a collaborative approach to study. Coates proposes that the engagement typology is a state rather than trait construct, and students may show different types of engagement at different phases of their study. The advantage of this typology is that it allows the possibility for different strategies to target different types of student engagement (Coates & Krause, 2007).

2.6 SNSs and Time on Academic Task

Student's time on academic task is the time the students are expected to do academic work for example assignments, projects and group discussion. The research looked into whether the students surfing in the social network sites are detrimental to student's time on academic tasks.

The rapid adoption of social media, particularly combined with the use of portable digital devices such as mobile phones and tablet PCs, has rendered universities students increasingly interested exposed to the social media. Nearly all students have a Face book account.

The majority of those who do not use Face book appear to have made a conscious choice not to. The main use for Face book as identified from the survey data seems to

be social interaction. The focus of student-initiated university-badge Face book sites are also predominantly social, or for the recruiting of participants for student research projects. Very few students use it to seek information; however, this finding should be interpreted with some caution. Given that Face book is predominantly used for social interaction and relatively few survey items asked specific questions about obtaining information, respondents may not have given much thought to this aspect of Face book usage.

The snapshot of data presented here suggests that personality factors influence patterns of usage of Face book, so that Face book use reflects personality rather than providing an unbiased avenue for improving social interactions across the board. However the implication of the effect of personality factors on Face book usage for people planning to use Face book to promote social engagement within their student cohort is that Face book provides a medium through which students can exhibit their personality traits and engage socially in their own individual style, but does not enforce or encourage any particular form of social behaviour, such social behaviour that might result in increased academic engagement. Indeed, Face book may act as a distracter, seducing the less conscientious students from their studies, and providing a platform for people to express their personality and relationships with others in the Face book world (Zwart, Lindsay, Henderson & Philipps, 2011).

In the a study by, Madge et al. (2009), much anecdotal evidence to support the notion that many students find Face book distracting and intrusive in class.

This is in accordance with previous literature Madge et al. (2009) that, although students can use Face book to work on assignments with fellow students (e.g., using chat to facilitate direct engagement with academic work), students mostly use Face

book to set up times for face-to-face meetings to work on assignments (facilitating social engagement around future academic engagement).

Another example a study which shows the impact of social network site on student's time on academic tasks by Gafni & Deri, (2012) found that 94% of the students interrogated in their research has a face book account and use it on average of 10-30 times a day. Wheeler (Cited in Gafni & Deri, 2012) found that rapid growth of social network impacts on students is reported to be the most dramatic.

Another interesting study by Leon and Rotunda (2009) reported a case of a 27 year old white male student who was said to be outgoing and sociable with his colleagues but when he discovered an online computer Game Red Alert during his third year of college, not only was he reported that did he replace his social activities and changed his sleeping patterns but also dropping two of his classes and spending up to 50 hours per week online. His friends reported that his personality changed .He became short tempered and overly sensitive especially when it came to the time he spent online (Leon & Rotunda, 2006)

Jones, Ramanau Cross and Healing, (2010), comments that fifteen years since the first studies were conducted there is still a need for additional research on how internet use impacts the time meant for academic tasks of student, the emergency of newer internet applications such as social network sites only intensifies this need, especially since a large majority of college students have social network accounts which they check multiple times a day. Further investigation is necessary in order to determine whether college students' use of SNSs is an issue of concern for higher educational professionals.

Salaway and Caruso (2010) study of college students on Face book use and academics indicated that face book users study less and earn lower grades than non-face book users (Karpinski & Duberstein,2009) though other researchers have found a positive and null relationships between face book use and grades. The students perception on the need to use SNSs on their academic work was reported by a research conducted by (Churchill, 2009) showed that the use of weblogs or blogs (social publishing) in education facilitated a useful learning atmosphere (Churchill, 2009).

Karpinski (2010) reported significant findings the researcher found a negative correlation between Face book and student achievement relaying that face book users reported having a lower grade point average (GPA). They also reported spending fewer hours per week studying and engaged in procrastinating behavior. The study apparently reflects the fears that educators have about the dangers of social network sites and how they will be only detriment to student engagement and achievement (Karpinski, 2010).

In addition, Face book (2010) found out that the percentage of Internet and social network users is even higher. The college students spend a lot of time on these sites. The statistics revealed that the average user spends about 55 minutes per day on these sites which totals to about 30 hours a month (Face book, 2010).

The intention of this research project is to start the conversations about the influence of online social network sites usage on college student's academic behaviour and encourage new practices and policies in higher education.

2.7 Social Network Sites and Students' Academic Work Schedules.

Students' academic work schedules entails the set time to complete the academic work In this research the academic tasks included completing assignments, active

participation during the lecture, writing lecture notes and engaging in group work. Procrastination is an aspect that disrupts one's work schedule. "Procrastination may be defined as a way to avoid or escape from undesirable tasks. The procrastinator usually justifies his action by saying that "This is a boring assignment," or "I will do it later" (Badri, Gargari, Sabouri, & Norzad, 2011, p.1).

Schwartz cited in (Castiglione, 2008) indicates that exposed growing anxiety on the part of university faculty who illustrate the rise in use of internet by students during class time to be distracting, offensive and contrary with sound pedagogy. When Schwartz interviewed Ian Ayers a professor at Yale University of Law School he was able to note that most of the students were diverted from class work when they used internet.

According to the professor he further reported that these students risk losing a chance to grow their critical thinking skills that come up from the shallow analysis of the information presented in lectures (Castiglione, 2008). Students are meant to be in college for a particular duration. The time they were in college are meant majorly for studies. The study looked into SNSs distracting the time which could have been meant for studies. Could the students be engaging in SNSs activities at the expense of their academic studies? This question is yet to be answered. From past research it indicates that there is that issue of spending a lot of time surfing the internet especially SNSs.

In 2004 (the most successful current SNSs) Facebook was established as a closed virtual community for Harvard students. The site expanded rapidly and has more than 500 million users of whom fifty percent log in to it every day. Furthermore the overall time spent on Facebook increased to 566% from 2007 to 2008 (Kuss & Griffiths, 2011).

A study done by Hepburn (2010) further indicated that 48% of people aged 18 and 34 years find themselves checking on Face book immediately when they wake up in the morning while 28% do it at night before they retire to beds. The negative impact of social network sites is featured every now and then on college students.

A student from the university of California-San-Diego came up with Face book group page title “Facebook make me fail out of college” (Face book, 2010). The following description was found on the wall of her group page.

It is 2am. Iam sitting here exhausted after many days in library preparing for a Morning final tomorrow. Yet here I am on face book waiting for people to comment on my grammatically incorrect status updates (Face book, 2010) Clark (2009) reports a 21-year-old university student also saying: I was in the library to write a 2000-word essay when I realized my face book habit Had got out of hand I could not resist going online. You do that, then someone's Photo catches your eye before you know it, a couple of minutes has turned into a couple of hours and you haven't written anything (Face book, 2010).

Karpinski (2010) reported major findings the researcher found a negative relationshipbetween Face book and student success conveying were reported scoring a Lower Grade Point Average (GPA). The study seems to show the concerns educators have on dangers of SNSs and how they will deter student engagement and success (Karpinski, 2010).

2.8 Students Motivation for Social Network Sites

According to Spark Notes Editors (2005) a motive is defined as a desire that makes one to do something. Therefore motivation is a process within oneself that makes one act towards a certain achievement. Motivation is like intelligence, but can directly be experimented. Motivation can therefore be contingent by noting a person's behavior. Motivation has been revealed to originate from psychological behavioral, cognitive and social areas. Motivation is theoretically related to but different from emotion and be fixed in as essential desire to optimize wellbeing, reduce physical pain and increase

pleasure. It can also be traced back from specific physical needs such as eating, resting and sexual reproduction.

A study done by Mazman and Usluel, (2011) states that people use social network sites for a number of factors among which, allowing instant update, evaluating and exchange of information, the continuously increasing information reflecting on daily occurrence, creating and keeping instant social contacts and dealings, through support informal learning practices with interaction and communication and facilitating delivery of education are the leading ones. The study therefore concluded on reasons for formation of SNSs although initially they were meant to for exchange of photos, individual video profile and their correlated content. (Muzman & Usluel, 2011).

Reviewing on related literature on what motivates one to use the social network sites Muzman and Usluel, (2011) stated that social network sites can be used for leisure , getting to know about other people, and keeping up with existing relations, tracking changes at the university class or school enrolment. In addition, Ellison, Steinfield & Lampe, (2007) explained that social network can be leaning towards work- related contexts creating new relationships or reaching those with similar interests such as in music and politics. Grant, (2008) added that social networks such as Face book, MySpace, YouTube, Weblogs, as well as Wikis are widely used by teenagers and young adults as an addition of their personality to reveal to their friends and the world who they are ,and what they care about and with whom they have similar thoughts minded.

Motivation is the driving force, which makes one surf in the social network sites. Stefanone, Lackaff and Rosen, (2011) report that the motivation behind the use of social network site is both differed and from one individual to another based on one

likes. It is considered to be inclined by factors like age, sex, traditions, technological knowhow and socio-economic factors. Some studies have revealed that personality factors do affect people usage of SNSs (Grant, 2008).

Previous studies on the actual motivating urge to use SNSs are fear to lose friends which results in social exclusion as well. Peer pressure is another notable feature that contributes to the usage of social network site (Tokunaga, 2011).

2.9 Summary

The intention of universities is to educate students and develop lifelong learners. The influence of social network sites usage on academic behaviour is an area which is interesting to study as this is a current issue and the use of social network is evident especially among young people. The effects of these sites might be devastating on the student's academic behaviour yet at the same time the positive use among students is evident as revealed by literature review and thus these sites can be utilized to benefit students academically.

It is noted from literature review that among the many studies done it revealed that social network sites may have a negative influence on students' academic behaviour at the same time some studies reported positive influence on the student's academic behaviour especially when it comes to consultation with friends in issues related to academics. Moon (2011) commented that "The negative academic consequences stemming from the use of social network sites by the students need to be brought forward so that faculty and advisors can give information to the students on how to better manage and deal with them. Much of the literature cited here on students' use of social network sites were done in developed countries so there is need to further investigate in the Kenyan setting especially among under graduates.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the area of study, the research design, target population, sample size and sampling procedures, data collection instruments, validity, trustworthiness, reliability of research instruments, data collection procedures, data analysis procedures and ethical considerations.

3.2 Study Area

A study area is geography for which data is analyzed in a report and/ or a map. (CMC Technologies, 2016) This study was conducted in Moi University, main campus in Kesses, in Uasin Gishu County, Kenya. Moi University has four campuses within Eldoret Town namely; School of Law, School of Health Sciences, Eldoret West Campus and Kiptagich House. Moi University was specifically identified as the study area as it is a public university being rated as second countrywide. The study was narrowed to the School of Education Arts as it was considered to be large hence it was easy to pick enough sample size. More so the third years because they have fairly stayed in the university for a long time and have a year to go compared to fourth years.

3.3 Research Design

Research design is a sketch and the steps for research that span the decisions from broad assumptions to detailed methods of data collection and analysis (Burke & Larry, 2010). In this study Explanatory Mixed Methods Research Design was adopted. This design was suitable because both quantitative data and qualitative data were collected. This data was collected in two phases. The quantitative data was first

collected using questionnaires followed by qualitative data which was collected through Focus Group Discussions.

3.4 Target Population

Target population is a group of people to whom we want our research results to apply (Vonk, 2016). The target population of this study comprised of all the third year 2012-2015 cohort students of Moi University in the school of education. The researcher narrowed down to this group due to time available and even resources. There were 934 third year students which formed the target population.

3.5 Sample Size and sampling technique

3.5.1 Sample size

Patton (2002) argue that the sample size will be dependent on the curiosity of someone, the need of the asking, what is at hand, what is important, what will have credibility and what can be done with available time and resource. Third year undergraduate students of Moi University in the school of education were the targeted population. However, to obtain a representative sample, sample size determination formula by Krejcie and Morgan (1970) was adopted. The formula is given as;

$$n = \frac{X^2 * N * P(1 - P)}{(ME^2 * (N - 1)) + (X^2 * P * (1 - P))}$$

Where:

n= Sample size

X^2 = Chi-square for the specified confidence level at 1 degree of freedom

N= population size

P = population proportion

ME = Desired Margin of Error (expressed as a proportion)

The sample size was therefore calculated as follows;

$$\begin{aligned}
& 3.841 \times 934 \times 0.5 (1-0.5) / 0.05 \times 0.05 (934-1) + 3.841 \times 0.5 (1-0.5) \\
& = 896.8735 / 3.29275 \\
& = 272.4 = 312 \\
& = 272
\end{aligned}$$

3.5.2 Sampling Techniques

This is a procedure of selecting various individuals or items from a population which contains elements that represent the features found in the entire group (Orodho & Kombo, 2002). The study adopted purposive sampling to select all the third year students in the University. In addition, simple random sampling technique was adopted by selecting 272 participants from the larger population of third year students in the school of education in Moi University. Simple random sampling allows for equal probability of the population being selected. According to Creswell (2009) selecting randomly samples can bring a general factor about the entire population within margins or error that can be determined by statistical formula. Random sampling also involves a chance of being selected and hence eliminating automatic bias and reducing the effects of extraneous variable. The researcher then used the Random Number Sampling to pick the samples. The researcher numbered the cut out papers from number 1 to 272 then folded into balls and placed in a container then the target populations were allowed to pick randomly. Those who picked papers having numbers formed the sample size. These were then issued with questionnaires. The questionnaires were 272. 264 responded by filling in the questionnaires and 8 questionnaires were spoilt.

3.6 Data Collection Instruments

According to Kombo and Tromp (2006), social science commonly uses questionnaires, interview schedules, observational forms and standardized test as

research instruments. This study used both quantitative and qualitative data collection techniques. Survey questionnaires, which included a combination of likert scale, dichotomous multiple choice and ranking scaled questions, were adopted for data collection. The researcher designed survey questionnaires that were distributed to individual respondents. The data collected was recorded and later analyzed based on descriptive statistics. The Focus Group Discussions were also used to get in depth Information. The focus groups guide questions which were constructed based on objectives of the study. In summary they were: on academic work schedules, popularity, online activities and motivation

3.6.1 Focus Group Discussions

A focus group is a small-group discussion guided by a leader. They combine both interviewing and participant observation. The focus group session is said to be indeed an interview (Stewart & Shamdasani, 1990). The reason why FGD was most appropriate tool to collect data is that (Stewart & Shamdasani, 1990) this way the researcher can get information from several people at the same time. In addition FGD interviews are usually enjoyable for participants and are said to be less fearful of being evaluated by the interviewer because of the group setting. To add on group members are reported to get to hear what others in the group have to say, which they stimulate the individuals to rethink their own views. The researcher employed Focus Group Discussions with third year students in the school of education. A group of ten members were placed in each of the four groups selected from the sample size of 272 members. Random Number Sampling method was used where theFGDs participants were randomly selected from the sample size. The rolled numbered papers which were 40 in number were picked by participants they were then placed in 4 groups consisting of 10 members each In the first session 40 participants were involved. Also

in the next session 40 participants were involved and the total number of participants was 80. The focus group discussion guide had four main items which were designed by the researcher in accordance with the research objectives.

3.6.2 Questionnaires

A questionnaire refers to a collection of items to which a respondent is expected to react usually in written (Kothari, 2008). The researcher issued questionnaires to the respondents. In turn the respondents (third year students in the school of education, Moi University) responded to those questionnaires individually according to the instructions given. The data collected from these questionnaires were analyzed quantitatively through the use of descriptive statistics and then recorded in form of tables and pie charts. The questionnaires are considered to be quick and easy to do, that is why they were appropriate for this research as this a cross sectional research study. Questionnaires were also objective, because of their characteristic to be gathered in a standardized way. Potential information can be collected from a larger portion of a group and also respondents can complete the questionnaires at their own convenience especially data that is not directly observable.

3.7 Validity of the Research Instruments

Validity refers to degree to which evidence supports any inferences a researcher makes based on the data collected using particular instrument (Fraenkel & Wallen 2006). According to Kothari (2008) validity is quality attributed to proposition or measures of the degree to which they conform to establish knowledge or truth. An attitude scale is considered valid, for example, to the degree to which its results conform to other measures of possession of the attitude. Validity of the instruments was established before going to the field to collect data. Experts in the department of Educational Psychology at Moi University were given survey questionnaires guide to

check for validity. The suggestions and recommendations given by the supervisors were useful in the improvement of the instrument validity. Validity was also achieved through triangulation which involved using different strategies to approach the same topic, in this case using focus group discussion and questionnaires. In addition proper review of literature and knowledge of the subject area by the researcher aided in validation of the research instruments.

3.8 Trustworthiness

The aim of trustworthiness in a qualitative study is to support the argument that the inquiry's findings "are worth paying attention to" (Lincoln & Guba, 2000, p.163), they considered four issues of trustworthiness: credibility, transferability, dependability, conformability and authenticity.

Lincoln and Guba, (1985), Polit and Beck, (2012) came up with a process of content analysis and proposed four alternatives for assessing the trustworthiness of qualitative research. Establishing credibility, it is proposed that researchers must ensure that those participating in research are identified and described accurately. This was taken care of through specifying the participants for that matter; Moi University third year students were the selected group that is the target sample. Through random sampling the specific group was selected to participate in group. To be specific four groups of 10 members each were the participants

Dependability refers to the stability of data over time and under different conditions. The authors described conformability as the objectivity that is said to be potential for congruence between two or more independent people about the data's accuracy to refer to potential for extrapolation. That means that findings can be generalized or transferred to other setting or group. Authenticity was their last criterion which they

said that it refers to the extent to which a researcher, fairly and faithfully show a range of realities (Lincoln & Cuba, 1985; Polit & Beck, 2012) In the research at hand, dependability was catered for, through collecting of data from focus group discussion through exposing the groups to the same questions until the questions were exhausted in all areas. Dependability was achieved through repeated process.

Through transferability the findings got from the research can be transferred to any setting for example university setting among staff members and students and even among workers at place of work.

The last criterion discussed was authenticity this was taken care of through exposing participants to different questions and their responses were accurately recorded in form of narratives. The responses were taken to be real because that were exactly their responses.

3.9 Reliability of the Instruments

Reliability is a measure of uniformity of results obtained from a test (Kombo & Tromp, 2006). Reliability of the instrument was predetermined through a pilot study. The researcher carried out a pilot study at the University of Eldoret, in the school of education among selected third year students in the school of education. The survey questions were pre-tested to a sample of respondents. Internal consistency technique was employed. Pilot study guided in the right questions that are not confusing the respondents or the items that are not biased. Kothari (2004) defines pilot study as a small study. It is preliminary survey intended to guide the researcher into the possible expected problems. It is done prior to the main study as a way of understudying the main study. It enables the researcher to establish reliability of the instruments.

Crobach's Coefficient Alpha was then computed to determine how items correlated among themselves. The formula is as follows:

$$KR20 = (K) (S^2 - ES^2)$$

Where:

KR20 Reliability Coefficient of internal consistency

K number of items used to measure the concept

S² variance of all scores

Es variance of individual item

A Coefficient of 0.80 or more was taken as a measure of reliability. This implied that there is consistency among items in measuring the concept of interest. This aided in assessing the clarity of items in the questionnaire

3.10 Data Collection Procedures

After obtaining permission from the relevant authorities to conduct research on the influence of Social Network Sites usage on student's academic behavior was carried out, the researcher administered survey questionnaires to undergraduate, third year students in Moi University (main campus). The pilot study was conducted. Then data collected through questionnaires was analyzed by use of descriptive statistics. After that the researcher held Focus Group Discussions with participants. Information from these Focus Group Discussions was recorded in form of direct quotes and audio recorded.

3.11 Data Analysis Techniques

Data analysis refers to examining data collected in a survey or experiment from which deductions and inferences are made both qualitatively and quantitatively (Kombo & Tromp, 2009). Information collected through the questionnaire was coded and scored.

Data was then analyzed by use of descriptive statistics with the help of statistical Package for social science (SPSS) Computer package. Information from Focus Group Discussion was in form of narratives and audio recorded. These were thematically transcript as per each of the objectives. Then they were recorded in form quotes in tables.

3.12 Ethical Considerations

According to Resnik (2015), ethics are the norms for conduct that distinguishes between acceptable and unacceptable behaviour. A number of ethical issues can arise during the academic research, writing, and publishing process. In this study, the following ethical considerations were made. First, before collecting data, the researcher obtained authority to conduct research from the National Council for Science Technology and Innovations. During data collection, respondents were informed of the purpose of the research and were required to give their consent to participate. The respondents were assured of confidentiality and anonymity of the information they availed. This was achieved by assembling all the participants in one of the rooms next to school of education. That is the sample size of 272 members. The researcher told them the aim of the research and how it contributes to knowledge. They were encouraged to participate actively. The names of the respondents were not written on the questionnaires.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the results of data analysis, presentation, discussion and interpretation. The study investigated the influence of social networking sites on University student's academic behaviour among third year students in the school of education of Moi University. This chapter is divided into four objectives. The following were the numbers of the objectives: In the first section it deals with the first objective, the influence of social network sites usage on students' academic work schedule is provided. Objective two deals with the popular social networks sites frequented by undergraduate students enrolled in the school of education programmes. Objective three is on the students' online activities while using the social network sites and lastly, objective four deals with the students' motivations to use social network sites. Data collected were analyzed using descriptive statistics. This information was collected by using questionnaires and focus group discussions. The chapter opens with a demographic description of the participants involved in the study.

4.2 Demographic Description of Respondents

A total of 264 out 272 students completed and returned the questionnaires. The return rate for the questionnaires was 97.06% which was therefore considered sufficient enough to avail the required information and therefore acceptable. Some of the demographic information gathered from participants includes; age and gender.

4.2.1 Age of the Respondents

The respondents were asked to indicate their age bracket in the questionnaire. The results of data analysis are presented in Figure 4.1.

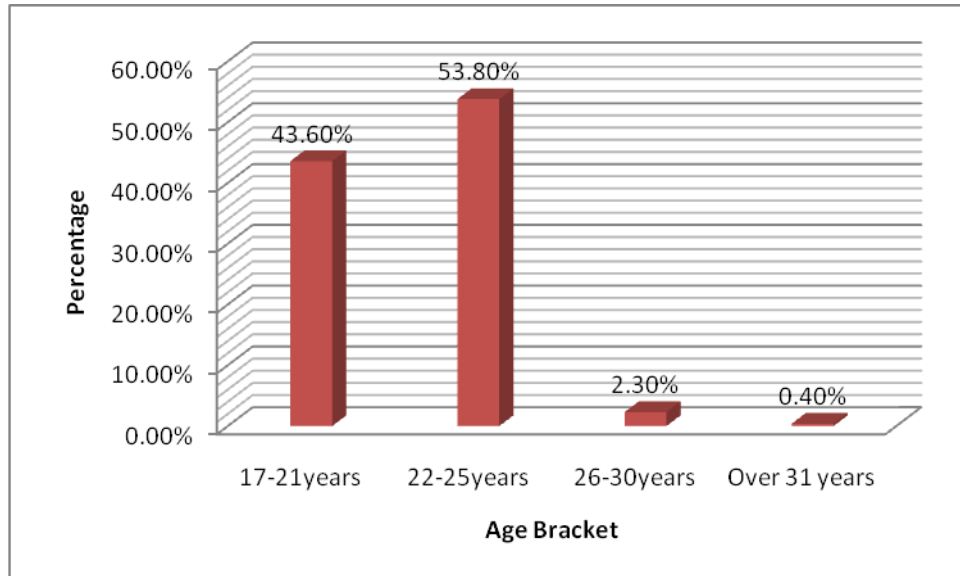


Figure 4.1: Age bracket of the respondents

Figure 4.1 shows that 142(53.8%) students were aged 22 -25 years, 115(43.6%) students were aged 17 -21 years, 6(2.3%) students were aged 26-30 years while 1(0.4%) student was aged over 31 years. The study findings shows that majority of the third year students who were active in the social network sites usage were aged less than 25 years. Similar studies done by Lenhart, (2009) indicated that about 75% of between 18 to 24 years are the users of the social network site and that 57% of 25 to 34 years, It was also noted that above 35 years were 30% implying that majority of the social site users are between the ages of 18 to 24. From focus group discussions, majority of the respondents were aged between 22 to 25 years.

4.2.2 Gender of the Respondents

In addition, the respondents were asked to indicate their gender in the questionnaire. The results of data analysis are presented in Figure 4.2.

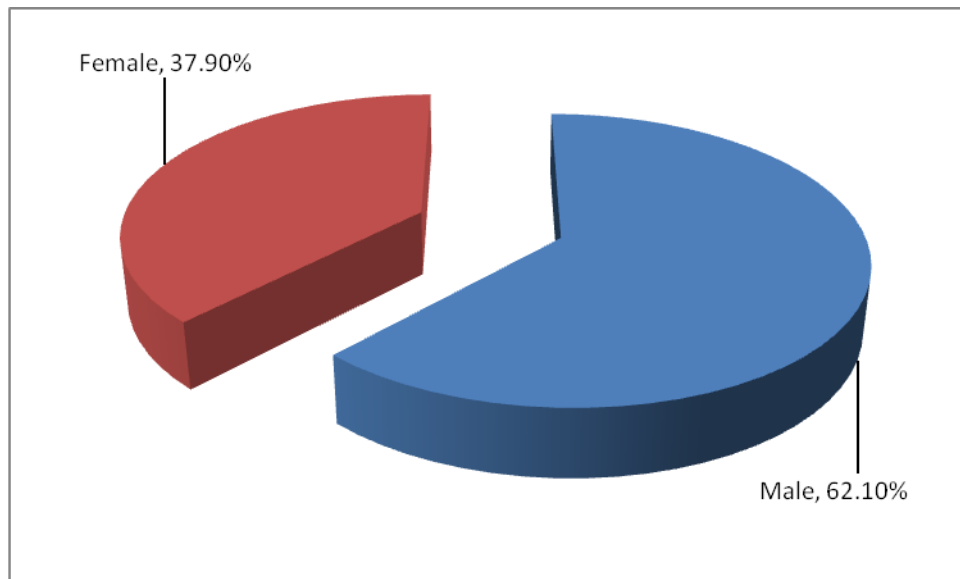


Figure 4.2: Gender of the Respondents

Figure 4.2 demonstrates that 164(62.1%) third year education students in the study were male while 100(37.9%) students were female. The study shows that a majority (62.1%) of the third year education students were male as compared to their female counterparts. However, during the focused Group Discussions, it emerged that both sexes had adopted the use of Social Network Sites. Studies done by Lin & Subrahmanyam, (2007) have shown that boys stay online for a longer time than girls this is so because in the past the use of video or computers were used mostly by the boys. Giles & Price, (2008) also reported that most of the girls used the social network sites for chatting and downloading music hence building closer bonds of friendship. On the other side boys used social network site to flirt and an opening of finding new friends (Bonds-Raacke & Raacke, 2008).

4.2.3 Source of Information about the Social Network Sites

Students were asked to indicate the source of information about the social network sites The results are presented in Figure 4.3.

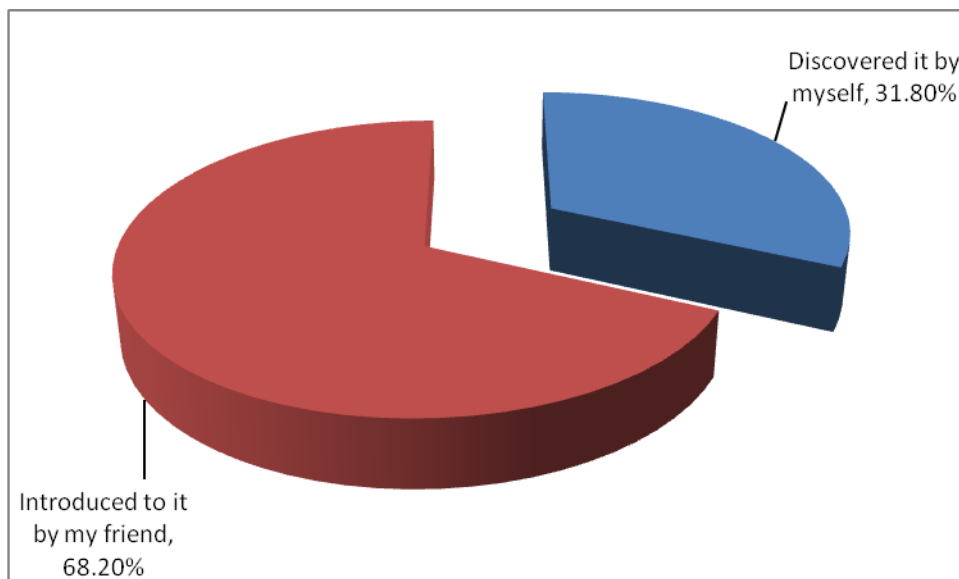


Figure 4.3 Source of Social sites information

Figure 4.3 shows that 180(68.2%) students were introduced into the social network sites by friends while 84(31.8%) students discovered the social network sites by themselves while working on other businesses on the sites. The study finding implies that social networking sites available to students are introduced by their peers in the University.

4.2.4 Duration of Membership in Social Network sites

The respondents were asked to indicate the length of time they have been members of social network sites. The results are presented in Table 4.1.

Table 4.1: Duration of Membership in Social Network sites

Duration	Frequency	Percentage
Not a member	10	3.8
Under 1 year	28	10.6
1-3 years	85	32.2
3-5 years	84	31.8
5 or more years	57	21.6
Total	264	100.0

Source: Field Data, 2014

From the Table 4.1 it was found out that 85(32.2%) of the students had been members of social network sites for a period of 1-3 years, 84(31.8%) students had been members for 3 -5 years, 57(21.6%) students had been members for over 5 years while 28(10.6%) students had been members for a period of less than one year. This shows that most of the students were introduced into the social networking world in a period of less than five years and therefore it can be seen that social network sites are still new to most students.

4.2.5 Mode of accessing social Network Sites

On the mode of accessing social network sites, it emerged that most of the students were using more than two modes and therefore their responses were recorded and tallied. The results are presented in Table 4.2.

Table 4.2: Mode of accessing social Network Sites

Mode	Frequency	Percentage
Cell phone	224	55.9
Personal laptop	86	21.4
Library computers	36	9.0
Personal Desktops	12	3.0
Cybercafe`	43	10.7
Total	401	100.00

Source: Field Data, 2014

Table 4.2 shows that 55.9% of the students were using their cell phones to access social network sites, 21.4% of the students were using their personal laptops, 10.7% students used cybercafés, 9.0% of the students used library computers while 3.0% used personal desktops. The study findings implied that cell-phones were the most commonly used gadgets for accessing social network sites. This concurred with the study conducted by Feldman (2012) in Israel where it was found out that 94% of Israeli student's accessed social media via their cell phones during class.

On conducting focused group discussions, it was noted that most students used their cell phones to access social network sites while a few used computers. This was shown by a study conducted by A (Kist, 2008) that approximately indicated that ninety percent of teens in the United States access Internet using their cell phones, and about seventy-five percent of these teens use the Internet more than once per day. This study also showed that approximately half of all teens who have Internet access are also members of social networking sites, and use the Internet to make plans and socialize with friends.

4.3 The Influence of Social Network Sites Usage on Students' Academic Work

Schedule

The first objective of this study was to find out the influence of social network sites usage on students' academic work Schedule. Their motivation to the use of SNSs by these teenagers and young adults has been due to the need to share information, reinvent their personalities, and display their social lives (Boyd, 2007). To achieve this objective, first the respondents were asked to indicate whether or not they found themselves drifting from academic work to chat on social network sites. The results are presented in Figure 4.4.

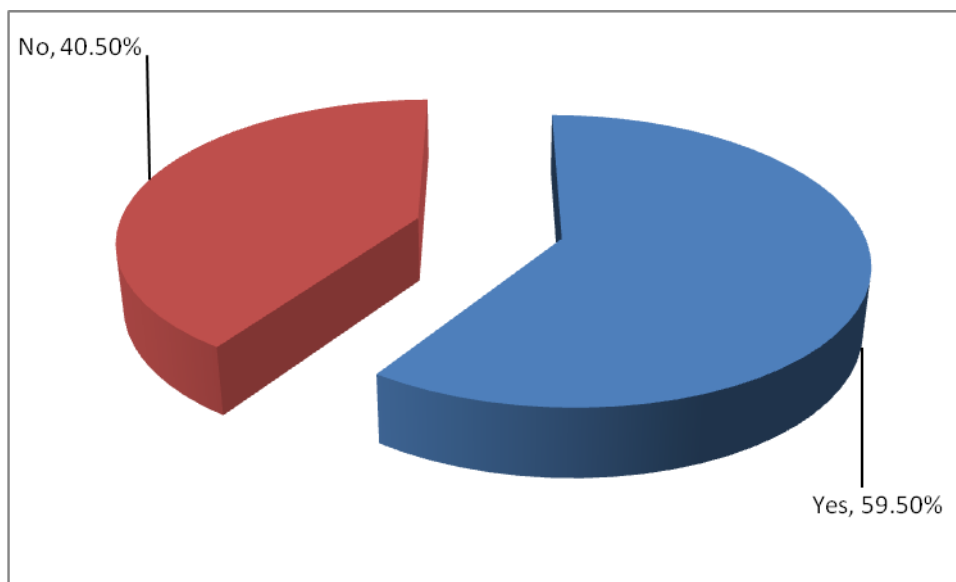


Figure 4.4: Distraction from academic work to chat on social network sites

From the Figure 4.4, 157(59.5%) students acknowledged that they were distracted from academic work to chat on social network sites while 107(40.5%) reported that they concentrated on academic work. The study findings showed that majority (59.5%) of the students could be distracted from academic work by social networks and this will definitely affect negatively their academic work. This supports the

findings of Flinders (2008) who showed that approximately 1500 teachers agreed to these social sites distracting academics and didn't add much.

4.3.1 Amount of Time usually daily spent on Social Network Sites Rather than Studying

Students were asked to indicate the amount of time they usually spent on social network sites rather than studying. The results are presented in Table 4.3.

Table 4.3: Amount of Time usually daily spent on Social Network Sites Rather than Studying

Time	Frequency	Percentage
Frequently	93	35.2
Rarely	165	62.5
Never	6	2.3
Total	264	100.0

Source: Field Data, 2014

Table 4.3 shows that 165(62.5%) students rarely spent time on social network sites rather than studying, 93(35.2%) students acknowledged that they frequently spent time on social networks rather than studying while 6(2.3%) students reported that they never spent time on social networks. The study shows that a majority of students rarely spent time on social networks rather than studying. However, 35.2% of the students frequently logged into social network sites rather than studying. This shows that some students in the University could be distracted by social network sites resulting to lose of study time.

On conducting focus group discussion, majority of the participants acknowledged that they were distracted most of the times from class activities by participating in social network sites. For example some participants talked about failing to do their

assignments on time as they concentrated in responding to what was happening in their social network sites. One participant reported that: “It indeed consumes a lot of time” Another responded that “Failing to do assignment in time when responding to social network sites”

4.3.2 Time spent by students online per day on non-academic tasks

Students were asked to indicate the academic time they spend online on non-academic tasks. The results are presented in Table 4.4.

Table 4.4: Time Spent by students online per Day on non-Academic tasks

Academic time spent	Frequency	Percentage
Less than 30 minutes	146	55.3
31-60 minutes	99	37.5
61-90 minutes	15	5.7
91-120 minutes	4	1.5
Total	264	100.0

Source: Field Data, 2014

Table 4.4 shows that 146(55.3%) students spent less than 30 minutes daily online on non-Academic tasks, 99(37.5%) students spent 31 -60 minutes daily online on non-Academic tasks, 15(5.7%) students spent 61-90 minutes online on non-Academic tasks while 4(1.5%) students spent 91-120 minutes online on non-Academic tasks. This implies that all students spent time online on social media rather than on academic issues influencing negatively their studies. In a study by Pempek, Yermolayeva, and Calvert (2009), the amount of time spent daily on social network vary from one individual to another depending on one schedule. However, an analysis of the data indicated that majority of the respondents in the study spent approximately

30 minutes per day and this happened mostly in the evening and during then it al entailed socializing. It can be noted that the time spent on non-academic issues could affect ones academic behaviour.

On conducting focused group discussions, the participants reported that they used a lot of time on social network sites. In one incident, one student was reported that

“I use at least four hours every day on social network sites chatting with my friends”.

Another responded that “I log in 6 times in a day to different social network sites especially Whatsapp”.

This shows that a lot of study time is used on social networking as compared to concentration on classroom activities. This concurs with a survey done in United States of America hat showed that 90% of the teenagers are able to access internet and hence use it more than once in a day. (Kist, 2008).

4.3.3 Access of online activities during lectures time

Students were asked to indicate whether or not they accessed online activities while lectures were on. The results are presented in Figure 4.5

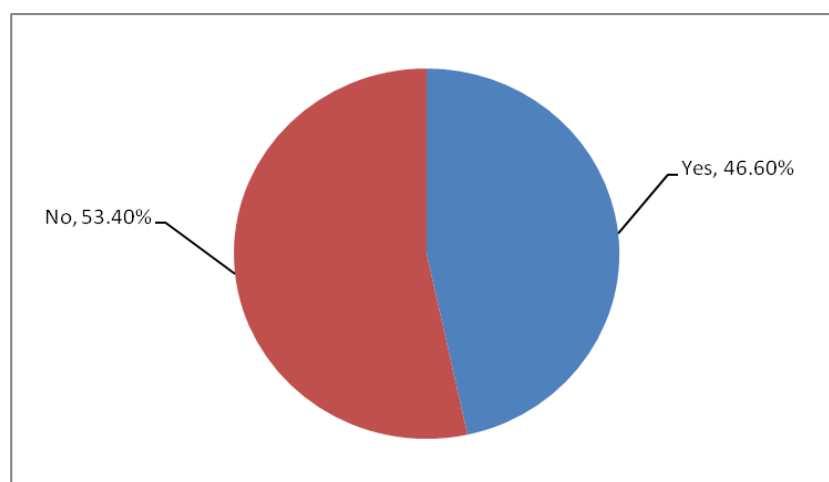


Figure 4.5: Access of online activities while the lectures are on

Figure 4.4 showed that 141(53.4%) students never accessed online activities while the lectures were on while 123(46.6%) students accessed online activities during lecture hours. The study findings implied that almost half (46.6%) of the students at Moi university access online activities during lecture hours and therefore are distracted from learning activities. This implies that social network sites can negatively impact student academic work as well as the amount of time students spend preparing for class (Annetta, Minogue, Holmes, & Cheng, 2009). A study that has been done has shown that social network sites are stimulating hence can be the cause of destruction to most of the students in their academics (Hurt et al., 2012). In addition, students who spend more time on social media may not be able to deal with academic work and social network activities (Patera, Draper, & Naef, 2008).

Focused group participants reported the use of social network sites while lectures were on. For example one student reported that “I resort to social network sites when lectures are boring or when the lecturer is teaching something I don’t understand”. This concur with a study done by Tuckman (2008) that Use of technology such as internet is one of the most important factors that can influence educational performance of students positively or adversely

This supports Sheldon’s, (2008) finding which indicated that More than 50% of college students go on a social networking site several times a day. In addition, Quan-Haase and Young (2010) found that 82% of college students reported logging into Face book several times a day. These study findings reveals that social network sites could affect negatively students’ academic work in the university

3.4 Summary of Focus Group Discussions on Academic Work Schedules

The following tables summarize some of the findings got from the focus group discussions.

Table 4.5 FGD on Influence of SNSs on Academic Work Schedules

FGD: 1

DATE: 20-11-2014

PARTICIPANTS: 10 GROUPS: 4

FGD Guide Questions	Thematic category	Quotes
Do you find yourself procrastinating during academic work to participate in social network sites?	Procrastination Fun Faster Unconditional	“I change immediately, it is not a problem” “If the activity am involved in the social network is interesting I take time to change” “Chats in WhatsApp are instant you have to respond immediately” “It is very hard to control the usage of social network sites”
What is your opinion of social network usage distracting the time meant for academic work?	Distraction Take time Entertaining Interesting	“It does distract especially responding to postings in Instagram, Face book and Twitter”. “Chatting in WhatsAspp can indeed take a lot of time” “Watching clips in Face book can be interesting” “Photos in Face book can be quite interesting “
What suggestions do you have in handling this destruction from social network site usage?	Handling distraction Balance Interference Sticking to the timetable	“It is very hard to control the usage for example switching from Face book to academic work” “I train myself that it is time for something else” “However hard I try, I find myself unable to handle the interference” “I do what the time table stipulates otherwise I will lose balance “
Does social network site usage add value to your academic work?	Valuable Information University Sharing Web-linking Assist Design assign	“You get information from inter university links” “In Face book, Twitter and even Instagram” “Sharing of Web links on academic information” “Assist in doing assignment”

Source: Field Data, 2014

Table 4.6: FGD on the influence of SNSs usage on academic work schedules

Qn: What is the influence of social network sites on academic work schedule?

FGD: 2

Date: 25-11-2014

Participants: 10 Groups: 4

FGD Guide Questions	Thematic category	Quotes
Do you find yourself procrastinating during academic work to participate in social network sites?	Procrastination Take time Enjoyable participation Keeping up time	“Change takes time” “Because social network participation is enjoyable I find it disgusting changing” “Keeping up with the chats in social network site can be a problem”.
What s suggestions you ought to in handling this destruction from social network sites usage?	Repetitive Multi-tasking Control usage Addiction Fun	“At times I find myself chatting only to realize that the time has moved I just regret, but I keep on repeating the same mistake” “train my mind to switch to academic work when necessary” “I do not use Social network site s during lecturers” “I can’t miss using social network in a day” “Fun surpasses academic work risk doing it” “It is just fun I can’t avoid”.
Does social network usage add value to your academic work?	Supports learning Career choice Google plus resource to career choice Education topics Exchange programmes Avoiding books Time wasting Don’t share anything academic	Indeed it supports learning for example in you tube you download information from other universities” “In case of career choice you go to Google plus” “Yes there are quite a number of educative topics” “Exchange programs are available” “Source of information “It is very useful especially in avoiding books” “Not beneficial at all it is time wasting” “Do not share anything academic”

Source: Field Data, 2014

Results from focus group tables show the following themes: procrastination, distraction, handling destruction and value. On the theme of procrastination the

participants of FGD done on 20/11/2014 indicated that the chances of procrastination during academic work to participate on the social network sites was evident. Another participant indeed said that changing from using social network site to academic work is not a problem at all. Contrary to this it was noted that if the activity in the social media is interesting it will take some time to change. It was also reported that to control the usage of social network sites especially in WhatsApp which is said to be instant is hard. Another FGD done on 25/11/2014 responded that changing takes time due to the network site being enjoyable therefore finding themselves disgusted in changing. There is also that issue of tracking activities in those social network sites where it takes lots of time.

The second theme was that of distraction the FGD done on 20/11/2014 in finding out the opinion on whether social media usage distracted the time meant for academic work, most of them were of the opinion that it does distract especially responding to postings, photos and watching clips. Also the issue of using social network sites to be time consuming was mentioned especially when it comes to chatting with online friends. However others commented that its usage doesn't consume time. On the contrary from another FGD done on 25/11/2014 showed that most of the respondents in this group noted that indeed social network usage takes a lot of time meant for academic work and that one may fail to do the assignment while busy responding to the social network sites unlike to some who are able to control the usage time of social network site.

On the theme of handling distraction FGD done on 20/11/2014 were of the opinion on handling the distraction from social network usage, respondents had varied opinions; some agreed that a times they find themselves chatting only to realize that time has elapsed. Also it was noted that the mistake is always repeated against their

wishes. Another one responded that they have learnt to train the mind to switch to academic work when necessary. In addition one participant denied using the social network site during lectures. Also another responded that it's just lots of fun and risks using it during the academic work and cannot avoid using it at all. FGD done on 25/11/2014 participants suggested that on handling distraction from the social media was that it very hard to control the usage for example switching from Face book to academic work. However some said they can balance between social network sites usage and academic work. For example one participant admitted it as a challenge when it comes to handling the interferences of changing from social network site usage to academic work.

The final theme of value from FGD done on 20/11/2014 found out that the contribution of the social network usage to academic work was noted. That one is able to get information from inter universities links especially in Face book and even Instagram. Also sharing of web links on academic information which assists in doing assignment was mentioned. Similarly FGD done on 25/11/2014 noted that the contribution of social network has been significant. Respondents agreed that indeed it supports learning for example with YouTube one can download information from the other universities; find career choice by use of Google. On academic matters there is also a choice of educational topics and also exchange programmes. Additionally social network is the source of information which allows one share anything academic.

This concurred with Haridakis and Hanson (2009) who found in their study that socially active, young males used YouTube as a ready form of entertainment, using YouTube to fulfill entertainment needs such as thrill-seeking and information-seeking

Further dating of friends motivated many students to using social network sites in the University. For example one student was quoted as saying; “I did meet my girlfriend through badoo whom I could not approach face to face because I feel am shy”. This implies that dating using social network sites is an important component of the adolescent students.

4.4 Popular Social Networks Sites Frequented By Undergraduate Students

The second objective of this study was to identify the popular social networks sites frequented by undergraduate students enrolled in the school of education programmes, Moi University as part of understanding student social networking behaviour.

4.4.1 Popular social networks sites frequented by undergraduate students

In this study students were asked to indicate the type of social network site they do use or follow on regular basis. In some instances, some students were using more than one site and therefore multiple responses were scored and tallied. The results from quantitative study are as shown in Table 4.5.

Table 4.7: Popular social networks sites frequented by undergraduate students

Social network	Frequency	Percentage
Face book	230	44.0
Linked In	20	3.8
Vibers	39	7.5
Twitter	70	13.4
MySpace	16	3.1
WhatsApp	148	28.2
Total	523	100.00

Source: Field Data, 2014

From the Table 4.5 it emerged that 230(44.0%) students frequently used Face book, 148(28.2%) students used WhatApp, 70(13.4%) used twitter, 39(7.5%) students used viber, 20(3.8%) students used linkedin while 16(3.1%) students used MySpace. From the study findings it can be deduced that most Moi university students used Face book and WhatsApp sites on regular basis. This is in line with Duven and Timm, (2008) who gave information that over 400 million people are using Face book daily. Face book to professionals like teachers and school faculty, has formed a good platform where students connect with one another and hold discussions on academic related tasks (Alexander & Salas, 2008).

WhatsApp site was the second most used SNSs according to the respondents. This implies that WhatsApp has gained popularity among the students which is in line with study done by Olanoff, (2012) who showed that as per August 2012 Whats App feature of instant messaging was able to handle about 10 million messages per day. Additionally, Sushma, (2012) noted that in June 2013 Whats App was able to handle 27 billion messages every 24 hours and a rise in number of users up to about 450 million. To add on to about 700 million photos are known to be shared daily and about 10 billion messages (Parmy, 2013).

4.4.2 Summary of Focus Group Discussions on Popularity

Table 4.8: FGD on social network site is popular among undergraduates

Qn: Which social network site is popular among undergraduates?

Date: 20-11-2014; Participants: 10 Groups: 4

FGD Guide Questions	Thematic category	Quotes
Which social network sites do you belong?	Popularity	“Whats app, Instagram Frierster, Morphil, to go, Viber, You tube Twitter”
What is exciting about that particular social network site?	Updates Romance Cheap Privacy Getting friends Convenience Follow up programs Photograph exchange Live videos	“In Whats app I post updates” “Through Facebook I got my girl friend” “Whats app is cheap” “Whatsapp is private , you can choose who to chat with” “You can choose your friends” “Tweet many people at once” “Through tweeter, I can follow programs later on” “Instagram is where you see ones photographs” “In Skype I do live videos anywhere in the world”.
How many times in a day do you enter those social network sites?	Frequency Time consuming	“I log in 6 times in a day to different social network sites especially WhatsApp” “I take as long as 8 hours” “As long as it is available I log in
How do you access the information about social network site?	Accessibility	“Through my cell phone” “I use cell my lap laptop”
What is your opinion about the existence of this social network sites?	No effect Part of existence Source of humor Work made easy Encourage laziness change Abusive	It is all fun, they ought to have existed” “It is time consuming” “It steals money away” “It is hard to control its use” “It raises eyebrows larger than life itself” It is indeed a great technological advancement”
What is your opinion on why some are not members of social network sites?	Membership Lack of interest past Experience Poor background Maintain composure	“Some as due to lack of interest in social network sites”. “The experience they went through taught them a lesson” “Due to poor background, they cannot afford proper cell phones” “Some of them want to maintain composure”

Source: Field Data, 2014

Table: 4.9: FGD: 2: FGD on Social Network Sites Popularity

Qn: Which social network site is popular among undergraduates?

Date: 20-11-2014

Participants: 10 Groups: 4

FGD Guide Questions	Thematic category	Quotes
Which social network sites do you belong?	Popularity	“Whats app, Instagram Frienster, Morphil, To go ,Viber, You tube Twitter”
What is exciting about a particular social network site?	Business From of civilization Friends connection Variety of friend updates	“Selling and buying is exciting for example using soko la main campus which is posted in Whats app” “It makes you feel modern and civilized” You meet your lover” “You get a variety of friends from all the world” “You get updated”
How many times in a day do you enter those social network sites?	Frequency	“I enter to social network sites around 8 times a day” “I enter almost throughout”
How do you access the information about social network site?	Accessibility Free WiFi Easy accessibly	“I download through college computers in the library, with free wifi “I use my tablet”
What is your opinion on why some are not members of social network sites?	Religious belief Uniqueness Lack of exposure Costly	“Religious beliefs may not allow some to be active members of social network sites” “Some wish to be unique , ends up not being a member” “Lack of exposure to these social network sites” “It is costly , I can’t afford being a member”

Source: Field Data, 2014

On conducting focused group discussions the following themes emerged; popularity, excitement, frequency, accessibility, existence and membership.

On the theme of popularity of FGD 1 conducted on 20/11/2014, the most common social sites they belong included: WhatsApp, Instagram, Friendster, Morphil, To go, Viber, You tube and Twitter. Similar FGD 2 done on 25/11/2014 participants

observed that the most common social sites to them are; Whatsapp, Twitter, Friendster, Google plus and Badoo.

sites excites since On theme of excitement, FGD 1 conducted on 20/11/2014 on the most exciting factors on the different social sites include; in whatsapp there are post of updates, it's cheap, It allows for privacy for instance choosing who to chat with and one can also choose friends. A respondent even said that he had gotten a girlfriend through Facebook. In using twitter one can follow programmes later on. Instagram allows one to see photograph. Skype which allows one to live chat video with anyone in the world. Another FGD 2 conducted on 25/11/2014 noted having these social they can sell and buy for example using "soko la main campus" which is known to Moi University students only is operated using whatsapp. Social sites makes one also feel modern and civilized. One even gets to meet lovers and there is variety of friends from all over the world to get updated.

The third theme on Frequency showed that FGD 1 conducted on 20/11/2014 asserted that the number of times they logged in to these sites varied from one individual to the other, one said he logged in 6 times in a day to the different social sites especially the Whats App. Yet another said it takes as long as 8 hours or even more as long as it is available I log in said another. Similar FGD 2 conducted on 25/11/2014 showed that participants enter to social networks around 8 times a day one responded. Another one said that using social network site is almost throughout.

The fourth theme was that of accessibility FGD 1 conducted on 20/11/2014 noted that in accessing the information on the social site one said he used cell phone. While another mention the use of the laptop. The other group of FGD 2 conducted on

25/11/2014 noted that in accessing information on the social site they did by use of college computers in the library using the free wifi and by use of tablet.

The fifth emerging theme was that of Existence FGD 1 conducted on 20/11/2014 on the existence of the social site varied; one said its all fun, they ought to have existed, the second one said it is time consuming, third respondent said that it steals money away, fourth said that it is hard to control its use, fifth reported that it raise the eyebrows it meant that it is larger than life itself. Also lastly that it is indeed a great technology advancement. Similarly another FGD 2 conducted on 25/11/2014 showed that the existence of social network is that there is no need to worry at all about social networks sites usage, another respondent added that we should ensure to be part of it. Social sites are also a source of humour added another, one respondents agrees that it kills creativity. Supported by this was a participant who said that laziness is encouraged where one just copy and paste. Also the issue of abuse was mentioned by one participant. Phonographic movies were named to be wanting among the younger generation. Contrary to this another said that it makes works easier and was supported by another respondent who said that we should embrace change.

The last theme was that of membership FGD 1 conducted on 20/11/2014 in seeking opinions why some people did not participate in the use of SNSs showed that the reasons of not being part were lack interest on these sites. Some mentioned the past experience on these social networks to have taught them not to use. Others also blamed their financial status having robbed them the use of these sites .backgrounds since they cannot afford proper cell phones. Another participant talked of the need to maintain their composure .Similar FGD 2 conducted on 25/11/2014 showed that reasons for not being part of the social site were that; religious beliefs may not allow some to be active members of social network sites. Another respondent added that in

wanting to be unique he has never joined these sites. Lack of exposure to these social network sites was yet another factor mentioned. In addition another said that it is costly and cannot afford to be a member.

WhatsApp was rated by students to be the most used social network site amongst the University students. In addition, also Facebook and Twitter featured prominently after WhatsApp. Other social network sites which were used by students included; Badoo and Instagram. These sites benefited students both socially and academically. Motiwalla (2007), research to use of instant messaging for academic purposes has shown that popularity fame and support for mobile devices within student's population is significant and many students at universities benefit from sending messages through mobile learning devices.

This concurred with the study conducted by Rameshbhai (2011) in where it asserted that Social networking site have become a major focus to most in modern life. The study further focused on doing a comparison and analysis in the technicality of the top most sites Face book and LinkedIn. The two sites have most been known to serve as point of data accessibility.

4.5 Students' Online Activities While Using the Social Network Sites

Online discussion among students on social networks have a cognitive added value that provides them with the opportunity to construct and share knowledge and then attain good results on achievement tests. The third objective of this study was to investigate the students' online activities while using the social network sites.

4.5.1 Activities Engaged by Students in Social Network Sites

To achieve this objective the respondents were asked to indicate the activities they engaged while they were in social network sites. The results are presented in the Figure 4.6 below:

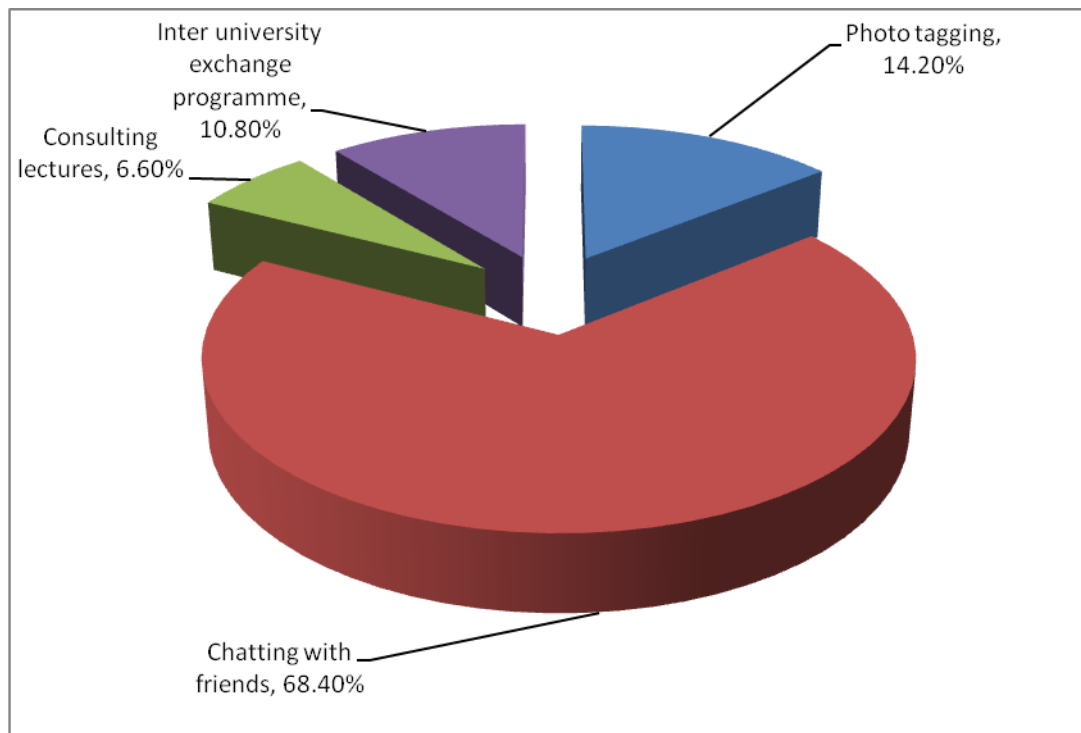


Figure 4.6: Activities Engaged by Students in Social Network Sites

The Figure 4.5 shows that 68.4% of the students used social network sites for chatting with friends, 14.20% respondents used it for photo tagging, 10.8% of the respondents used Social Network Sites for inter university exchange programme while 6.6% of the students used social network sites for consultation with the lecturers. This shows that on ranking the use of social networks in the university, majority of the students were engaged in chatting with friends. However a few of the respondents used the Social Network Sites for academic purposes. The study findings concur with Aicha (2014) who reported that users of WhatsApp were provided with a room to allow chatting

with their friends without necessarily slowing down the device. In addition a study done by Giles & Price, (2008) found out in their research that girls are likely to use the internet for chatting and downloading music which was found to go in line with the findings of Bonetti, Campbell and Gilmore (2010) who showed that overuse of internet chatting interferes with psychology of young people making them to feel isolated and lonely from the ideal world with high chances of showing depressive symptoms due to the negative impacts on the use of social network sites (Kaitlyn, 2010).

4.5.2 Academic Progress Shared by Students with their Friends on Social

On academic activities, the respondents were asked to what they shared with their friends that favoured their academic progress. It further emerged that some students were used the social network sites in more than one activity and therefore the total responses were scored. The results are presented in Table 4.6.

Table 4.10: Academic Progress Shared by Students with their Friends on Social Sites

Academic progress	Frequency	Percentage
Consulting peers	69	24.4
Participation in discussion	204	72.1
Engaging in writing competition	10	3.5
Total	283	100.0

Source: Field Data, 2014

Table 4.6 shows that 204(72.1%) of the respondents indicated that they participated in academic discussions with their peers, 69(24.4%) respondents revealed that they used social sites to consult with their peers on academic progress while 10(3.5%) students used the social sites for engaging in writing competitions. It therefore emerged from

the study findings that a majority of the students at 72.1% used social sites to participate in academic discussions with their peers. This implies that for those who used social sites for academic purposes, the social sites could benefit them academically. This concurred with Alexander and Salas, (2008), who reported that teens formed online communities in order to plan for a project, have group discussions about class material, or use the SNS as a way to keep in contact when a student has been absent and needs to be updated on current academic information.

From focused group discussions, it emerged that most students shared political views, friend's football fixtures from social network sites while other shared religious information. However, a few students shared web links on academic programmes. This concurred with a study that was conducted and showed that many people actively participate in content generation and value creation for example according to Young (2013), examined its profiles to determine why and to what extent they are keen on posting their entire identity, sharing pictures and videos, and indicating his religious affiliations, marital status, and political orientations on the internet.

4.5.3 Summary of Focus Group Discussions on online activities

Table 4.11: Focus Group Discussion on Students Activities Online

FGD: 1

QN: What are student's activities while using social network sites?

Date: 20-11-2014. Participants: 10 Groups: 4

FGD Guide Questions	Thematic category	Quotes
Which activities do you participate in this social network site?	Sharing Links Status of friend Political Participation New friends Inspirational stories	"I share links like in WhatsApp with my friends" "I check status of friends especially in whats app" "Participate in politics in "WhatsApp and face book; for example during elections a group can be created in WhatsApp and the contesters can support for more votes" "Finding new friend especially in face book" "Writing inspirational stories"
Which activity is the most exciting and what could be the reasons for that excitement	Enthusiasm New encounter Gossip celebrities	songs of "Watching release of new songs and videos put in a trailer in instagram" "I like gossip of celebrities, fashion clothes in Google plus"
What are your feelings when changing from those activities to academic work?	Change Time consuming Addiction Boredom	"I normally take time to change from chatting to doing an assignment" "It is rather addictive" "It depends with the lecture, if it is boring I continue with social network use"
Do you have any problem when balancing between academic work and social network usage?	Priority Balance Simplicity Consumes time	"I can do both" "It is simple" "Indeed it can be a problem, you find yourself taking time especially if the activity is interesting"

Source: Field Data, 2014

Table 4.12: Focus Group Discussion on Students Activities Online**FGD: 2**

QN: What are student's activities while using social network sites?

Date: 20-11-2014. Participants: 10 Groups: 4

FGD Guide Questions	Thematic category	Quotes
Which activities do you participate in this social network site?	Participation Photo uploads Chatting with friend Religious Update Sport Games Updates	"I upload photos in Instagram" "Chatting with friends in WhatsApp" "Sharing the word of God is quite interesting and fulfilling" "I enjoy sports" "I play games" "I become really updated and that is wonderful"
Which activity is the most exciting and what could be the reasons for that excitement?	Information Current information Photo sharing new friends	"Getting to know what is happening in the world of football, like analyzing themes" "Excited by the feeling of getting current information from friends" "Sharing photos in face book" "It is exciting to meeting new friends."
What are your feelings when changing from those activities to academic work for example an assignment or lecture?	Not a problem multi-tasking	"It is easy I can change immediately" "Multi tasking is easy"
Do you have any problem when balancing between academic work and social network site usage?	Priority Problematic Interference Fun	"It is a problem" "It takes time for you to change to an activity which is not interesting" "Actually it is all fun so you can imagine changing to something boring like a lecture".

Source: Field Data, 2014

From Focused group discussions, participants mentioned quite a variety of activities they engaged in. However, the following themes emerged; theme of participation, enthusiasm, change and priority.

In a FGD done on 20/11/2014 on the theme of participation, the respondents showed that the activities that respondents participate in the social network site include; sharing links in Whats App with friends, checking status of friends especially using the Whats App application, participate in politics using the Whats App and Face book e.g. during elections a group can be created in Whats App and the contesters can support for more votes. Finding new friends is also possible using Face book. The ability to photo tag in Face book and writing inspirational stories was also mentioned. The other FGD done on 25/11/2014 asserted that the most common activities in the social network site included, uploading photos in the Instagram, chatting with friends in the Whats App. It was also noted that sharing the word of God is quite interesting and fulfilling. Others included enjoying sports, playing games and becoming updated of the current affairs.

The second theme is that of enthusiasm on FGD 1 done on 20/11/2014 indicated that the most exciting activity one do is watch release of new songs and videos put in a trailer in Instagram. The gossip of celebrities and fashions in the Google plus majored in their talks. Similar FGD 2 done on 25/11/2014 noted that the exciting activity to do in the social network site is getting to know what is happening in the world of football like analyzing teams. It can also be observed that the feeling of getting current information from friends is interesting inclusive is meeting new friends in face book was considered the best feeling.

The third theme is that of change. FGD 1 done on 20/11/2014 noted that there are mixed feelings when changing from those activities in the social network site to academic work this included taking time for one to change from one activity to another which is not interesting .The use of the social network is fun so changing from it may be difficult especially if the discussion was interesting and one has to

switch. According FGD 2 done on 25/11/2014 they observed that it is easy and they can change immediately hence they find multitasking easy.

The last theme was that of priority. FGD 1 done on 20/11/2014 asserted that there exist a problem when balancing between academic work and social networking usage, it was noted that some found that they can do both while to some they agreed to finding a problem since it takes a lot of time especially if the activity is interesting. FGD 2 done on 25/11/2014 showed that in balancing between social networking and academic there are problems, it was also observed that it takes time to change from one activity which is not interesting. Some testified that social networking is fun and therefore changing to boring lecturers can take time.

This concurs with a study by Mahakud, (2014) who indicated that when ranged the most known use of the SNSs were for chatting, making friends and getting news which were 52%, 37% and 15% as per the user respectively. The findings on the focus group are also in a line to a similar study conducted by Derek (2010) who showed that most of the activities that are done in social network sites included meeting new friends, connecting with old friends who and checking on other peoples postings. This implies that although there may exist different age groups of the people on usage of SNSs, there exist common factors on the use of the social network sites

4.6 Students' Motivations to use Social Network Sites

The fourth objective was to find out students' motivation to using social network sites. To achieve this objective, the students were asked to indicate in the questionnaire the motivational factors that force them to log on to social network sites. The results are presented in Table 4.7.

Table 4.13: Students' Motivations to use Social Network Sites

Factor	Frequency	Percentage
Loosing friends	22	7.7
Fear of missing what is current	122	43.0
Conformity to peer activities	29	10.2
Social exclusion	40	14.1
Need to get academic related information	42	14.8
Getting hints for examination/CATS	5	1.8
Following my lecturers on social sites for academic exchange	24	8.5
Total	284	100.0

Source: Field Data, 2014

Table 4.7 shows that 122(43.0%) respondents they frequently logged into social network sites for fear of missing current affairs, 14.8% of the respondents reported that they logged into social network sites in order to get academic related information, 14.1% of the students logged into the social network sites to avoid social exclusion while 10.2% of the students logged into the sites to in order to conform to peer activities. In addition, 8.5% of the students logged into the social network sites in order to follow their lecturers on social sites for academic exchange while 7.7% of the students logged into the social network sites for fear of losing their friends. It emerged from the study findings that mostly students in Moi University used social network sites for getting current affairs, getting academic related information and for fear of social exclusion or losing friends. This implies that mostly the students are engaged in social networks for other activities other than for academic purposes. It seems that the use of social network sites for academic purposes amongst university

students is still very low and therefore students need to be encouraged to use social network sites for academic purposes. This concurred with Peter, *et al.* (2006), who concentrated on Internet chat rooms and concluded that social addition, keeping in touch with existing relations, incorporating new people, social compensation, and fun were the pleasure for using chat rooms. It is well shown in the research that most of the intentions are concerned with social relationships or personal use. This therefore indicated that the major use of SNSs has been for interacting with friends and not academics.

4.6.1 Summary of Focus Group Discussions on motivation

Table below shows that summary of focus group discussions

Table 4.14: Focus Group Discussion on Students Motivations to use Social Network Site

FGD: 1

QN: What motivates students to use social network sites?

Date: 20-11-2014 Participants: 10 Groups: 4

FGD Guide Questions	Thematic category	Quotes
What is the reason for being a member of that social network site?	Motivation Cheap Privacy Fast information Latest fun	“WhatsApp is cheaper I can afford” “I like WhatsApp because it is private” “You get information faster” “WhatsApp is latest” “It is full of fun, I enjoy it just enter YouTube and Instagram”
What forces you log in those social network sites?	Urgency Updates Compulsion Getting money Friends connection	“I fear to miss updates” “Being forced to respond to friends” “It is another way of earning a living being a blogger” “You can’t just help loosing that chance of being with friends”
Do you ever find yourself using this social network site against your consent	Control Falling to control use	“I just find myself using social network site” “When I feel I am idle I visit these social network sites”

Source: Field Data, 2014

Table 4.15: Focus Group Discussion on Students Motivations to use Social Network Site

FGD: 2

QN: What motivates students to use social network sites?

Date: 20-11-2014 Participants: 10 Groups: 4

FGD Guide Questions	Thematic category	Quotes
What is the reason for being a member of that social network site?	Motivation Sharing photos Meeting new friends Journalist reports New song release	“I can’t afford missing sharing photos in face book” “Meeting new friends is fun” “You get in contact with journalist report in social network sites” “New song release in Instagram” “Gossip of celebrities is really enjoyable in Google plus”
What forces you log in those social network sites?	Fast Trendy topics vastness	“WhatsApp is faster” “Trendy topics in social network sites motivate me” “Cover quite a number of people at the same time especially Face book”
Do you ever find yourself using this social network site against your consent?	Automatic Boredom	“It is automatic” “Boredom forces me to log in these social network sites”

Source: Field Data, 2014

Based on the focus group discussions, the following themes emerged; motivation, urgency and control. FGD 1 dated 20/11/2014 showed that what motivates them to use these SNSs included; that Whatsapp is cheaper and affordable, it’s also considered private, information gotten faster .One participant mentioned that and it the latest app with full of fun in addition to using you tube and Instagram. The respondents on FGD 2 dated 25/11/2014 the group said that they can’t afford missing sharing photos on Facebook; it’s also fun meeting new friends. Most social network sites allows one to get in contact with journalist report and incase of new song release or gossip of celebrities they are easily available. This is in line with a study done by Acquisti and Gross (2006) the study showed that Face book user’s motivation is to

have more information of their fellow class mates and keeping in contact but most could not agree to using it for dating activities.

On the theme of urgency FGD 1 conducted on 20/11/2014 showed that some of the factors that forces one to log in to these sites include; not wanting to miss the updates, responding to friends, one way of earning a living and you can't lose that chance of being part of the friends. FGD 2 conducted on 25/11/2014 the respondents log onto the social network site since Whats App is cheap, trendy. Face book was said to reach out to quite a number of people at the same time. Similar study done by Clark, Lee and Boyer (2007) has shown same results that majority of the college students use Face book to keep in touch with family and friends. However Face book allows them to pass time and have fun.

The last theme that emerged was that of control where FGD 1 done on 20/11/2014 showed that most of the respondents find themselves in the social networking site. Idleness also makes one log in. FGD 2 conducted on 25/11/2014 found out that it is automatic for one to find oneself in the social network site also when there is boredom one logs in there. This concurs with a number of studies (Sheldon, 2008; Joinson, 2008; Pempek et al., 2009; Reich, Subrahmanyam, & Espinoza, 2012; Tosun, 2012) who reported that force behind the use of SNSs is to respond to friends and finding new ones.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter is divided into three major sections, namely the summary, conclusions and recommendations. These divisions were informed by the purpose of the study and the results.

5.2 Summary

This section presents the summary of the research process starting with purpose, problem statement, objectives, literature review, methodology, data analysis and interpretation. The chapter also contains conclusion and recommendations. The purpose of the study was to investigate the influence of social networking sites on University student's academic work among third year students in the school of education of Moi University. The following objectives were used to address the purpose of this study;

- i. To find out the influence of social network sites usage on students' academic work Schedule.
- ii. To identify the popular social networks sites frequented by undergraduate students enrolled in the school of education programmes, Moi University as part of understanding student social networking behavior.
- iii. To investigate the students' online activities while using the social network sites.
- iv. To find out what motivates the students to use social network sites.

This study reviewed literature based on the four research objectives and adopted Ex-Post-Facto survey design. The study targeted 934 third year faculty of education

students. Data was collected using questionnaires and focused group discussions. The analysis involved descriptive statistics. Data was presented in form of tables, figures and charts. The analysis of data revealed the following;

5.2.1 The Influence of Social Network Sites Usage on Students' Academic Work Schedule

The study findings indicated that social networking sites available to students were introduced by their peers in the University. In addition, most of the students were introduced into the social networking world in a period of less than five years and therefore it can be seen that social network sites are still new to most students. Further, the study findings showed that cell-phones were the most commonly used gadgets for accessing social network sites. This concurred with the study conducted by Friedman (2012) in Israel where it was asserted that 94% of Israeli high school pupils used cell phones to access SNSs while in class

In addition, majority (59.5%) of the students were distracted from academic work by social networks and this could affect negatively their academic work. This supports the findings of Flinders (2008) who found that in a study of 1500 teachers, approximately half indicated that they believed that networking sites served as a distraction and had no academic benefit. Further, a majority (62.5%) of students rarely spent time on social networks rather than studying. However, 35.2% of the students frequently logged into social network sites rather than studying. This shows that some students in the University could be distracted by social network sites resulting to lose of study time. This supports Sheldon's, (2008) finding which indicated that More than 50% of college students go on a social networking site several times a day. In addition, Quan-Haase and Young (2010) found that 82% of college students reported logging into Facebook several times a day. These study

findings reveals that social network sites could affect negatively students' academic work in the university.

Similarly, all students spent time online on social media rather than on academic issues influencing negatively their studies. In a study by Pempek, Yermolayeva, and Calvert (2009), the amount of time spent daily on social network sites varied greatly. However, an analysis of the data indicated most participants spent approximately 30 minutes a day socializing, mostly during the evening hours. The hours spent on non-academic issues could have negative effect on the students' academic work.

Further, almost half (46.6%) of the students at Moi university access online activities during lecture hours and therefore are distracted from learning activities. This implies that social network sites can negatively impact student academic work as well as the amount of time students spend preparing for class (Annetta, Minogue, Holmes, & Cheng, 2009). This could be attributed to the fact that social media provides too much stimulation and therefore can distract students from completing their coursework (Hurt et al., 2012). In addition, students who spend more time on social media may have difficulty balancing their online activities and their academic preparation (Patera, Draper, & Naef, 2008).

5.2.2 Popular Social Networks Sites Frequented by Undergraduate Students

The study found out that most Moi university students used Facebook and WhatsApp sites on regular basis. This concurs with Duven & Timm, (2008) who reported that most over 400 million people who were members of Facebook site participate in them on a daily basis. WhatsApp site was rated as the second most used site by students in the University. This shows that WhatsApp has gained popularity for use among

university students which concurs with Olanof, (2012) who reported that WhatsApp instant messaging handled ten billion messages per day in August 2012.

5.2.3 Students' Online Activities while Using the Social Network Sites

The study further found out that majority of the students was engaged in chatting with friends. However a few of the respondents used the social sites for academic purposes. The study findings concur with Aicha (2014) who reported that users of WhatsApp had the chance to continue chatting with their buddies without slowing down the device. In addition, a study by Giles & Price, (2008) found out that girls used the Internet sites for things like chatting and downloading music which was found to concur with the findings of this study. Chatting in the internet sites has been associated depressive symptoms as indicated by Bonetti, Campbell and Gilmore (2010) who reported that excess online chatting can affect the psychology of young people in terms of causing social isolation and loneliness in the real world, potentially leading to depressive symptoms. This therefore calls for students to use Social Network Sites for other purposes such as academics since participating on social networking websites by students would negatively impact their overall academic performance (Kaitlyn, 2010).

In addition, majority of the students at 72.1% used social sites to participate in academic discussions with their peers. This implies that for those who used social sites for academic purposes, the social sites could benefit them academically. This concurred with Alexander & Salas, (2008), who reported that teens formed online communities in order to plan for a project, have group discussions about class material, or use the SNS as a way to keep in contact when a student has been absent and needs to be updated on current academic information.

5.2.4 Students' Motivations to use Social Network Sites

The study found out that mostly students in Moi University used social network sites for getting current affairs, getting academic related information and for fear of social exclusion or losing friends. This implies that mostly the students are engaged in social networks for other activities other than for academic purposes. It seems that the use of social network sites for academic purposes amongst university students is still very low and therefore students need to be encouraged to use social network sites for academic purposes. This concurred with Peter, *et al.* (2006), who were focusing specifically on Internet chat rooms, found that social inclusion, maintaining relationships, meeting new people, social compensation, and entertainment were the gratifications for using chat rooms. It is apparent in the research that most of the motives are associated with social interaction or interpersonal utility. This shows that students are likely to use social network sites for socialization than information seeking or academic purposes. However, it is acknowledged that students could achieve more effective co-operation in their studies if they could make friends outside tutor groups, army friends and other traditional channels and therefore social media can be seen as one answer to this problem (Silius *et al.*, 2009).

5.3 Conclusions of the Study

The following conclusions were made based on the findings of this study.

The study findings showed that cell-phones were the most commonly used gadgets for accessing social network sites. This led to a majority of the students to be distracted from academic work which affected their academic behaviour negatively. Students spent time online on social media during lecture hours rather than on academic issues influencing their studies negatively.

The study found out that the most popular social network sites frequented by most undergraduate students of Moi University were Facebook and WhatsApp sites which were used on regular basis.

The study further concluded that students were engaged in chatting with friends on social network sites rather than for academic purposes. This influenced negatively their academic activities on campus.

The study further concluded that social network sites were used mostly by students for getting current affairs, getting academic related information and for fear of social exclusion or losing friends.

5.4 Recommendations of the Study

- i. The academic work schedules is affected by students chatting in social network sites hence counselling department should offer guidance on proper use of these sites.
- ii. It is evident that some social network sites are preferred over others seminars should then be organized based on encouraging students to utilize those sites for academic reasons.
- iii. The findings showed that majority used social network sites for fun and other reasons not relevant to academics so guidance should be offered with an aim of changing those activities and embrace others like university exchange programmes among others.
- iv. The university should come up with different academic programmes through social network sites this will interest the students to use this sites meaningfully.

5.5 Suggestions for Further Research

The following suggestions are made for further research;

- i. In future researchers should investigate what contributes to the popularity of Face book and WhatsApp over other Social network sites.
- ii. Also researchers should find out the motivation behind the use of these social network sites.

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APPENDICES

Appendix I: Respondent Questionnaire

This questionnaire seeks your opinion on the use of social network sites amongst you. This study forms part of the requirements for the researcher's Masters of Education Degree in Guidance and Counseling at Moi University and should help find the possible effects of Social networking sites usage on university student's academic work which will facilitate counseling services and even seminars on the proper usage of these sites. You should not write your name on the questionnaire. This guarantees anonymity. Honest responses to all questions are requested and were highly appreciated. There is no right or wrong answers. The researcher is only interested in your opinion. The responses given will be treated with utmost confidentiality. Thank you for taking time to complete this questionnaire.

Demographics

Age	Tick Appropriately
17-21	
22-25	
26-30	
31 and above	

Gender	Tick Appropriately
Male	
Female	

1. What type of social network site do you use or follow on a regular basis?

Social Network	Tick as applicable to you
Face book	
LinkedIn	
Viber	
Twitter	
MySpace	
WhatsApp	
Others	

2 How did you get information about the social network site?

Source of information	Tick as appropriate
I stumbled on it.	
I was introduced to it by my friend	

3. How long have you been a member of that social network site?

Duration of membership	Tick as appropriate
Not a member	
Under 1 year	
1-3 years	
3-5 years	
5 or more years	

4 What is the mode of accessing social network site?

Mode	Tick as appropriate
Cell phone	
Personal Laptop	
Library Computer	
Personal Desktop	
Cybercafé	

5 At what level of your education did you start using social network sites more frequently?

Level of education	Tick as appropriate
1 year	
2 year	
3 year	

6 Which activities do you engage in social network sites?

Activities Online	Tick the most appropriate
Photo tagging	
Chatting with friends	
Consulting lectures	
Inter university exchange programme	
Others	

7 What do you share with your friends that favors you academic progress?

Academic activities shared online	Choose the most appropriate by ticking
Consulting peers	
Participating in a discussion	
Engaging in writing competition	
Others	

8. How much academic time do you spend online on non-academic tasks?

Academic time spend online on non-academic task	Tick as appropriate
Less than 30 minutes	
31-60 minutes	
61-90 minutes	
91-120 minutes	

9. Do you find yourself drifting other academic work to chat on social network sites?

Distraction	Tick appropriately
Yes	
No	

10 How often do you spend more time on social network sites rather than studying?

Time spent	Choose appropriate by ticking
Frequently	
Rarely	
Never	

11. Do you access online activities while the lectures are on?

Online activities	Tick as appropriate
Yes	
No	

12. How often do you go to online chats to soothe your stress from academic pressure?

Frequency of online chats	Tick as appropriate
Rarely	
Occasionally	
Frequently	
Often	
Always	
Do not apply	

**13. Do you check your social network sites during your academic preparation
(group discussion, doing assignments)**

Checking social network site during academic preparation	Tick as appropriate
Yes	
No	

14. How often do you find yourself chatting on social network sites while a lecture is on?

Frequency of chatting during a lecture	Choose the appropriate
Frequently	
Rarely	
Never	

15. How often do you find yourself postponing completing academic tasks to chat online?

Frequency of postponement	Tick as appropriately
Frequently	
Rarely	
Never	

16. What is the average number of social network sites surfing a day for academic purposes

Frequency of surfing for academic purpose	Tick the most appropriate
Not at all	
To a small extend	
To some extend	
To a large extend	
Very much	

17 How long will it take you to go back to studies after browsing social network sites?

Duration	Tick the appropriate choice
Immediately	
30 minutes	
1 hour	
About 2 hors	
More than 2 hours	

18. What is your view about the appeal of social network sites?

Appeal	Indicate the correct by ticking
Very important	
Important	
Somewhat important	

19. What is the major influence that forces you to log in the social network sites?

Influence	Tick the major influence
Loosing friends	
Fear of missing what is current	
Conformity to peer activities	
Social exclusion	
Need to get academic related information	
Getting hints for examination/CATS	
Following my lecturers on social sites for academic exchange	

20. How often do you find social network site usage offending?

Frequency of been offensive	Choose the most appropriate by ticking
Frequently	
Rarely	
Never	

21 Which of the following emotional states relate to the use of social network site?

Emotional state	Tick appropriately
Bored	
Lonely	
Excited	

22 Do you find it a priority to participate in social network site?

Priority of participation	Tick the correct answer
Yes	
No	

23 Which gender commonly uses this social network sites?

Gender	Tick the correct answer
Females	
Males	
Both	

Appendix II: Focus Groups Discussion Guide

Introduction Questions

- 1 What are your decisions to come to college?
- 2 What are your academic experiences?
- 3 What aspirations do you have?
- 4 What are some of the challenges you undergo while undertaking your course

Popularity

1. Which social network site do you belong to?
2. What is exciting about that particular social network site?
3. How many times in a day do you enter those social network sites?
4. How did you access the information about that social network site?
5. What is your opinion about the existence of this social network site?
6. Do you find some students who do not belong to these social network sites?
7. What is their opinion as to why they are not members?

Activities

1. Which activities do you participate in this social network site?
2. Which activity is the most exciting and what could be the reasons for that excitement.
3. What are your feelings when changing from those activities to academic work for example an assignment or lecture?
4. Do you have any problem when balancing between academic work and social networking usage?

Academic work schedules

1. Do you find yourself procrastinating during academic work to participate in social network sites?
2. What is your opinion of social network usage distracting the time meant for academic work?
3. What suggestion do you have in handling this distraction from social network sites usage?
4. Does social network usage add value to your academic work?

Motivation

1. What is the reason for being a member of that social network site?
2. What forces you to log in those social network sites?
3. Do you ever find yourself using this social network site against your consent?
What is the reason behind this?

Appendix III: Summary of Focus Group Discussion**DATE: 20/11/2014, 25/11/2014****MODERATOR: Mr. Kosgei Isaiha****TAPE RECORDER: Mr. Kipchumba David****RECORDER: Mrs. Marzaline Jerono**

The following summarized information was got from the focus group discussion, which was held respectively on 20th and 25th of November 2014. The participants were grouped into four groups of 10 members, for the two different dates. The first groups interviewed in a group followed by the second group. Each group of ten was interviewed for 30 minutes which took 120 minutes to complete the four groups. The information which was recorded is as follows.

The questions were asked based on the specific objectives which were incorporated in the Focus Group Guide the objectives stated were, popular social network sites amongst participants, influence of social network sites usage on academic work schedules, activities they engage in social network sites in motivation for using social network sites. When the participants were asked about popular social network sites they were able to mention the following social network sites, Instagram, To go viber, Google plus, Whatsapp, Friendster, Morphil, Youtube, twitter, facebook. In both FGD held, whatsapp was ranked the most used them followed, by face book and then the rest were mentioned to be also used. Some of the participant's views are that they use these SNs for updating, for download, get documents, and get information about their friends. YouTube was mentioned to be teaching. Some said whatsapp was exciting, cheaper and also private compared to Facebook. This site was also considered cheaper compared to other SNs. It also said to reach many people at the same time as well as it is considered faster when using it.

Furthermore, SNS were used for sharing photo and talking to one another. Facebook was preferred to as a way of making new friends.

Google plus was mentioned popular for movies and music. In case of a trendy topic, twitter was stated to be popular for that.

The second objective was the activities the participants engage in SNS. Quite a number of activities were mentioned. The following were captured in both FGD's, uploading of photos, chatting with friends, sharing religious matters, updating information, sports, educative topics , career choices, exchange programmes, business ideas, writing inspirational stories, blogging and even engaging in politics.

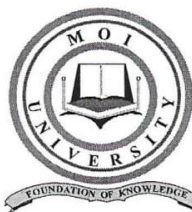
The third objective was the influence the SNS has on academic work schedules, the following information was found they agreed it indeed they disrupt academic work schedules spending a lot of time on SNS was also featured. YouTube was mentioned to be used to download educational information from other universities, locally and even abroad. Some mentioned to be visiting these social network sites 6-8 times a day. Another one said as long as it is available they just visit failing to do an assignment as stipulated time also featured as one is said to be responding to social network sites. Some students are said to switch from listening to a lecturer to log in as especially message are mentioned to be attractive.

Motivation was the fourth objective. The motivation arose from the features these SNS have. For example sharing information, updating, downloading. Twitter which is official is considered prestigious and when you are using it you are of a particular status.SNS was also switched to incase of boring sessions during a lecture. In case a lecture is long or the lecturer is not audible enough. Efficiency was also named as a way of avoiding books. Being a source of information definitely makes one to want to

use. Apart from educative information SNS is a source of humor away from long boring lectures. Adding variety or being a stimulus also was mentioned.

During the focus group discussion some issues emerged which are related to the use of social network sites usage. Abuse as recorded that is posting abusive things and posting pornographic materials, copying and pasting assignments was also identified. It is reported to make one lazy, as it kills creativity and makes one not to be initiative, though it makes work easier as strength, confirming exams. WhatsApp was considered particularly for its use to advertise the item you may want to sell and buy “Soko ya main Campus” was mentioned.

Appendix IV: Research Permits



MOI UNIVERSITY
Office of the Dean School of Education

Tel: (053) 43001-8
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P.O. Box 3900
Eldoret, Kenya

REF: MU/SE/PGS/54

DATE: 27th January, 2015

The Executive Secretary

National Council for Science and Technology
P.O. Box 30623-00100

NAIROBI

Dear Sir/Madam,

RE: RESEARCH PERMIT IN RESPECT OF MARZALINE JERONO - (EDU/PGGC/1004/10)

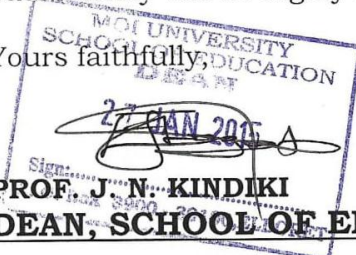
The above named is a 2nd year Master of Education (M.Ed) student at Moi University, School of Education, Department of Educational Psychology.

It is a requirement of her M.Ed Studies that she conducts research and produces a thesis. Her research is entitled:

“The Influence of Social Network Sites Usage on Undergraduate Students Academic Work in the School of Education Moi University.”

Any assistance given to her to enable her conduct her research successfully will be highly appreciated.

Yours faithfully,


 Sign: PROF. J. N. KINDIKI
DEAN, SCHOOL OF EDUCATION

JNK/db



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

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9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No.
NACOSTI/P/15/1061/5023

23rd March, 2015

Marzaline J Jerono
Moi University
P.O. Box 3900-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*The influence of social network sites usage on undergraduate students' academic work in the School of Education Moi University,*" I am pleased to inform you that you have been authorized to undertake research in **Uasin Gishu County** for a period ending **30th June, 2015.**

You are advised to report to **the Vice Chancellor, Moi University, the County Commissioner and the County Director of Education, Uasin Gishu County** before embarking on the research project.

On completion of the research, you are required to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. S. K. LANGAT, OGW
FOR: DIRECTOR GENERAL/CEO

Copy to:

The Vice Chancellor
Moi University.

The County Commissioner
Uasin Gishu County.

The County Director of Education
Uasin Gishu County.

