

**INFLUENCE OF SOCIAL MEDIA ON FACE TO FACE COMMUNICATION
AMONG COLLEGE STUDENTS: A STUDY OF SELECTED COLLEGES IN
ELDORET**

BY

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DECLARATION

Declaration by the Candidate

I declare that this thesis is my original work and has never been presented to any university for examination.

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Declaration by the Supervisors

This thesis has been submitted for review with our approval as University Supervisors

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ABSTRACT

Face to face communication has been the basic form of communication since time immemorial. However with the continuous growth of information technology and social networking sites, it is important to find out the impact social media sites has had on face to face communication and interpersonal interactions since technology can no longer be taken for granted. This thus creates the need to ascertain the influence of social media on the education life of college students. For this purpose the study sought to achieve the following objectives: to investigate whether social media use among college students is beneficial to their educational development; to find out the effects of social media on face to face interactions; and to determine the preferred method of communication among college students. The study was guided by social penetration theory that falls under symbolic interaction perspective. Developed in 1973 by psychologists Irwin Altman and Dalmas Taylor, the theory states that relationships begin and deepen through self-disclosure. The study took a mixed method approach employing both quantitative and qualitative research paradigms. A descriptive survey design was adopted for the study. The study was carried out in Eldoret town with the target population constituting College students in Eldoret drawn from colleges and universities, both private and public. With a total of 43 Universities and colleges with an approximate population capacity of 50000, stratified random sampling technique was used to select the participating institutions classified into private and public. The researcher thus considered participation of 5 institutions; 3 of which were private and 2 public. Simple random sampling was then used to obtain a sample size of 250 respondents; 50 of which were selected from each institution. Data was collected using questionnaires, interview schedules, and Focus group discussions that took a 2-3 hours engagement. Data was analyzed using descriptive statistics and presented in tables, graphs and pie charts. The study established that social networking sites are quite beneficial to academic development of college students. The study further found out that social media does not to a great extent threaten face to face communication. The study also found out that social media was the preferred form of communication among students in Eldoret town due to its many benefits. In view of the above findings it is recommended that students should utilise well the advantages that social media presents and also appreciate the natural part of face to face communication. The researcher proposed that further studies be carried out to tap whether there is correlation between social media use and poor performance of languages in examinations.

DEDICATION

This thesis is dedicated to my parents Eunice and John. Your Love, Prayers, Sacrifice, and inspiration will always bear fruits. I also dedicate this thesis to my daughter Kelsey, showing her that with education even the impossible may seem plausible.

For all those who helped along the way this project is also dedicated to you.

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OPERATIONAL DEFINITION OF TERMS

The researcher chose to define these terms as per definitions from the Wikipedia encyclopaedia

- i. **Social Media:** these are computer mediated tools that allow people to create, share or exchange information, ideas and pictures or video.
- ii. **Social Networking Sites:** these are platforms that build social relations among people who share interests, activities, backgrounds or real life connections.
- iii. **Face to Face Communication:** is a concept in sociology, linguistics, media and communication studies describing social interaction carried out without any mediating technology.

CHAPTER ONE INTRODUCTION

1.0 Introduction

This section critically shows an overview of the topic under research starting with the background of the study, statement of the problem, purpose of the study, objectives, research questions, and justification of the study, significance of the study, limitations and the delimitations of the study, theoretical framework and finally operational definition of terms.

1.1 Background

Communication spans centuries or rather millennia. Wilford (1998) hints to us the idea that Neanderthals had developed speech and therefore communication skills. The Religious believe that communication dates back to the very beginning of creation (Genesis 1:26 – 28). God spoke saying they create man in their own image, implying the beginning of communication among human. Communication has evolved over the years with advancements never thought possible. It makes you wonder whether Alexander Graham Bell had even the slightest clue that his 1876 invention would fit a regular sized pocket approximately 140 years down the line.

Herring (2001) defines computer mediated discourse as communication between persons through exchange of messages via computers connected to the network. Social networking sites such as MySpace, Facebook, and LinkedIn are popular forms of Computer mediated communication (CMC) today. Social media subscribers are increasing quite fast. Boyd and Ellison (2008) define social network sites as online services that allow users to construct a profile, share it with friends, and view their friends, as well as the connections made by their friends. Wambui (2011) found out that 192 out of the 200 participants she surveyed accessed the internet at least once a

day and 147 of the total 200 accessed social networking sites for about 1 – 4 hours in a day. As at 2011, studies by IpsosSynovate show that the main activities performed in the internet were ‘chatting’ on social media and emailing. Moses Kemibaro, in his blog dated 22nd June 2013, revealed some data from Consumer Insights, a research firm in Kenya. He wrote, “Social media dominates Internet consumption between the ages of 7 and 25, peaking at 87% ahead of downloading music, research and email.” Nowhere in history has young lives been so digitally interwoven around social media. Whether it’s via Facebook, Twitter, YouTube, Flickr, or LinkedIn, the youth now have endless and more exciting ways to express themselves. Facebook users in Ghana have increased with nearly 100,000 new sign ups yearly since 2008 (Firefly Spotlight: Millennial youth Report, 2011).

Face to face communication has gradually been replaced by computer mediated communication (CMC). The major reason for these being that it’s cost effective for long distances and saves on time. Board members of a fortune 500 company can hold a strategic meeting even if members are in different parts of the world. Organizations, due to the competitive nature of business, are forced to join social media sites to maintain some status in their organization (DiStaso *et al*, 2011 cited in Langer, 2014). Langer (2014) found out that staff uses their personal social media accounts while dealing with other professionals as a means of building a personal connection with the aim of networking. She also supports the view that CMC has in a way enhanced the abilities of effective communication within the organization (Santra and Giri, 2009). However, this is not without some loop holes. There are instances in which CMC has failed hence highlighting some imperfections about CMC. During conflict resolution, face to face communication is still the preferred option (Drussell, 2012). Ong’ondo *et*

al (2013) unveils the use of new language features that are prevalent in social media sites. In their research paper, “*Prosodic Features in Facebook Communication*,” you can see how the English language, though understandable in the context written, is very far from what is true.

1.2 Problem Statement

If you come across any college student, you would expect mastery in communication skills and confidence built from years of engaging face to face communication. Njoroge (2013) revealed that 81% of youth in college and universities here in Kenya spend at least 2-10 hours on their computers mostly surfing the internet. It would be unbiased to claim that if you come across a group of youth crowded together there would be more than 50% chance that they are not engaging in face to face communication but rather surfing the internet as Njoroge (2013) put it. The sad truth is that there are more conversations online than there are face to face. There is however little knowledge out there showing the influence generated by replacing face to face communication with constant conversations on social media. Burke, Marlow & Lento (2009) in their investigations of approximately 140,000 users of a popular social media site, *facebook*, they found out that users tend to change their behaviour depending on what their friends are doing or posting. It is therefore safe to propose that social media has a strong effect on the social behaviour of our youth.

The facts on the ground are that Kenyan youth have poor literacy skills and their language is getting poorer. Face to face interactions are known to build language and self-esteem at the same time. The more you engage people in conversation the better the social interaction; the non-verbal cues in present in face to face communication

actually improve the quality of these interactions. Social media communication lacks these non-verbal cues and that could make you wonder on the quality of interaction. This research sought to find out the influence brought about by the increasing use of social media among the youth and most especially those in institutions of higher learning and the influence it has on face to face communication. The former Cabinet Secretary of Education Professor Joseph Kaimenyi in his speech during the release of the 2013 KCSE results cited that English recorded the highest decline in performance. He then went ahead to blame the use of sheng language and computer mediated communication as well. Being able to communicate is an essential part of any society and most important for the youth in our colleges who will become the future drivers our economy. So this research was tasked with the problem of finding out whether this future will be in jeopardy due to social media or is social media here to help in building that future.

1.3 Objectives of the Study

The study was conducted with three specific objectives in mind. These were:

- a) To investigate whether social media use among college students is beneficial to their education development.
- b) To find out the effect social media has on face to face interactions among college students.
- c) To determine the preferred methods of communication among college students around Eldoret.

1.4 Research Questions

The research was guided by the following research question in the formulation of the research design and in the conduction of the research as a whole:

- a) How is social media usage among college students beneficial to their education development?
- b) What is the effect of constant social media use on face to face interactions among college students?
- c) What are the preferred methods of communication among college students in Eldoret?

1.5 Scope of the Study

The study was carried in five selected colleges and universities found within Eldoret. The respondents in the study included both male and female students in the colleges. The independent variables that were assessed included reasons for the increasing use of Social Networking Sites and the relationship, positive or otherwise experienced on the dependent variable; face to face communication among college students in Eldoret with respect to their educational development. The study was conducted in the months of June and August, 2015.

1.6 Justification of the Study

With the continuous growth of the social networking phenomenon, it is important to understand what influence social networking sites have on face to face (FtF) personal interactions, especially on interpersonal relationships and formal modes of communication among college students. Technology can never be taken for granted. Almost everything nowadays involves internet in some way or other and consequently internet mediate almost everything we do in some way or another (Escobal, 2000). These mediated communications prevalent among students includes; YouTube, Facebook, Tagged, Twitter and Email among others. Although these SNSs are fun to

engage in the dangers underlying are yet to be documented officially and that is what these study hopes to do.

1.7 Significance of the Study

Researchers have in the past delved into this topic of CMC versus Face to Face. One may argue that their curiosity is initiated by the notion that one (CMC) is replacing the other (FtF). Owing to the findings of this research, it will be very beneficial to the Education policy makers in Kenya find a way to incorporate ICT in schools in a manner that will be beneficial rather than break the whole education framework. With the government's plan to get students involved in ICT from an early age, starting at primary school, there is need for caution to be taken in implementing their plans. This research will be helpful as it shows the current situation social media has put our colleges in and the education system as a whole and whether it is a risk they are willing to take. The research does also reveal the benefits of using social media in learning institutions and hence the policy makers can build on these strengths to improve the system as a whole.

1.8 Assumptions of the Study

The study was based on the following assumptions:

- a) That all the college students under investigation had subscribed to at least one social media site and are regular users.
- b) That all college students have internet enabled phones.
- c) That most students use social media to communicate with their peers more often than face to face.

1.9 Limitations of the Study

The researcher encountered some minor problems whilst trying to gather the relevant information. Respondents were unwilling to divulge information about their online relationships. It took some really good convincing to draw out this information. There was also the challenge of finding participants for the focus group discussion because most participants were asking for payment in return.

1.10 Theoretical Framework

This study was based on the Social Penetration Theory by [Irwin Altman](#) & [Dalmas Taylor](#) (1973), which is one of the Social exchange theories. Social exchange theory falls under the symbolic interaction perspective. The theory predicts, explains and describes when and why people reveal certain information about themselves to others. The social exchange theory uses Thibaut & Kelley's (1959) theory of interdependence in social exchange theory, states that “relationships grow, develop, deteriorate, and dissolve as a consequence of an unfolding social-exchange process, which may be conceived as a bartering of rewards and costs both between the partners and between members of the partnership and others.” Social exchange theory argues that the major force in interpersonal relationships is the satisfaction of both people's self-interest. Theorists say self-interest is not necessarily a bad thing and that it can actually enhance relationships.

According to the theory, human interaction is like an economic transaction, in that you may seek to maximize rewards and minimize costs. You will reveal information about yourself when the cost-rewards ratio is acceptable to you. As long as rewards continue to outweigh costs a couple will become increasingly intimate by sharing more and more personal information. The constructs of this theory include disclosure,

relational expectations, and perceived rewards or costs in the relationship (Levinger, 1976). Levinger stated that marriages will fail when the attractions of the partners lessen, the barriers to leave the spouse are weak, and the alternatives outside of the relationship are appealing. The underlying assumptions include that humans weigh out rewards versus costs when developing a relationship. The boundary conditions for this theory are that at least two people must be having some type of interaction.

Social penetration theory states that oftentimes, when a relationship begins to develop, it is customary for the individuals within the relationship to undergo a process of self-disclosure. Ledbetter *et al.* (2011), notes that Social Networking Sites (SNS) users, like Facebook, self-disclose by posting personal information, pictures, hobbies, and messages. The study finds that the user's level of self-disclosure is directly related to the level of interdependence on others. This may result in negative psychological and relational outcomes as studies show that people are more likely to disclose more personal information than they would in face to face communication, primarily due to the heightened level of control within the context of the online communication medium. In other words, those with poor social skills may prefer the medium of SNS to show others who they are because they have more control (Ledbetter *et al.*, 2011). This may lead to an avoidance of Face-to-Face (FtF) communication, which is undoubtedly harmful to interpersonal relationships. The reason that self-disclosure is labelled as risky is because oftentimes, individuals undergo a sense of uncertainty and susceptibility in revealing personal information that has the possibility of being judged in a negative way by the receiver. Hence the reason that face-to-face communication must evolve in stages when an initial relationship develops.

There are four different stages that social penetration theory encompasses. These include the orientation, exploratory affective exchange, affective exchange, and stable exchange. Also important to note, is the fact that due to current communicative exchanges involving a high amount of computer mediated contexts in which communication occurs, this area of communication should be addressed in regard to Social Penetration Theory as well. Online communication seems to follow a different set of rules. Because much of online communication between people occurs on an anonymous level, individuals are allowed the freedom of foregoing the interpersonal 'rules' of self-disclosure. Rather than slowly disclosing personal thoughts, emotions, and feelings to others, anonymous individuals online are able to disclose personal information immediately and without the consequence of having their identity revealed. Furthermore, this theory assumes the stance that the decision making process of how much information an individual chooses to self-disclose is ultimately rooted in an analysis of the costs and rewards that an individual may acquire when choosing to share personal information. This theory guided the study to determine the influence of social media on face to face communication among college students of selected colleges in Eldoret. It enabled the researcher to identify the preference of SNS as opposed to FtF interactions when it comes to social interpersonal relationships and the effect of SNS on Formal communication.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the past literature of research done with the ultimate goal of showing the current level of knowledge available in this field of communication and the gap that this research study will hopefully fill. The researcher reviewed several literacy arguments passed by other researchers globally, regionally in Africa and locally here in Kenya.

2.2 Social Media and its Benefits to Society

Social media can be classified as a 21st Century phenomenon. It has hooked everyone; the young and the not so young, financial institutions and the corporate sector as a whole and let us not forget the government has now been seen to incorporate social media as part of their information delivery platform. Social media is the common term referring to applications that are internet-based which carry special content in the form of blog posts or images generated by its users with the aim of sharing or archiving these content for view by other users (Blackshaw, 2006). Boyd and Ellison (2007) also add on that these social networking site give the user the ability to create a personal profile that could either be semi-public or public, select a group of users to share with and view and share with other users they have made a connection to. Using this broad definition of social media as a classification criterion, several social sites accessed in Kenya are within that classification. This includes sites like *facebook*, *twitter*, *instagram* and *tumblr*. The importance of social media among the Kenyan youth is undisputable. A survey done by one of Kenya's top research firm, Ipsos

Synovate, in 2011 reveals that Kenyan who have access to the internet through their phones access it for purposes of chatting and emailing. The Digital Digest report of 2013 also reiterates that chatting and socializing on social media, viewing and downloading video and audio contents and performing informational search on the world occurrences are top on the list of online activities done by Kenyan youth. To understand what drives the youth to spend so much time on the internet traversing these social media sites we need to get a better understanding of what they are.

2.1.1 What is Social Media

The common term “social media” owes its birth to the creation of Web 2.0 and the versions that followed. Krishnamurthy & Cormode (2008) hold the view that the design of the previous version, Web 1.0, had limitations that hindered the creation of content useful for these sites but with Web 2.0 brought with limitless opportunities and hence that is why we saw the rise in existence of sites like *facebook* and *twitter*.

Web 2.0 is simply the tech term used to describe those websites and applications that give the user the prerogative to create their own online information and share it as they so wish. This feature makes it a very viable mode of communication to larger audience or a small group of people. Web 2.0 can be viewed to have given life to the numerous social networking sites because it virtually allows for dialogue and exchange of user-generated content among other users in this virtual community. Websites that incorporate social presence and content generated by the user in the form of video, text or photos fall under the huge umbrella of Web 2.0 (Krishnamurthy & Cormode, 2008). O’Reilly (2005) believes the secret behind thriving of Web 2.0 is having a lot of users as this will result in mixing and remixing of user-generated

information hence creating a vast network. It's no wonder these social media sites clamour to have as many users and views as can be humanly possible. Kaplan & Haenlein (2010) hold the view that it's the technological building blocks of Web 2.0, the idea behind it and its ability to allow creation and sharing of user generated content that gave rise to social media.

2.1.2 What are the Benefits Derived from Social Media?

According to Burgess (2006) social media has brought with it tremendous features that allow users to create and share new content. This promotes creativity among the users who regularly engage each other on social media. Innovations of web 2.0 have made it easy to share online materials through blogs, social media posts, videos, picture collages and digitally created animations. This has developed a hub where people can easily share their ideas in a forum that can easily accept them. This online community gives young people a sense of community and personal identity therefore encouraging more creative content creation (Collins *et al*, 2011). Social media tools such as blogs and websites created through accounts like *Wordpress* and *Blogger* come in handy when students are enhancing their writing creativity (Nwangwa *et al*, 2014).

Blogs give writers a chance to reach out to like-minded people through their creativity. They offer writers a chance to share new ideas and expand their creative thinking (Thompson & Mewburn, 2013). Ogedengbe *et al*. (2012) suggests that *Facebook*, which is one of the most popular social networking sites, offers users the ability to become critical thinkers and in essence enables them to come up with new

and creative ideas. There is an undeniable fact that social media has had tremendous effects on the world we live. Almost all institutions, whether parastatal or corporate, have joined a particular social networking website as part of their service delivery platform. This shows that the benefits of social media go far beyond the basic interpersonal communication between users. Social media has grown to become a tool of mass media communication and this is only made possible because social media has found favour among millions of users all over the world. Some of the benefits that researchers all over the world have documented include:

2.1.2.1 Technological Empowerment

Exposure to social media may result in gaining some level of technological knowhow. This kind of knowledge goes beyond that which one receives in a mass media class. In order for someone to engage other people successfully on social media, first of all you need to have an electronic device that can access the internet and most importantly you must have an internet connection which is the glue that holds the whole communication process together. Users must be able to learn new skills that enable them to communicate freely and maintain some level of safety throughout the entire process (Collin *et al*, 2011). Their research paper suggests that users who constantly engage their friends on social networking sites develop some media literacy skills because they are able to communicate and share vital pieces of information. They also gain some technical skills as they use the various user friendly codes to create and maintain their online profiles, this then opens up their creative thinking ability.

Similar views are also echoed in the words of Third & Richardson (2010) in their mission of trying to find out the impacts social networking sites has on young people

living with disability. Their findings prove that there are several ways we can learn from using social media. *Technical literacy*, operating web 2.0 is a challenge if you do not have some basic computer skills and a bit of technological literacy. Their study therefore shows conclusively that by engaging friends constantly on social media, users in the long run will be able to learn some of the eccentric functions of web 2.0 and computer technology as well. *Communicative and social networking literacy*, users of social media get to learn and engage in the various forms of online communication. There are so many things you can learn from engaging on social media, one of which is the art of communication and online social practices. This includes what to write, what not to write and what not to post for safety reasons. Social networking etiquette involves practises like doing research before posting anything online and knowing the rules that govern each online platform (Clark, 2014). Although guidelines of social engagement on social media are vast and wide, they can be learned slowly through social media. *Mobile media literacy*, simply because social networking sites have trickled all the way down to mobile technology, Third & Richardson (2010) believes that mobile media skills can be developed through regular use of social media. *Creative content and visual literacy*, one of the neat features that social media offers are the ability to post pictures and videos. Long term users of social media learn how to use codes to edit their pictures before posting them thereby encouraging creativity among users. Social media is also a great hub for generating creative content useful in academic and other research related fields (Nwangwa *et al*, 2014).

2.1.2.2 Faster Dissemination of Information

In Kenya today all the popular TV and radio stations are on social media and their purpose is to get as many people as possible to either like them or follow them. The reason behind this is to be able to reach as many Kenyans as possible. News, advertisements and all other informational material can circulate the Nation within a short period of time. Kaia (2013) analyses how far media in Kenya has come and the revolution that mobile technology brought with it in this developing Nation. His analysis reveals that social media is Kenya's go to when you wish to make a news splash and make it fast. His findings are not far-fetched because it has been a noted trend that news room do take it to social media when they are trying to condemn certain policies by the government like the controversial bill coined by the media as the "media gag law" that sparked controversy all over Kenya.

Reporters and editors are now turning to social media to look for any trending story they might investigate and publish. About 65% of newsrooms that used to rely on traditional information sources have now taken to social media sites like Facebook and Twitter for their stories (Kidwali & Imperatore, 2011). Marino (2012) holds the view that most people today are most likely to hear about breaking news on social media as opposed to traditional media sources therefore supporting the idea that social media offers a faster mode of information dissemination.

2.1.2.3 Enhance Law Enforcement

Although this is yet to be documented in Kenya, in other states like the United States law enforcements agencies have incorporated social media in their systems to help identify and apprehend law offenders. Dalke (2011) even goes ahead to document a

case study revealing how law enforcement agencies in Vancouver USA used social media to bring to justice the rioters and vandals by use of the photographs that were posted online.

Should this be implemented in Kenya then this would be a neat way to curb the incessant riots that take place during our controversial football matches. In Kenya the closest this has come is the prosecution of hate crimes. Our courts have in the recent years seen the introduction into evidence of quotes from social media perceived as offensive immoral and categorized as hate crimes. Earlier this year a university student was arrested and jailed for posting hate messages against the president on social media (Karanja, 2015: cited in the Standard Digital).

2.1.2.4 Aiding in School Learning Activities

The burden that was laid on this research was to check the influence of social media on face to face communication and most specifically among college students in UasinGishu County. Past research has shown that social media sites are useful in engaging students during their free time in the form of online discussions. Junco (2015) revealed that social media use in college students is helpful in creating social ties among new friends in school and as a result quite effective in reducing the rate of dropping out. Learning institutions here also using social media as a recruitment platform. All over the world and in Kenya here as well, colleges have taken to social media to advertise their courses and try to get users to join (Levitz, 2014). Their research however did not extend to the effects posed by constant online interactions have on face to face communication in these learning institutions.

2.1.2.5 Self-Awareness and Self-confidence

Past research has gone miles to show that using social networking sites helps to develop a socially aware individual. Social media gives users the chance to reinvent their personality. Users are not only offered the chance to create their online profile from scratch, but also the leeway to details about themselves as they see fit. Although this freedom can sometimes be used to engage in evils such as cyberbullying (Hinduja & Patchin, 2013), Collin *et al.* (2011) holds the view that these neat features that social media offers give the users the ability to socially empower themselves. They get to experiment with different aspects of their identity and at the end of it all they are able to discover exactly who they are and the personality that suit them (Coleman & Rowe, 2005).

Every piece of information shared on social media about a person's personality reveals self-acceptance and what follows then is that users begin to build their identity through accepting aspects of their personality such as cultural background or ethical group (Blanchard *et al*, 2008). Boyd (2007) goes further to add on that social networking sites offer the young generation a platform unregulated by parental controls and the freedom that comes with it allows the young to express and experiment with different parts of their identity that is usually hidden. For the simple reason that social media becomes one global community as long as there is an internet connection, Richardson, Third & MacColl (2009) suggest that social networking sites such as *facebook*, *twitter* and *instagram* give their regular users a sense of belonging. They can create connections with like-minded people.

2.1.2.6 Social Media and Relationships

Romantic relationships are social interactions between couples that involve sharing of personal attitudes, visions, dreams, strengths and vulnerabilities with each other (Koopmann-Holm & Matsumoto, 2011). According to Altman and Taylor (1973), relationships follow four distinct steps which represent the Social Penetration Theory.

1. **Orientation:** This is the stage where couples meet for the first time or venture normal acquaintances to the start of their relationship. This is the stage where they judge each other according to perception of looks or personality. It is for this reason that this stage is accompanied by very little disclosure and the usual small talk. Individuals will be at their best behaviour for fear of being judged harshly.
2. **Exploratory affective stage:** As the name suggests, couples explore each other's behaviour and opinion. Acquaintances move to friendships. They will share personal views and convictions on public topics prevailing at the time. However, these views may not be necessarily true because they are not completely comfortable with each other.
3. **Affective stage:** The affective stage involves a relatively higher degree of disclosure. Couples will now venture into private discussion topics. They will share views about themselves and immediate friends, citing their personal encounters in life. At this stage the intimacy is growing and couples are comfortable enough to engage in public displays of affection such as touching and even kissing. However, since couples are open to share their private

opinions, this stage may also be associated with negative criticism leading to arguments.

4. **Stable stage:** The fourth stage involves complete openness. Sharing of beliefs, thoughts and personal values is very common. The degree of disclosure is at its maximum. It is at this stage where couples can predict each other's emotional behaviour.

This theory asserts that if couples are open with each other, "self-disclosure," the relationship will progress slowly and gradually change from a shallow encounter to a more intimate one. For a relationship to grow therefore, couples must share intimate details about themselves as time goes by until they are all shared out. It is at this point where they are at the Stable stage.

The nagging question is whether relationships fostered on CMC follow the stages of growth as per the guidelines presented by Altman and Taylor (1973). Farrugia (2013) suggests that relationships depict normal progression as entailed in the Social Penetration theory. This, according to her, means that couples communicating online will first go through the orientation stage, where intimacy is almost lacking, and proceed gradually to the stable stage, where they are completely free with each other to the point of sharing intimate and personal beliefs on Social media. Bazarova (2011) also holds the same view. He found out that persons interacting on CMC were seen to disclose more intimate details about themselves to their spouses or potential suitors.

2.1.3 Demerits of CMC to Relationships

Even with disclosure, relationship health is still based on other factors such as mutual understanding (perception), fidelity and jealousy. CMC is at a disadvantage because it lacks non-verbal cues (Perry, 2010). This gives rise to a situation whereby communication is one sided. The intention and current state of emotion of the sender does not influence how the receiver perceives the intimate view being shared. The manner in which the receiver of the text, email or message being transmitted on CMC perceives its content will affect the intimacy link between the two, sender and receiver, (Bazarova, 2011). Farrugia (2013) brings to light the presence of high jealousy feelings in online relationships. She suggests that as the relationship progresses, couples will tend to be more jealous and as a result start stocking each other's profile. What her study failed to put across was whether the jealousy present in online relationships is enough to end the relationship.

Online infidelity is a relationship transgression initiated online and continuous communication sustained online through emails or online chats-social media (Young, 1999). This vice, according to Whitty and Quigley (2008), has a relatively higher negative impact on offline relationships (face to face relationships) as compared to online relationships (relationships on social media), which is in support of previous studies such as Whitty (2005) and Whitty and Carr (2005, 2008). Whitty and Quigley (2008) gives the view that since online relationships are part fantasy, then online relationship transgressions, such as online sexual and emotional infidelity, are less hurtful when compared to offline relationship transgression.

Relationships where most interactions are computer mediated have attracted all types of people, most of whom are young adults. Whitty and Buchanan (2009) notes

however that most of the people who choose to date online are shy. Wolak, Mitchel and Finkelhor (2003) also adds on that adolescent youth with struggling upbringing or troubled childhoods and are not close with their parents have higher affinity of pursuing online relationships. These adolescents are very much unaware of the various dangers looming in the internet and their naivety doesn't help much. The dangers they are highly susceptible to according to Wolak *et al* (2003) are:

a. Vulnerability to victimization

Troubled youths lack the support base normal adolescents have. They therefore have no one to talk to about their online encounters. The danger this portends is that they may become victims of paedophiles and other sexual offenders lurking the internet.

b. Poor relationships

Their urge to become connected and close with someone will drive them to any relationship that presents itself. Sadly, for them social networking sites are filled with people masquerading as caring partners hiding their true personalities.

c. Increase in depression

Increase in internet dependency has the effect of increasing depression and withdrawal from family members among non – depressed users (Kraut *et al* , 1998, cited by Wolaket *al*, 2003). It is therefore safe to conclude that by the principle of transitivity, online users who are already depressed such as troubled youths, would become even more depressed than they initially were.

d. Amplification of alienation

Troubled youths seeking online relationships will mostly be drawn to other troubled youths facing similar challenges. The danger here is that they will further alienate themselves to the world implying CMC was of no help to them.

2.3 The Preferred Mode of Communication

The constant struggle between computer mediated communications (CMC) and face to face (FtF) communication is like opening the mysterious and well feared Pandora's Box. For decades now researchers have been baffled with the numerous applications the internet has had in our lives and work. Baltes *et al.* (2002) are in agreement that CMC is a generally acceptable practice especially in business organizations. That no matter which part of the country you are in CMC is here to stay. But is CMC a replacement of FtF communication? Heller (2010) tries to analyze whether CMC is better than FtF communication with respect to cost and benefits gained from each. The table below shows an analysis of strengths and weaknesses of both computer mediated communication and face to face communication according to Heller (2010).

Computer Mediated Communication (CMC)

Strength

- i. Creates greater equality because people with disabilities can be part of the conversation
- ii. Allows communication with people across different time zones and locations
- iii. Relatively cheaper since it reduces travel costs

Weaknesses

- i. The nature of the devices in use are prone to technical hitches such as network coverage
- ii. Even though they allow communication across time zones, it is however difficult to schedule synchronous meetings due to time differentials
- iii. CMC lacks the social understanding required to improve the quality of any conversation
- iv. Requires some technical training to enable smooth running of communication devices

Source: (Heller, 2010)

Face to Face Communication (FtF)	
Strength	Weaknesses
i. Has non verbal cues that enable one to judge the behaviour and response of the conversant	i. Costly in terms of travel costs, say from one country to another
ii. Builds trust between the client and the organization	ii. Shows clearly the power differences when people are talking hence does not promote equality

The facts enumerated above according to Heller (2010) shows that CMC can only work as effectively as intended if we blend the two forms of communication to work together. In her work Heller is of the opinion that organizations can thrive if they are able to distinguish roles applicable to specific communication media. In an organization, face to face is well suited for interactions with external clients. This creates social ties and a feeling togetherness making the client feel satisfied of the decisions being made (Duke, 2001; Baltes *et al.*, 2002). Within the organization CMC has various applications such as exchange of ideas through brainstorming, company notifications and mere informal sharing of information (Hartel *et al.*, 2005; Rosen *et al.*, 2007).

2.4 Social Media and its Relation to the Uses and Gratification Theory

The Uses and Gratification Theory (UGT) was first theorized by Jay Blumler and Elihu Katz in 1974. Blumler & Katz (1974) suggests that users of media tools are utility oriented. They select the source of media that best fulfills their needs. This theory was further advanced by Severin *et al.* (1997). Their suggestions indicated that the U&G Theory explain how media users select specific media to satisfy their specific needs. This theory basically explains that media consumers are not circumstantially forced to use media without some element of preference. Before settling on a specific choice of media, users have their own reasoning and logic that guide their own preference. Users get to choose the best media that best satisfies their communication needs. If you look at it through a keen eye, you may realize that media sources are in competition to find users (Katz, Blumler & Gurevitch, 1974).

2.3.1 Assumptions of the UGT Theory

Just like all other communication theories, the UGT has a series of assumptions.

According to West and Turner (2007) the assumptions of this theory can be characterized as follows.

- Media users are active and the use of a specific media is goal oriented. Therefore, if a student has any preference on the choice of communication medium, they need to be active users of that medium, be it through the internet or face to face, and they use of that medium should be serving a specific purpose. This criterion is very essential in determining the preferred mode of communication.
- The second assumption states that media users are self-aware. The choice of using a specific media is not forced but derived from the preference of the users. This therefore means that the use of social media ought not to be guided by peer influence but rather a critical analysis of the benefits it offers.
- The other assumption states that the value of any specific communication media can be ascertained solely by the user. As the first assumption stated media use is goal oriented. It can therefore be inferred that the value of that media depends on its efficiency to meet the goals set. Networking through social media could be one such goal and if that goal is sufficiently met, social media can be viewed as a valuable communication medium in the education process.
- The users have the discretion of choosing a specific media to service the needs they may have. For instance, a chain store with locations all over Kenya may prefer to communicate with all its employees via email because the distance limits them to that form of communication. However, a sales representative with a team of 5 may prefer mobile communication because it's faster and it has some sense of interpersonal interactions. These two examples show that

choice is applied after matching the need and gratification of using a specific media.

- The final assumption is that communication media are in competition to satisfy the various needs of users. The first form of communication that has enjoyed monopoly above all forms of communication is face to face interactions. With the invention of Web 2.0 face to face communication has faced serious competition from all the social networking sites available. Even the relatively newer forms of communication such Postal Mail and the Telephone are becoming redundant. The internet provides a wide range of applications and software that are also in competition to satisfy the needs of its users.

The assumptions behind this theory, as outlined by West & Turner (2007), are in line with the media consumption habits in Kenya today.

1. The audiences (media consumers) are active and use media tools with a specific goal in mind. Kenya has a large audience base in several mass media tools like the radio, television and the internet. Their goal (gratification) for using these media tools is either relaxation, entertainment, communication or education (Ipsos Synovate, 2011).
2. In the mass communication process, gratification and choice of media lie squarely on the consumer. The choice of media use in Kenya is solely left to the general audience. They are in a way spoiled for the choice of media which gives highest gratification because they can either choose radio, television, newspapers or the internet.
3. The media competes with other sources of satisfaction. In Kenya today

“satisfaction” and media are inseparable. In whichever facility where audiences seek satisfaction, media tools will always be present. For instance, restaurants never lack a television set or radio to give some level of satisfaction to the customers.

In the 21st Century the UGT has received revived acceptance from scholars mainly due to the rigorous changes in the telecommunications industry. The mingling between mass media and digital technology seems to diversify the needs and uses of media consumers (Finn, 1997). The Uses and Gratification Theory is the most appropriate basis for this exploratory research. The researcher wishes to develop a line of thought that might be useful for further future research. This is whether survivors of terror victimization can willingly use the internet for the gratification of healing themselves from the trauma they experienced. Stafford *et al* (2004) believe that users of the internet can either gain content gratification, process gratification or social gratification. Content gratification is gained when the internet is used for searching specific material or doing a research in general. Process gratification is achievable from just browsing the internet and navigating its mass database. Social gratification on the other hand is achieved when social ties are formed and deepened on the internet.

2.3.2 Applications of UGT today

Communication has come a long way since this theory was first theorized in 1974.

Today there are several communication channels one can exploit. There is mobile technology which makes use of satellite technology to communicate with people all across the globe and then there is the internet which makes the whole entire world your next door neighbour. From the internet we derive social media, a cheap and very reliable way of communication that goes beyond all geographical barriers. In the

modern scene, UGT has several applications. Communication is enabled through various channels such as mobile technology and social media. Although there are instances where mobile technology enables access to social media, we can still explain how the UGT Theory is useful to these two communications tools.

2.3.3 Mobile Technology

The mobile technology in Kenya has grown exponentially over the past 6 years since Safaricom first launched the first \$100, approximately Ksh 8,000 then, IDEOS android phone in the market (Kemibaro, 2010). That technological wave swept across Kenya and today for the same price you can get a phone that functions more or less like a computer. The relatively lower cost of data offered by service providers also makes mobile technology a very affordable and convenient mode of communication (Wainaina, 2015). Youth all over Kenya are aware that affordable mobile technology is available to them thereby fulfilling the self-awareness assumption of UGT. Mobile technology is the social arena that joins youth in colleges today. It offers a large network of contacts and promotes a newer form of social communication (Boyd, 2008). The gratification one gets from using a mobile phone in the modern world today surpasses the basic texting and calling. Advanced mobile phones result in linkages between mobile phone communication and social media interactions. It is no wonder that Leung & Wei (2000) argue that mobile phone usage culminates to gratification in the form of social ties or simply social affection among users.

Leung & Wei (2000) hold the view that mobile technology offer users gratification based on the specific desired need, in line with the Uses and Gratification theory. Some of the specific benefits derived from mobile technology are:

- *Entertainment* – mobile technology offers a wide range of fun activities such

as videos and games.

- *Mobility* – the basic essence of mobile technology, is that you can carry it everywhere making easy accessibility one of the advantages. Smart phones give mobility to users.
- *Easy access* – as long as the connection is good, connectivity can be achieved at any time and from anywhere (Debatinet *al.*, 2009).

2.3.4 Social Media

According to Leung (2013) applications of the UGT theory to social media comes in the form of in the form of creating social ties, entertainment, seeking new information and gaining a level of status among peers. Perry (2010) addressed the struggle between Computer Mediated Communication and Face to Face Communication among couples. Although she found strong evidence to show that FtF communication is the most preferred mode of communication in relationships, there was evidence also to suggest that when couples got angry they preferred to use CMC to clear their anger. The respondents revealed that texting their spouse when fighting made them give out all the information they needed and it made them feel like their side was being heard. This is in agreement with Leung (2013) who suggested that users get the gratification of venting out negative feelings through social media.

Sheldon (2008), sought to examine how unwillingness to communicate influenced the gratifications that were sought or obtained from social media use and *facebook* to be exact. Some of the reasons why *facebook* use was sought among her respondents were for maintaining relationships, some sense of companionship, entertainment, passing time among others.

Aghazamani (2010) studied the students' motivations for social media usage. A close ended questionnaire was directed to 595 University students who were recognized as

users of the site at Karlstad University in Sweden. The appraisal showed that undergraduate students login their *facebook* account more times per day than graduate students and making new friends was named the most favourite activity among undergraduate students. This is part of the gratification that all these social media sites have to offer.

2.5 Social Media and Education

The sentiments of the then Cabinet Secretary to Education, Prof. Joseph Kaimenyi carried some weight in establishing the basis for this research. Researchers on the other hand have been found to come up with contrary views. Brennan, McFadden & Law (2001) hold the view that integration of social networking sites in schools such as institutions of higher learning will have the effect of complimenting the normal traditional classroom setup and eventually enhance the learning process as a whole. It is quite surprising that most of the universities in Kenya, despite having a working e-learning platform that allows access to education from accredited institutions of higher learning from any of the 47 counties, do not take advantage of the neat features social media has to offer. If SNS platforms or social media in general were to be implemented in these e-learning programmes, they would have the effect of extending the traditional formal classroom to a virtual one that promotes discussions freely. This in turn will lead to a better understanding of the material being studied (Notely, 2009). Claiming that social media could be helpful to the learning process in schools may be viewed as a laughable suggestion. Even the work done by Farzana, Mushahid & Mahe (2010) found out that most university students view social media as a hub for making new friends as opposed to expanding their academic interest through research. Other researchers, with the same mind set of Prof. Kaimenyi, may also view social media as a destructive platform. If the findings of Oluwatoyin (2011) are anything to go by, we

could blame poor performance of college students on constant social media interactions during periods that ought to have been dedicated to studies. The research work done by Kirschner and Karpinski (2010), they found a significant negative relationship between *facebook* use and academic performance. *facebook* users reported lower academic grade and reduce face to face communication. The findings of these researchers, though comprehensive and accurate in the context of their research, neglected to find out whether the features offered by these social networking sites can be useful to learning, if used appropriately. DEECD (2010) found out that SNSs can be used to connect schools located in different states thus allowing students to share information and work in unison. This therefore goes to show that proper use of social media creates a tool that could compliment basic learning.

The undeniable fact, however, is that experiences on social media are not always similar. It is not always possible to have uniformity in the way we access basic technology. Even though the experience of social media may not be evenly accessible in learning institutions owing to the different socio-economic status and indigenous lifestyle of students, Blanchard, Metcalf & Burns (2007) believe that if the facilities are made accessible and digital literacy is promoted, students can be able to expand their learning horizon through social media. Roblyer et *al.*, (2010) reported that Facebook has the potential to become an appreciated source to support students' educational communications and associations with faculty.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter seeks to show how the research was actually conducted and the underlying guidelines followed to ensure the research is as comprehensive as possible. The purpose of this chapter is to provide a description of the research design, study area, the target population, sample size and sampling techniques, research instruments, validity and reliability of the research instruments, data collection procedures, ethical issues in data collection and data analysis and presentation.

3.2 Research Design

A research design is the conceptual lay out within which the researcher intends to conduct the study outlining how data will be collected, measured and analysed (Kothari, 2004). It is basically a plan prepared by researchers showing how they indeed plan to go about their research. The research design must show the conditions in which data will be collected and analysed in a manner that incorporates both significance to the research under investigation and is economical in terms of time and money (Selltize *et al*, 1976). This study adopted a descriptive survey research design. Descriptive survey design is used to allow researchers to gather information, summarise, present and interpret for the purposes of clarification (Orodho, 2005). Mugenda and Mugenda (2003) note that descriptive survey research is intended to produce statistical information about aspects of respondents. The researcher used a mixed method approach to the study to obtain both qualitative and Quantitative information from the respondents. This became cost effective and feasible in terms of time. According to Baxter & Jack (2008), a qualitative study is a way of going about a

research that allows the researcher to explore a specific phenomenon within the bound of a specific context using various data sources.

Criteria for descriptive survey design as used in the study	Relevance to this Research
1. How and why questions are being asked	The research being conducted is being guided by the following research questions: How do the youth in the colleges in Eldoret use social media in their daily lives? Why do the youth in Kenya prefer social media as a means of communication as opposed to face to face communication?
2. The investigator has little control over events	Social media use and CMC in general have no governed rules or legislature. The researcher indeed has no way of influencing the choice of communication medium preferred or the reach social media has on our colleges
3. The focus is on a contemporary phenomenon within some real life context	Social networking sites, the earliest of which was started in 1977(Ellison & Boyd, 2008) qualify as a contemporary phenomenon not forgetting its recent applications in personal relationships. For this reason we get a real life context within which CMC and SNSs have numerous applications

Communication can be seen as an evolutionary process from the words of Kock (2004). He notes how communication has changed from the cave paintings, now to the newspapers we receive today regularly and further on to CMC. The researcher therefore seeks to uncover what ramifications this evolution has on traditional forms of communication and specifically face to face communication in institutions of higher learning.

3.3 Study Area

This study was carried out in Eldoret Town in UasinGishu County, Kenya. It is divided into 5 educational zones namely; Kapsoya, Chepkoilel, Pioneer, Kapyemit and Kibulgeny (M.E.O. Office-Eldoret, 2013). Eldoret is located about 300km North West of Nairobi on the Trans-African Highway and 65km north of the Equator. Currently, it is the fifth largest town in Kenya. Being the administrative centre of Eldoret West, East and Wareng (formally UasinGishu) District, it is a major business hub in Western Kenya and particularly the North-Rift Valley region. The elevation of Eldoret varies from 2100 meters above sea level to 2700 metres, with an average temperature of 20 degrees centigrade and rainfall of 1,124mm per annum. Eldoret town measures about 147 square km. The main economic activities include agriculture (in particular maize & wheat) and horticulture (flowers, french beans, snow peas, and passion fruit). The town is also home to industries like textiles, food processing, steel mills, timber paper manufacturing. In addition, Eldoret has numerous light and major industries and vibrant, fast growing activities such as banking, telecommunication and hospitality. Eldoret become a major education hub boasting of Moi University, Moi Teaching & Referral Hospital (Kenya's second medical school),

Eldoret Polytechnic and several tertiary and middle level colleges. The study area was selected because no similar study had been done in the area.

3.4 Target Population

A population is the entire group of individuals, events or objects having common observable characteristics. A target population is that population to which a researcher wants to generalize the results of a study (Kothari, 2004; Oso and Onen, 2005). In this study, the target population consisted of all students in Universities and colleges within Eldoret. Eldoret town has a total of 43 public and private universities and colleges (M.E.O's office - Eldoret, 2013). The target population was therefore all the students in the 43 public and private Universities and colleges constituting about 50000 students.

3.5 Sample Design

Sampling is the process of selecting a sub-set of cases in order to draw conclusions about the entire set. A sample is a small part of a large population, which is thought to be representative of a larger population. Any statements made about the sample should be true for the entire population. According to Cohen (2003), determinants such as expense, time and accessibility frequently prevent researchers from gaining information from the entire population, therefore there is need to obtain a smaller group or subset of the total population in such a way that is representative of the total population under study.

For the purpose of this study, the institutions were stratified into two, as private and public. There are 32 private colleges and 11 public colleges in the municipality. To get the number of colleges to be selected for the study, the researcher used proportionate sampling. Therefore, out of a total of 5 colleges that participated in the study, 3 were

private colleges while 2 public colleges. Stratified random sampling technique was used because it allows for desired representation from various sub groups in the target population. The five institutions formed the strata for sampling. Proportionate stratified random sampling ensured that all the institutions are equally represented in the sample. Simple random sampling was used to select 50 students from each of the selected colleges making a total of 250 respondents.

3.6 Research Instruments

A descriptive research requires data from new sources so as to keenly analyze the topic at hand. It is for this reason that we require primary data. Kothari (2004) defines primary data as data that has been collected for the first time and is therefore original in character. To acquire the necessary data the researcher plans to employ the following research instruments:

3.5.1 Questionnaires

A questionnaire is a research instrument that gathers data over a large sample (Kombo& Tromp, 2006). The questionnaires that were used in this research consist of structured and unstructured questions. Structured questions are easier to analyze, easier to administer because each item is followed by alternative answers. They are also economical to use in terms of time and money. However, the responses are limited and respondents were compelled to answer questions according to the researcher's choice. Unstructured or open-ended questions on the other hand refer to those questions that give the respondent complete freedom of response. This permits a respondent to respond in his/her own way. Respondents give insight into their feelings, background, hidden motivation, interest and decisions (Mugenda and

Mugenda, 2003). However, there is a tendency to provide information that did not answer the stipulated research questions or objectives. There is also difficulty in categorizing responses and hence difficulty in analysing quantitatively.

3.5.2 Interview Schedules

This is an oral administration of questions which involves a face-to-face interaction. Kothari (2004) observes that interview schedules are particularly suitable for intensive investigation. Some of the advantages of using interview are that the researcher will obtain more information in greater depth. Further, personal information as well as supplementary information about the respondent's personal characteristics is easy to get through an interview. Interviews enable the researcher to get in depth information and required data through the use of probing questions. They also guard against confusing questions because of clarifying them. Interviews are flexible, take care of sensitive remarks and have high rate of response. They are however, disadvantageous in that they are expensive to administer, they can be abused, time consuming, and cannot be used effectively if the population target is too big. The researcher conducted personal interviews with the students in order to dig deeper and collect data that surpassed just the structured questions put forth in the questionnaire. The researcher used an interview schedule for the purpose of obtaining qualitative data from the respondents and will use a highly standardized technique of recording the response for easier analysis.

3.5.3 Focus Group Discussions

A focus group is an organized discussion - though structured in a flexible way - of between 6 and 12 participants. It usually lasts one or two hours and provides the

opportunity for all the respondents to participate and to give their opinions. Dominant and submissive relationships which develop within the group, as well as side conversations, can be controlled. Smaller groups and those with a narrower range of characteristics tend to be more coherent and interactive. Finally, focus groups rely on discussion between participants about the topics presented, and group members may influence each other by responding to ideas and comments that arise during the discussion. There is no pressure on the moderator, however, to have the group reach consensus because there is no right or wrong answer unless the respondents are influenced biasedly. This study adopted the focus group discussion with the students in their second year of study to allow them to discuss on important areas of research. The focus group discussion was designed specifically to generate views as to which is the most preferred platform of communication among college students, social media or face to face communication.

3.5.4 Reliability of the Instruments

Reliability of this research is to ensure that the consistency of this research measurement or the degree to which the questionnaires as a measure of an instrument, measures the same way each time it is used under the same condition with the same subjects. A measure is considered reliable if a research's finding on the split-halves are the same. Reliability ensures that there is precision with which data is collected. If the same results are gained time after time, no matter how many times you conduct a piece of research, this suggests that the data collected is reliable (Mugenda & Mugenda, 2003). To ensure the reliability of the questionnaire, a pilot study was carried out with the university students of Nakuru municipality. According to Nachimias & Nachimias (1992), a Pearson's product moment correlation coefficient of about 0.8 is considered high enough to judge the instruments as reliable.

3.5.5 Validity of the Instruments

A valid instrument contains content that is relevant to the study; validity is thus the degree to which results obtained from an analysis of the data actually represent the phenomenon under study (Mugenda & Mugenda, 2003). Levy *et al* (1999) asserts that validity is the degree to which an instrument measures what it is supposed to measure. Kothari (2004) further notes that a test is said to be valid if it measures what it is designed to do. To ascertain validity of the questionnaire the researcher will consult experts and experienced personnel in the research methodology to make criticism and comments on the format of the instruments. Their comments were incorporated in the questionnaires before the final administration of the instruments on the participants of the study.

3.7 Data Collection

This refers to the collection or gathering of information to serve or prove some facts (Kombo & Tromp, 2006). It involves the real process of going to the field to get the required information from the selected population. The researcher got an introductory letter from the Dean School Human resource to enable her get a research permit from National Council for Science and Technology (NCST) before proceeding to the field, to enable him collect data. On the actual dates of the study, the researcher visited the selected colleges to conduct the research. The questionnaires were issued to sampled students and some questionnaires were collected on the same day while others were collected later. This allowed more time to enable proper completion of the questionnaires.

3.8 Ethical Issues in Data Collection

The researcher considered the fact that participation in research is voluntary. This is why the researcher took time to explain to the respondents the importance of the study and therefore request the respondents to participate in the study by giving information relevant to the study. All respondents involved in the study were assured of the confidentiality of the information they gave. The researcher informed them that their names are not required on the questionnaires.

3.9 Data Analysis

Kombo & Tromp (2006) define data analysis as the examination of the coded data critically and making inferences. In the study, data was organized, presented, analysed and interpreted using descriptive statistical techniques. According to Mugenda & Mugenda (2003), descriptive statistics includes the statistical procedures that produce indices that summarize data and describes the sample. To analyze the data, frequency distributions of the responses was constructed. Thereafter, the data was analysed using the Statistical Package for Social Sciences (SPSS).

CHAPTER FOUR

ANALYSIS, PRESENTATION AND INTERPRETATION OF DATA

4.1 Introduction

This chapter deals with data analysis, presentation, interpretation and discussion of the research findings. In the first section, descriptive statistics are used to provide background information of the respondents who participated in this study. The second section presents the analysis of the responses to the specific objectives of the study as provided by the respondents in the questionnaires and interview schedule. The purpose of this study was to investigate into the influence of facebook on face to face communication among college students of selected colleges in Eldoret.

4.2 Respondents' General Information

The study first started by collecting the general characteristics of the respondents. It was vital to find out the demographic characteristics of the respondents so that the researcher can determine whether the data collected in any way affects the overall objectives of the study.

4.1.1 Gender Distribution

The study sought to find out the gender distribution of the respondents. The research showed an imbalance in the gender representation of respondents; 57.6% were female while 42.4% were male as represented in figure 4.1. The imbalance is however not in any way expected to sway the findings of this research because social media is a unisex platform and experiences of social media users are highly unlikely to be gender biased. Furthermore, the questions asked relied on the opinions and perceptions of the respondents and the questions asked were not gender sensitive.

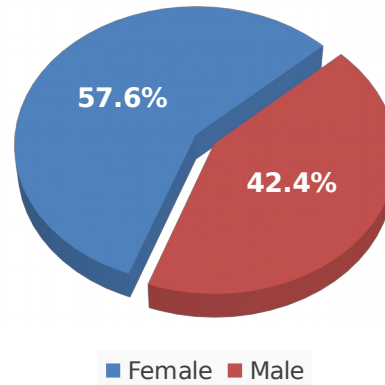


Figure 4.1: Gender Distribution of the Respondents

4.1.2 Age

The respondents were asked to share their age for purposes of the study. As shown in figure 4.2, 73.6% of the respondents were aged between 21-30 years, 18.5% were 18-20 years, 4.5% were 40 years and above and 3.4% of them were aged between 31-40 years. The revelation was that the research targeted students in their later years of study and this was significant in that their opinions are more seasoned and the candid responses are expected.

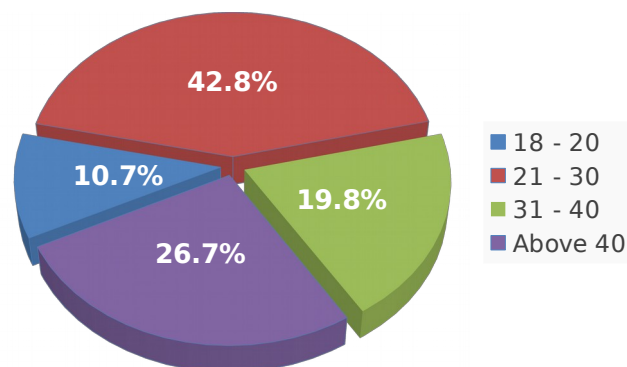


Figure 4.2: Age Distribution of the Respondents

4.1.3 Current Level of Study

The study also analysed responses regarding the current level of study of the respondents. Majority of the respondents were in their third year of study, representing 38.4% of all the respondents. 32.4% were in their second year of study 18.0% were in first year while the fourth years and fifth years were only 5.2% and 2.4% of the respondents respectively. The study also sought to seek the opinion of postgraduate students who represented 3.6% of all the respondents. This distribution, represented in figure 4.3 though uneven, was key to this research as it improved the reliability of this study because most social media users are aged between 18 and 30years who are in their prime years of study.

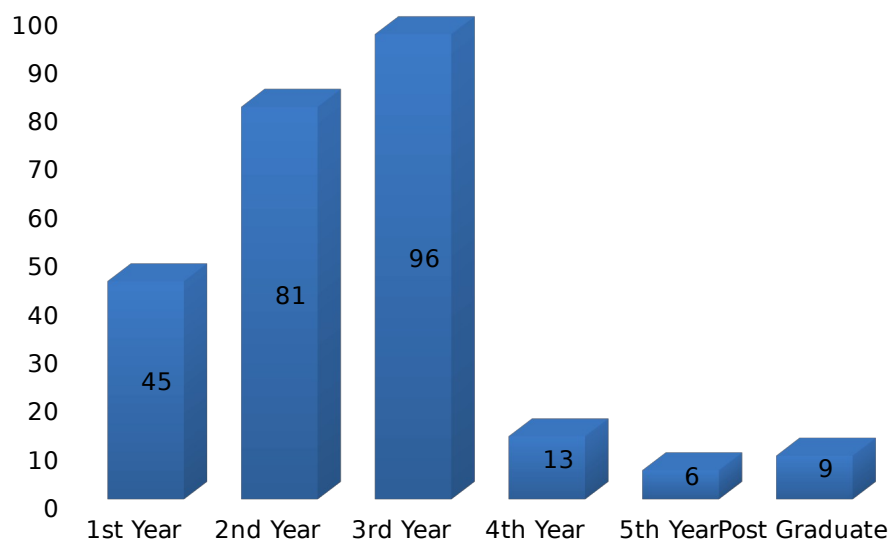


Figure 4.3: Current Year of Study of the Respondents

4.1.4 Social Media Users

The study also sought to find out from the respondents whether they were active social media users and their responses were summarized in figure 4.4. The study revealed that majority of the respondents were active social media users, 92.1% of them, while 7.9% were not.

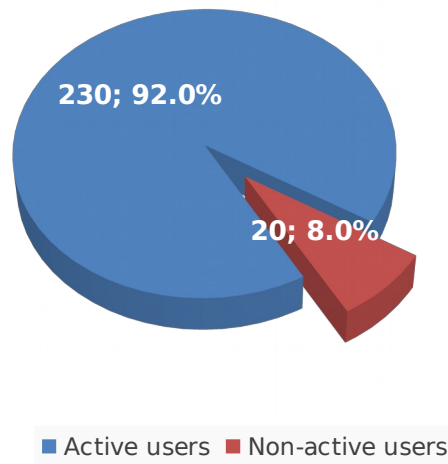
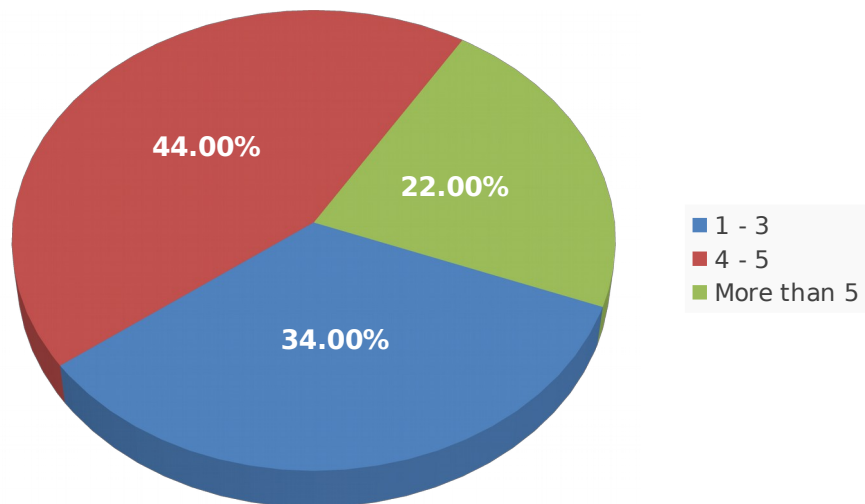


Figure 4.4: Social Media Use



The respondents were also asked to ascertain how many social media sites they

had joined. Figure 4.5 shows that 34% of the respondents were members of between 1 and 3 social networking sites, 44% had joined 4 to 5 social networking sites and 22% had joined more than 5.

Figure 4.5: Number of Social Media Sites Joined

The respondents were asked how many hours they spent on social media on every day which were summarised in Figure 4.6. 59.6% said they spend 2-5 hours a day on the computer, 21.6% said they spend 5-10 hours, 16.4% said they spend only 1 hour on the computer while only 1.4% said they spend more than 10 hours. This is in conformity Ofcom (2008) which revealed that 51% of internet users are likely to visit social network sites daily.

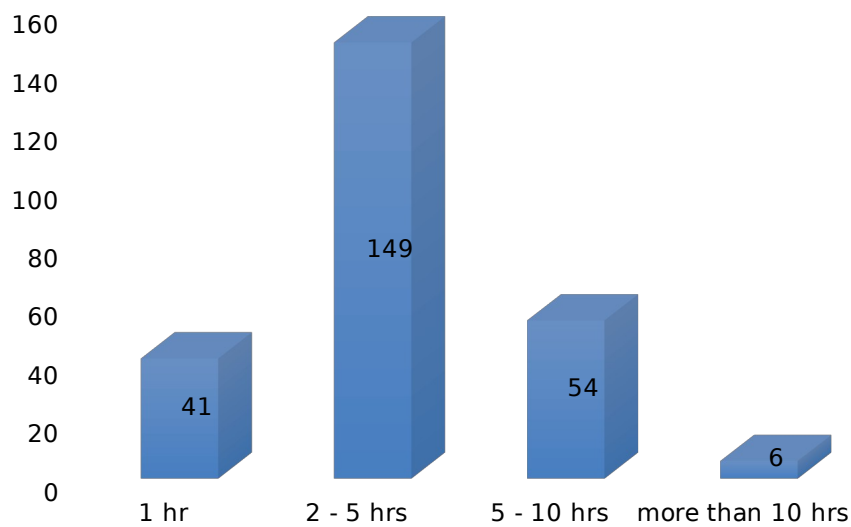


Figure 4.6:
Frequency of Social Media Use Each Day
The

researcher went a step further and the respondents the approximate number of friends they had on social media. Figure 4.7 revealed that 12% of the respondents had fewer than 100 friends, 30% had friends ranging between 100 and 400. Majority of the respondents, 42%, had friends ranging from 400-800, 10% of them had 800 to 1000 friends and finally only 6% have over 1000 friends

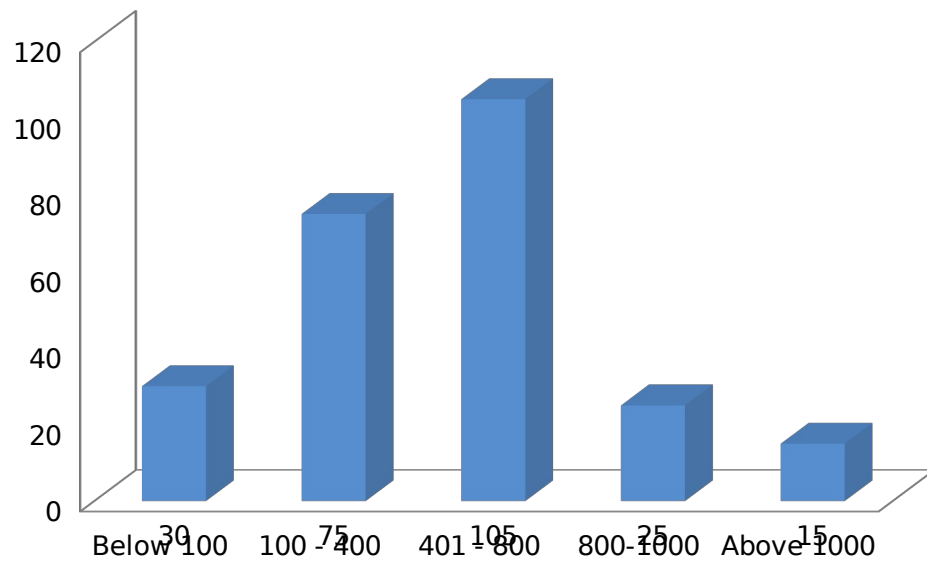


Figure 4.7: Number of Friends on Social Media

4.3 Benefits of Social Media use among College Students to their Academic Development

The study also sought to find out the benefits that social media use has on the academic development of the college students. The findings summarised in table 4.1 show the opinion of the respondents. The respondents were asked to share their opinion based on the following criteria, Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD) and the following were the responses. When asked whether social media offers a suitable platform for academic discussions among their peers, 52% were in agreement -either agreed or strongly agreed, whereas 46% stated otherwise and only 2% were undecided. The findings also showed 45% of the respondents held the opinion that social networking sites offer a suitable platform for sharing academic content while 48% held a contrary view and 7% seemed to be undecided. When asked also whether social media offers suitable platform for interacting with academic experts who are hard to reach due to geographical barriers, a whopping 75% either agreed or strongly agreed, 22% either disagreed or strongly disagreed and only 3% were undecided. 71% of the respondents also held the view

that social media is an essential communication tool for students who are undertaking their studies online while 24% held an opposite opinion and 5% of the respondents were undecided. The respondents were also asked whether they feel that integration of social media in institutions of higher learning the academic content being taught in schools and 57% either agreed or strongly agreed, 36% either disagreed or strongly disagreed while the rest 7% were undecided.

Table 4.1: Benefits of Social Media to the Academic Development of College Students

	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total %
	F	%	F	%	F	%	F	%	F	%	
Social media offers a suitable platform for academic discussions.	76	30.4	55	22.0	4	1.6	43	17.2	7	2.8	100.0
Social media makes it easy to share academic content.	72	28.8	41	16.4	17	6.8	56	22.4	6	2.4	100.0
Social media is beneficial in reaching out to and interacting with academic experts who are far away.	101	40.4	88	35.2	7	2.8	26	10.4	2	0.8	100.0
Social media is a necessary communication tool for students who are learning online.	79	31.6	99	39.6	12	4.8	36	14.4	2	0.8	100.0
Incorporation of social media in all institution of higher learning will enrich the academic content in schools.	67	26.8	77	30.8	17	6.8	33	13.2	5	2.0	100.0

In the quest to find out if social media offers a suitable platform for academic discussions among their peers in college, the findings showed that respondents held conflicting views that were of approximate equal frequency. The researcher resulted to perform a proportions test of hypothesis. The researcher also found confounding views about whether social media offers a suitable platform for sharing academic content which also necessitated a test of hypothesis. At 5% level of significance, the researcher investigated if the two findings had a significant difference or if they had equal weight.

H^a_0 Social Media does not offer Conflicting views as a platform for holding academic discussion

H^b_0 Social Media is not the highly preferred medium for sharing academic content

The critical value for a one-tailed test at 5% level of significance is 1.65. The hypothesis test findings are presented in table 4.2 below. In both instances the calculated value is less than the critical value which gives sufficient evidence to accept the null hypothesis.

Table 4.2: Test of Hypothesis

	Calculated value	Critical value
Hypothesis a	0.94	1.65
Hypothesis b	0.46	1.65

The researcher also noted some unique responses from some of the students while conducting interviews. Some of the respondents showed that social media has helped them further their academic interest during instances when face to face communication is not viable.

Interviewer: *In which instances has social media been extremely useful in your academic journey in campus?*

Respondent 11: *Once while I was in second year, I got extremely sick and was bed ridden for 2 weeks, as per the doctor's orders. My best-friend "skyped" to me all the lectures and I never missed anything.*

Interviewer: *So if Skype didn't exist you would have missed out on that learning opportunity?*

Respondent11: *No, I would just have copied all the notes but Skype helped me get the first hand information from the lecturer just like all my other colleagues.*

The researcher also noted that most of the respondents held opposite views about social media and its incorporation into learning activities, with only a small margin between their views. This was made clear when some respondents shared their opinion during the interviews. One of the respondents said *"...the challenge faced is that we are all not using similar technological equipment. Some like me have basic mobile phones that can only access the basic social media sites making it harder to communicate with someone from my class who is used to using advanced social media tools like Instagram and Skype."* Yet another respondent held the view that social media could be hard to incorporate in a classroom due to economic constraints- *"...getting bundles is quite tricky and to maintain interactions on social media bundles are a necessity..."*The researcher also found out that students like social media because they can easily pass their examinations, as students confirmed that they can easily share and distribute questions and answers.

Apart from educational purposes, majority of them alluded that social media is for fun, politicking, networking, blogging, online businesses, dating and that social networking sites provides first hand information on the current affairs and events.

However they confirmed the negative effects include: addiction which can cause depression since the depressed students will seek it for gratification purposes causing them to be further withdrawn, radicalisation, pornography, strange dating and possibility of meeting sexual predators disguising themselves as honest lovers, propaganda, and poor ethics governing its use.

4.4 Effects of Social Media on Face to Face Interactions

The research mainly sought out to find out whether the social media is in any way compromising face to face interactions among college students in Eldoret. For purposes of trying to establish whether there is a struggle between social media use and face to face communication, the respondents were asked a series of questions which are summarised in table 4.3. The respondents were asked to share their opinion based on the following criteria, Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD) and the following were the responses.

Table 4.3: Social Media Versus Face to Face Interactions

	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total %
	F	%	F	%	F	%	F	%	F	%	
	Social media sites are here to replace all face to face interactions.	6	2.4	11	4.4	33	13.2	99	39.6	101	
Social media interactions are of better quality than face to face interactions.	61	24.4	89	35.6	27	10.8	29	11.6	44	17.6	100.0
Social ties are better formed online through social media sites as opposed to face to face.	84	33.6	57	22.8	20	8.0	41	16.4	48	19.2	100.0
Social media interactions are less expensive compared to face to face communication.	53	21.2	51	20.4	38	15.2	60	24.0	48	19.2	100.0
Social media use inhibits oral skills developed through face to face communication like speech.	33	13.2	68	27.2	24	9.6	46	18.4	79	31.6	100.0

The respondents were asked to share their opinion on whether social media is here to replace all face to face interactions, 80% of the respondents disagreed with that line of thought while 13% were undecided and a mere 7% either agreed or strongly agreed with that statement. The researcher then followed to ask the respondents their views on whether the quality of interactions whilst on social media is better than that engaged face to face and 60% either agreed or strongly agreed, 29% either disagreed or strongly disagreed and 11% were undecided. 56% of the respondents held the view

that social ties are better created online whilst on social media as opposed to face to face while 46% held a contrary view and 8% were undecided. When the respondents were asked whether social media interactions are less expensive when compared to face to face communication, 42% either agreed or strongly agreed, 43% on the other hand either disagreed or strongly disagreed while the rest 15% were undecided. Table 4.2 finally show that 50% of the respondents either disagree or strongly disagree with the view that social media use inhibits or compromises oral skills developed through face to face interactions while 40% hold a contrasting view and 10% were undecided.

Majority of the respondents disagreed to the fact that social media has an effect on face to face communication. This is attributed by the students claiming that fact that social media does not make them anti social on the contrary, it enhances their ability to socialize

4.5 The Preferred Method of Communication among College Students Around Eldoret

The research also utilized a focus group discussion as a data collection tool. The major aim of the focus group discussion was to gather several opinions from college students concerning their preferred method of communication. That is whether they prefer communicating through social media or face to face. The respondents were first asked to give their preferred medium of communication and their views were summarised in figure 4.7 below. The outcome showed that 73.4% of the respondents preferred social media as a medium of communication while 37.2% cited to prefer face to face communication.

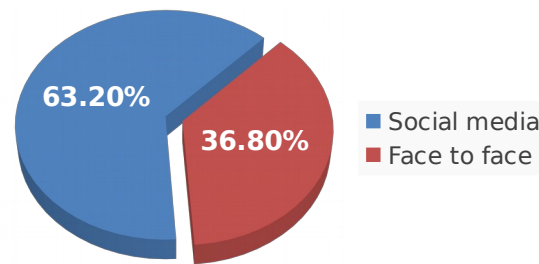


Figure 4.8: Preferred Mode of Communication

The study went further to investigate the reasons behind selecting either social media or face to face when communicating with their peers. The respondents were engaged and guided through a series of topical discussions each citing their honest opinion. It was evident that the respondents had several key issues to raise that were not captured in the questionnaire. The findings of the focus group discussion showed some mixed feelings towards the preferred mode of communication among college students in Eldoret.

Although social media and other online social networking sites alike were the preferred medium of communication among college students, this was not without some flaws to the communication process and quality of communication as a whole. During the proceedings of the focus group discussion one of the respondents highlighted, “...*whenever we plan to for study sessions on WhatsApp, at critical times when physical availability is constrained due to time, the discussions end up deviating. At some point we start discussing social events and move away from the main agenda.*” This view gained support from most of the respondents in attendance. The other view that gained outstanding support from the respondents in attendance was that social media has disparities of its own owing to technological development. Modern technology comes with advancements in the online arena making college

students who are economically well up to have a higher communication advantage compared to the rest. However, the general feeling of the focus group discussion was that online communication is still the most preferred mode of communication among college students in Eldoret. They prefer social media because it is cheap, efficient and effective mode of communication anytime and for this reason most of the students who are addicted to social media see it as a basic need, they can't do without a smart phone.

4.6 Summary

This research, contrary to the findings of other researchers, found out that social media does not in any way affect the oral skills developed through face to face interactions. The findings of Drago (2015) hold quite the opposite perception with most of the respondents in agreement that social media contributes overwhelmingly to the degradation of communication skills. However, there are several factors in consideration that may explain the difference in these findings. Primarily, English is not the first or second language for most Kenyans. It is therefore not uncommon to find out that there are countries where social media is seen to destroy language and communication skills, this research revealed quite the opposite. Eke, Omekwu & Odoh (2014) also found out that a large proportion of their respondents believed that social media is essential in building literacy skills such as reading and writing in African countries.

There is supportive evidence suggesting that integration of social media in institutions of higher learning will enhance the whole learning experience. Eke, Omekwu & Odoh (2014) found out that SNSs help to promote research, support peer to peer learning and enhance online learning. That together with the findings of this research may not

be so farfetched. Coffin & Lyle (2014) suggest that social media has found increasingly newer applications in the classrooms. Most college students use social media to contact their instructors in addition to offering a suitable platform for academic discussions (Mcloughlin & Lee, 2010). Junco (2012) also found out that students found favour in lecturers who preferred social media for learning a opposed to the regular classroom.

This research also found added support for the view that social interactions are easily formed and maintained via social media. This would analytically be viewed as contradictory to the findings that social media is not here to replace face to face interactions. Young (2009) however, shows that over 90% of the interactions created online are first of all initiated face to face. This therefore shows coexistence between social media and face to face communication.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study sought to investigate the influence of social media on face to face interactions among the college students in Eldoret. This chapter presents a summary of the findings of this research study and derives a conclusion based on the findings from the data collected. Finally, this chapter makes recommendations on possible areas for further research.

5.2 Discussion

The problem statement of this research clearly outlined that there is need to find out how computer mediated communication in any way affects the traditional paradigms of communication. This research had one major objective. This was to assess the influence social media has on face to face communication among college students. For purposes of achieving this main objective, the researcher had to breakdown the major objective into three parts.

- i.** To investigate whether social media use among college students is beneficial to their education development.
- ii.** To find out the effects social media has on face to face interactions.
- iii.** To determine the preferred method of communication among college students around Eldoret.

In reference to the first objective, this research showed that social networking sites are quite beneficial to the general academic development of college students. This was contrary to the findings of Abdulahi, Samadi & Gharlegghi (2014). Their paper showed that social media use is strongly negatively correlated to academic performance among other factors like health, privacy and security. Social media has proven to be

beneficial in accessing academic content beyond the physical educational setting in colleges at present and the benefits of social media as described by Collins *et al* (2011) are in agreement. College students are able to reach and converse with academic experts from all over the world globe because social networking sites help to mediate the geographical constraints. Furthermore, most colleges and universities are now integrating e-learning platforms as part of their teaching techniques. It is therefore justifiable that social media should be included in the learning process as well so as to create a virtual but social learning environment.

The test of hypothesis conducted however revealed some mixed feelings among college students towards incorporation of social media in the learning curriculum on a full time basis. Economic constraints could be one of the reasons that warrant the findings of the hypothesis test. Integrating social media in the learning environment will require students to be online throughout the day. This means they will incur high internet charges if the school is unable to provide reliable internet connections.

The research also showed that social media has outstanding influences on our everyday life. Although social media cuts across almost all spheres of our society today, it was in agreement that it does not in any way mean to replace face to face interactions. The evidence collected from this research further goes ahead to contend that frequent use of social media does not affect oral skills honed through face to face communication even though this was quite the opposite of what the researcher had anticipated. This was also contrary to the findings of Brown (2013) which showed that greater affinity to technology aided communication showed strong correlation with poor social skills. The views of Ellison *et al* (2007) also seem to be echoed in this research. Social networking sites like *facebook* and *twitter* are useful in forming

and maintaining social ties in colleges as well as strengthening alumni ties years after graduating from college.

Above all the research discovered that social media was the preferred method of communication among college students in Eldoret. The reason for this preference could not exactly attribute to the cost of communication because it was inconclusive whether social media is less expensive compared to face to face communication.

5.3 Conclusion

Researchers all over the world are constantly trying to find out what role social media has on our communications system today. The baffling revelation is that there are different findings recorded depending on the location the study was conducted and the actual severity of social media use. This research specifically set out to gather knowledge on the influence social media has on face to face communication among college students in Eldoret. Existing literature suggests that this topic on computer mediated communication is a volatile topic. There is little evidence out there to come up with any conclusive trend. Hopefully this research will add to the existing knowledge gap and add some bit of insights to the whole topic.

This research has shown that social media and computer mediated communication has a role to play in the academic arena. Unlike all other forms of communication, CMC is the only form of communication that comes close to have features that develop social ties as easily as face to face communication. Although it is not clear how the dynamics of incorporating this new form of communication in institutions of higher learning will come into play, this study has proven that the process of integrating social media and other CMC technology that may come up in future will not receive any hurdles from college students.

This research was based on a real life problem affecting the Kenyan youth. Self-expression in both written and oral form is wanting, starting from the tender age of fourteen. At some point, poor performance in English among students who sat for Kenya's national exams was attributed to constant computer mediated communication. The research was therefore geared in a way to find out the truth behind this problem. The findings of this research however found no basis to lay the blame of poor literacy skills among our youth on social media. This research was however based on evidence collected from sample of college students who are quite developed intellectually. Therefore, it does not give sufficient basis to draw the conclusion that social media is not linked to poor performance in English in both primary and secondary school.

In summary, it the research was quite a success in its bid to meet the objectives it had earlier set. When investigating the influence social media has in the classroom setting where face to face communication is highly prevalent, the collected evidence showed that proper utilisation of social media will have positive results to the whole process a whole. The research however did show that before making that tremendous decision to incorporate social media in the learning environment there are guidelines that need to be met because social media has very many uses some of which could be doing more harm than good in the classroom.

5.4 Recommendation

The main reason behind any research is to try and fill an existing knowledge gap. This research did exactly that by initiating a search into how the youth generation is likely to be affected by computer mediated communication (CMC) and whether CMC has a place in our education system. This study was the first of its kind and this field of study requires more researchers and investigators alike to dig deeper. If

social media is to be incorporated successfully into our education system without all the negative effects, more still needs to be done. It is for this reason that the researcher gave the following recommendations.

To College Students

Students enrolled in colleges are encouraged to take advantage of beneficial aspects of social media and integrating them in the classrooms while studying. Even though social media was primarily created to allow socializing with people from across the globe and sharing social content like images and funny videos, using the same platform to share academic content and holding academic discussions show ingenuity that surpasses the initial intentions of the developers.

To Other Researchers

This research also opens up an avenue that allows other researchers to venture further. Researchers ought to investigate the features of CMC and social media in particular that can be exploited to simulate a virtual classroom. Another key area of knowledge that is not sufficiently tapped is whether there is any correlation between social media use and poor performance in both primary and secondary national examinations.

Educational Institutions

Educational institutions should strive to provide education on the effects of social media addiction on face to face communication and importance of time management since they are to embrace digital programmes in school.

Parents

The parents should be encouraged to continually check the progress of their children by calling them and even talking verbally and encourage them to utilise social media platforms well as well as appreciate the natural face to face communication.

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APPENDICES

APPENDIX A

RESEARCHER'S INTRODUCTION LETTER

Dear Respondent

I am seeking your assistance in the completion of the attached questionnaire. I am a Master in Communication Studies student and am conducting research on “Influence of social media on face to face communication among college students a study of selected colleges in Eldoret. This research is conducted to comply with the requirements of the master’s degree programme.

Any information that you provide will be used purely for academic purpose and will be treated with the utmost confidentiality. Please tick the appropriate box or fill in the blank spaces of the questionnaire with the appropriate information.

I would appreciate it if you complete the questionnaire and make it available for collection at the issue desk of your college library.

Thank you.

Karen Jepngetich.

APPENDIX B

QUESTIONNAIRES FOR STUDENTS

This Questionnaire seeks to find out the Influence Social Media has on Face to Face Communication

Kindly answer all items in the questionnaire as honest as possible. There are **NO** rights or wrong answers. You are humbly requested to indicate your choice according to what you think and feel to be true. The answers you give are 100% confidential.

Tick/Mark whichever answer is applicable in the check box.

(e.g. Gender M F)

SECTION I: Background Information of the Students [Tick whichever is applicable]

1. Gender

<input type="checkbox"/> Male	<input type="checkbox"/> Female	
-------------------------------	---------------------------------	--
2. Age

<input type="checkbox"/> 18 - 20 years	<input type="checkbox"/> 21 - 30 years] bracket
<input type="checkbox"/> 31 - 40 years	<input type="checkbox"/> above 40 years	
3. College enrolled to:

,,,
4. Year

<input type="checkbox"/> First year	<input type="checkbox"/> Second year] of study
<input type="checkbox"/> Third year	<input type="checkbox"/> Fourth year	
<input type="checkbox"/> Fifth year	<input type="checkbox"/> Post graduate	
5. a) Are you an active member of any social media site?

<input type="checkbox"/> YES	<input type="checkbox"/> NO
------------------------------	-----------------------------

b) If yes

- i. How many social media social media sites are you a member of?

1-3 4-5 more than 5

- ii. How many hours in a day do you find yourself logged on to that/those social media site(s)?

1 hour 2-5 hours 5-10 hours more than 5 hours

- iii. How many friends/followers do you have on your profile?

Below 100 101 - 400 401 - 800

800 - 1000 Above 1000

6. **(Optional)** Which type of Language do you prefer using whilst interacting on Social media?

Formal Informal

SECTION II: Benefits of Social Media to Academic Development

7. Please give your opinion on the following statements by marking the appropriate check box.

		Strongly Agree	Agree	Not Certain	Disagree	Strongly Disagree
1	Social media sites are here to replace all face to face interactions.					
2	Social media interactions are of better quality than face to face interactions.					
3	Social ties are better formed online through social media sites as opposed to face to face.					
4	Social media interactions are less expensive compared to face to face communication.					
5	Social media use inhibits oral skills developed through face to face communication like speech.					

- 8. Please describe an instance where you found Social Media to be helpful to your College Education.

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SECTION III: Ramifications of Social Media on Face to Face Interactions

- 9. List any advantages that you may know of that you feel Social Media offers that institutions of higher learning may use to compliment learning.

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10. Please give your opinion on the following statements by marking the appropriate check box.

		Strongly Agree	Agree	Not Certain	Disagree	Strongly Disagree
1	Social media offers a suitable platform for academic discussions.					
2	Social media makes it easy to share academic content.					
3	Social media is beneficial in reaching out to and interacting with academic experts who are far away.					
4	Social media is a necessary communication tool for students who are learning online.					
5	Incorporation of social media in all institutions of higher learning will enrich the academic content in schools.					

APPENDIX C


FOCUS GROUP DISCUSSION

DISCUSSION GUIDELINES

1. By a show of hand how many of you prefer communicating via Social Media as opposed to Face to Face.
2. Social media interactions are limited by socio-economic status. Discuss.
3. Social media engagement should only be left for social interactions.
4. Proper utilization of the features social media has to offer could be useful in learning activities of colleges.
5. Social status portrayed on social media may hinder healthy academic discussions.

APPENDIX D: RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
 Mobile: 0713 788 787, 0735 404 245
 Fax: 254-020-2213215
 When replying please quote
 secretary@ncst.go.ke

P.O. Box 30623-00100
 NAIROBI-KENYA
 Website: www.ncst.go.ke

Our Ref: **NCST/RCD/13/013/18** Date: **4th April 2013**

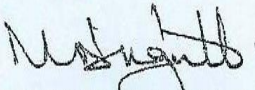
Karen Jepng'etich
 Moi University
 P.O.Box 3900-30100
 Eldoret.

RE: RESEARCH AUTHORIZATION

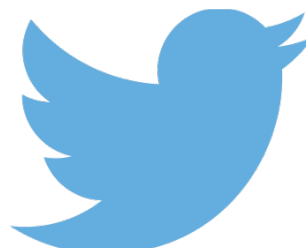
Following your application dated 26th March 2013 for authority to carry out research on "*The influence of facebook on face to face communication among college students: A case study of selected colleges in Eldoret municipality*" I am pleased to inform you that you have been authorized to undertake research in Uasin Gishu County for a period ending 30th September 2013.

You are advised to report to the County Commissioner, County Director of Education, Uasin Gishu County and Principals of Selected Colleges before embarking on the research project.

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



DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY



tumblr.



Instagram

