INFLUENCE OF INTERNET TECHNOLOGIES USE ON SOCIALIZATION AMONG THE YOUTH: A CASE OF UNDERGRADUATE STUDENTS AT UNIVERSITY OF NAIROBI -MAIN CAMPUS

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A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF DEGREE IN MASTERS OF ARTS IN PROJECT PLANNING AND MANAGEMENT OF THE UNIVERSITY OF NAIROBI

2015
DECLARATION

This research project report is my original work and has not been submitted to any other college or university for academic credit.

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L50/82412/2012

This research project report has been submitted for examination purposes with my approval as the university supervisor.

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DEDICATION

To my lifetime friend and confidant Ms. Njeri Manga, who has been supportive and very encouraging; I dedicate this piece of literary work to you for all the care, love and support you have ever given me. I would like to also extend my gratitude to my family for their continued support- my mother Mrs. Anna Seboru, my sister Dafrosa and brother Arizuma.
ACKNOWLEDGEMENTS

I would like to thank my supervisor Mr. James Kiige lecturer from University of Nairobi School of Continuing and Distance Education for the guidance accorded to me throughout the project. I would also like to thank Ann Mukono my project assistant for the help extended in the course of this project. Special thanks goes to University of Nairobi and more specifically to the School of continuing and Distance Education whose assistance made my academic life comfortable and fulfilling during my studies at the University of Nairobi.
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ABSTRACT

The youth are becoming more tech-savvy and more internet technologies are being introduced in hand held devices like mobile phones which they use daily. This research project report addressed the influence of internet technologies use on socialization among the youth taking the target population of the undergraduate students in the University of Nairobi Main campus. The objectives of the study were to establish the influence of internet use on purposes, forms and frequency of internet technologies use on socialization among the undergraduate students of University of Nairobi. For the study, there was an accessible population of 15,000. The Data was collected from a sample size of 384 undergraduate students in the Main campus. The data collection tool used was a questionnaire and the technique was stratified sampling. The data collected was analyzed by use of descriptive statistics. Statistical Package for Social Sciences (SPSS) was used to analyze the data. Frequency tables and percentages were used to present the data. Interpretation, discussion and recommendations have been drawn from the analyzed data. Results indicated that internet technologies use may have an effect on socialization. The findings uphold that internet technologies users spent more time socializing with friends. The mediums used by University of Nairobi students to access the internet technologies in order of preference were cell phones and smart devices, cyber cafes and university’s computers labs. The internet technologies most frequented by the undergraduate students were WhatsApp, Gmail or Yahoo mail, Gtalk, LinkedIn and Twitter. Relevant educational players may adopt the findings of the study. The findings may also be used as a basis for further research with the aim of exploiting use of internet technologies to pass more educational content to the students which could further enhance e-learning. Some of the recommendations are the University of Nairobi should exploit use of internet technologies to pass more educational content to the students which will further enhance e-learning.
CHAPTER ONE
INTRODUCTION

1.1: Background to the Study

The internet is a network of millions of computers that share and exchange information on a global scale. The internet grew out of the Advanced Research Projects Agency's Wide Area Network (then called ARPANET) established by the US Department Of Defense in 1960s for collaboration in military research among business and government laboratories. Some universities and other institutions within the US later connected to it resulting to ARPANET evolving into the ‘internet’.

The internet exerts increasingly more influence on our everyday life. Internet-based activities expand their reach beyond the economic and social fields. A growing number of Internet users spend their leisure time in the cyber community. Recent studies indicate that age is a more important variable than schooling or income in determining internet use (The Korea Economic Daily, 2004). Consequently, it is not surprising that (94.8%) of teenagers use the internet (Ministry of Information and Communication, 2005). This propensity suggests that teenagers may consider the cyber space as a real rather than virtual space. Wolpers and Mo (1997) recognized that the greater adoption and use of the internet can be traced to the 1990s, when it became globally and freely accessible to the public.

Initially the internet was used by scientists and university professors. This explained why educational institutions were early adopters of the internet (Defleur and Dennis, 2002). According to Mutula (2001), in educational institutions, the internet has become the preferred technology to improve instruction, communication between students, lecturers, students and their friends. Additionally internet has made contribution in enhancing distance education, raising productivity of both students and lecturers. Dawson (2005) added that the merits of the internet for academic work include: currency of online information sources, accessibility to multi-media resources and information not limited by distance or time constraints.

Information and Communication Technology (ICT) was identified as a necessity for sustainable developments around the world and indeed Kenya. Hence the reason why there have been
massive investments in the Information and Communication Technology sector with millions of Kenya shilling being invested in the laying of fiber optic cables and high speed internet to connect Kenya and the rest of the world as it is part and parcel of Vision 2030 of making Kenya an industrialized nation.

The internet is fast becoming a natural, background part of everyday life. In 2002, more than 600 million people worldwide had access to it (Manasian 2003). Children now grow up with the internet. They and future generations will take it for granted just as they now do television and the telephone (Turow and Kavanaugh 2003).

A study by Synovate Kenya in 2010, formally known as Steadman Group, aimed to establish internet usage trends in Kenya. The outcome report which is probably the first of its kind in Kenya identified the following key trends spanning over 4 million internet users in Kenya, as well as 18 million mobile subscribers. First off, Kenya now has an estimated 2 million plus registered users of the social network, Facebook. This euphoric migration to the networking site has translated to (79%) of Kenya’s internet users being members. The evident success and ease of use of social networking sites like Facebook and Twitter has endeared to new internet users in Kenya who prefer these particular sites over traditional email communication. Kenyan internet users nowadays spend an approximate 70 minutes online during each website visit which is comparable to the average time utilization on internet enabled mobile phones especially among the youth. This resulting trend has led to daily and weekly internet usage in Kenya doubling in the last two years whereas monthly internet usage has grown by over (80%) within the same period of time. The youth are evidently responsible for this astronomical growth in the data sector.

The main reason people use the internet is to communicate with other people over e-mail and the principal reason why people send e-mail messages to others is to maintain interpersonal relationships (Hampton and Wellman 2001, Howard et al. 2001, McKenna and Bargh 2000, Stafford et al. 1999). No one today disputes that the internet is likely to have a significant impact on social life; but there remains substantial disagreement as to the nature and value of this impact.
Internet Addiction Disorder (IAD) was identified two years ago by Ivan Goldberg, a New York City psychiatrist who coined the term "Internet Addiction Disorder." Goldberg said IAD is not a recognized medical addiction like alcoholism, but "more like an out-of-control behavior that threatens to overwhelm the addict's normal life." For instance, facebook users world over have been posting on many occasions personal details such as birth dates, telephone numbers and photos about their social lives on the website and which has been a boom for identity fraudsters. Hackers operating on social networks can easily create fake profiles and send friendship requests to unsuspecting users within their target groups. Some users have become victims of identity frauds, harassment, blackmail and lost money through various scams operated via the website.

Several scholars have contended that internet communication is an impoverished and sterile form of social exchange compared to traditional face-to-face interactions, and will therefore produce negative outcomes (loneliness and depression) for its users as well as weaken neighborhood and community ties. Media reporting on the effects of internet use over the years has consistently emphasized this negative view (McKenna and Bargh 2000) to the point that, as a result, a substantial minority of (mainly older) adults refuse to use the internet at all (Hafner 2003). A study by Brignall and Van Valey (2005) indicated that as individuals become more accustomed to interacting through the internet there will be negative consequences on their ability to communicate appropriately in face-to-face situations. On the other hand, other studies find a positive relationship between internet use and non-physical social engagement. Another study by Heitner (2002) found out that internet communication may be especially advantageous for shy, socially anxious, or marginalized youth, enabling them to practice social skills without the risks associated with face-to-face interactions. Additionally, a study by Lenhart et al. (2001) pointed that online communication may encourage some truthful exchanges. Others believe that the internet affords a new and different avenue of social interaction that enables groups and relationships to form that otherwise would not be able to, thereby increasing and enhancing socialization. In this context, socialization means interpersonal interaction among people aimed at forming friendship, meeting, and going out, hanging out, mingling, parting and getting entertained. It is also important to note that majority of these studies were done in
developed countries, however studies linking internet use and socialization may not have been carried out in Kenya.

1.2: Statement of the Problem
The primary focus of the study was to assess the influence of using internet technologies on the socialization among the youth. The use of the internet has increased over the years. As a result of this there has also been a decrease in face to face communication. Other challenges as a result of increase in the use of internet technologies in socialization include identity frauds, harassment and blackmail. None the less internet technologies have various benefits including an overflow of information on different subject areas across the globe, ease, speed and comfort in communication, improved efficiencies in business operations through web collaboration and a variety of entertainment portals. Internet technologies have definitely impacted how people socialize. However, much non-physical engagements are enjoyable. Use of internet technologies may have today decreased chances of face-to-face interactions and because there may be no systematic study on internet use and socialization carried out in Kenya especially among the youth, there is therefore need to establish the influence of using internet technologies on the socialization among the youth taking a case of University of Nairobi.

Worldwide, technology is now in use on a daily basis with the introduction of Facebook (Kim, 2005). A report by Kvavik and Caruso (2005) found that (62%) of students own a desktop computer, while (55%) own a laptop, (90%) own a cellular phone and (38%) own a music device. Although some research has shown the impact computer and electronic mail use has on student learning, little research has been conducted to explore the impact of various types of technology use, including instant chat, blogs and Facebook on student development. In addition, little has been done to explore the influence of internet technologies use on socialization based on gender and ethnicity

The general observation is that internet usage in Kenya is a recent phenomenon that has affected the way young people socialize. It is therefore imperative that a study be carried out to establish the influence use of internet technologies has on socialization among undergraduates in the University of Nairobi.
1.3: **Purpose of the Study**

The purpose of this study was to establish the influence of internet technologies use on socialization among undergraduate students of University of Nairobi.

1.4: **Objectives of the Study**

i. To establish the influence of internet technology forms of use on socialization among undergraduate students of University of Nairobi.

ii. To determine the influence of internet technologies purposes of use on socialization among undergraduate students of University of Nairobi.

iii. To determine the influence of frequent use of internet technologies on socialization among undergraduate students of University of Nairobi.

1.5: **Research Questions**

i. In what ways do the forms of use of internet technologies influence socialization among the undergraduate students of University of Nairobi?

ii. What is the influence of internet technologies purposes of use on socialization among the undergraduate students of University of Nairobi?

iii. In what way does the frequency of use of internet technologies influence socialization among the undergraduate students of University of Nairobi?

1.6: **Significance of the Study**

This research project served to provide the university educators with insight on the influence the use of internet technologies has on the socialization of the undergraduate students. The research project report also aimed at providing useful guidance to both the undergraduate students of the University of Nairobi and their guardians on the merits and demerits of socializing using internet technologies. The report also provided useful insight to other researchers and any other interested parties on forms of internet technologies and how they have been used by the youth in their day-to-day socialization.
1.8: Limitations of the Study
Lack of external funding for this research project was the major limitation for the research. This was overcome by the researcher using personal savings. There was also a limitation in getting full cooperation from all the respondents. This challenge was mitigated by the researcher guaranteeing the respondents of anonymity and confidentiality.

Accuracy of the finding was limited to the level of honesty observed by the respondents in responding to the questions put across. There were scenarios where the respondents were answering questions in a particular way to avoid giving out crucial and personal data. The findings may to an extent be generalized to universities but the same cannot be done for institutions of higher learning such as colleges, polytechnics and also secondary schools due to the difference there is in terms of operations and strategic education objectives of these institutions.

1.7: Delimitation of the Study
This study was on the influence of internet technologies use on the socialization among the youth, specifically youth in Kenya. The research targeted undergraduate respondents from the University of Nairobi found in the Main campus taking a degree in any field. The research targeted the University of Nairobi undergraduate students as they were predominantly youthful and accessible to the researcher for administering of the research tools.

1.9: Basic Assumptions of the Study
The researcher assumed that the ways in which the respondents socialize was influenced by personal factors and technological factors. The researcher assumed the validity test done on the data collection instrument in this case the questionnaire was adequate and was measuring the desired constructs. It was the assumption of the researcher that the respondent answered questions truthfully without bias.

1.10: Definition of Significant Terms used in the Study
For the purpose of this research project the following terms’ meaning is restricted to the definitions stated below:
**Cyber café** refers to a place which provides internet access to the public, usually for a fee. These businesses usually provide snacks and drinks, hence the café in the name. The fee for using a computer is usually charged as a time-based rate.

**Drop Box** refers to an online file storage service that is frequently used for file sharing and collaboration.

**Email** refers to Electronic mail, commonly called email or e-mail, which is a method of exchanging digital messages from an author to one or more recipients. Modern email operates across the internet or other computer networks.

**Google** refers to an internet search engine that is used to explore for information about someone or something on the Internet.

**Internet Technology Forms** refers to the medium in use during the process of conveying messages or accessing internet. In this study we consider WhatsApp, Skype, Gtalk, LinkedIn and Facebook.

**Gender** refers to a range of characteristics distinguishing between male and female, particularly in the cases of men and women and the masculine and feminine attributes assigned to them.

**Google** refers to an internet search engine that is used to explore for information about someone or something on the Internet.

**Influence** refers to the control, direction, supremacy, or capacity to have an effect on one’s character, development, or behavior of something as a result of using internet technologies.

**Information Technology** refers to the acquisition, processing, storage and dissemination of vocal, pictorial, textual and numerical information by a microelectronics-based combination of computing and telecommunications.
Internet refers to the Wide Area Network connecting millions of computers globally for the purpose of allowing people to access information contact each other and share information resources.

Internet technology refers to a global system of interconnected computer networks that use the standard internet protocol suite. It usually gives service to billions of users worldwide and it is comprised of millions of private, public as well as government networks.

Smart device refers to an electronic device, generally connected to other devices or networks via different protocols such as Bluetooth, NFC, Wi-Fi, 3G, etc., that can operate to some extent interactively and autonomously.

Socialization refers to a process of interpersonal interactions among individuals aiming at forming friendship that include meeting, going out, hanging out, mingling, parting and getting entertained.

Social engagement refers to the quality and number of interactions that an individual has with others on a regular basis.

Undergraduate refers to a student in a university or college who has not received a first, especially a bachelor's, degree or is a post-secondary student pursuing a Bachelor's degree.

Youth refers to someone between the ages of 19 and 35 years.

1.11: Summary
This chapter introduced the area under study and highlights the key objectives of the study that the researcher seeks to find out the influence of internet technologies use on the means of socialization among the undergraduates. This chapter highlights the specific objectives identified which includes forms of internet use, purposes of internet use, frequency of internet use and influence of personal factors on the frequency of internet technologies use and socialization among the undergraduate students of the University of Nairobi.
1.12: Organization of the Study

This research was divided into 5 chapters. Chapter one gave an introduction to the subject. Chapter two dealt with literature review on what previous researchers have found out in the area under research. Chapter three discussed the methodology that was used in the research. The target population, sampling procedures, methods of data collection and data analysis were discussed. Chapter four covered the presentation and analysis of the collected data while chapter five gave a summary of findings, conclusions and recommendations of the study.
CHAPTER TWO
LITERATURE REVIEW

2.1: Introduction
This chapter of the research project aims at reconnoitering the available literature and research done on use of internet technologies and its relation with socialization. It covered discussions on what the internet technologies are used for and the factors that influence the relationship between internet use and socialization. The study critically reviewed studies available under this area of study and a summary of the significant reviewed literature concluded the chapter.

2.1.1: Global use of the internet and its penetration

The internet has lots of information for almost anyone looking for some. It offers a wide range of benefits to many in the society. The internet has many publications being put up on a daily basis, which contain information on different subject area. Students worldwide use it as one of their primary sources for information in their learning. Compared to encyclopedias and traditional libraries, the internet represents a sudden and extreme decentralization of information and data (Hutchins, 2009). Over the years the internet technologies have continuously evolved. The most important aspect of the internet evolution however, is that its exponential growth allows it to ease and transform people’s life and increase their knowledge. Today’s needs and demands of society have taken over our time that feels it’s not enough for doing everything we need to be doing every day. The emergence of the internet came as a life saver for many tasks that would take days to complete before. The ability of computers to calculate instantly almost anything and the internet’s worldwide application databases has made tasks much easier and less time consuming in almost every industry on the planet. It is now even possible for one to store data on the internet through storage services offered by providers such as Google and Drop box. Storing information in the virtual space through cloud computing has become very common phenomena.

One of the most important benefits offered from the wide applications of the internet is communication. With the internet the distance between two parties has become a thing of the past. With instant chat and teleconferencing technologies one can have real time communication with his or her loved ones, business partners or acquaintances at a click of a button-regardless of
the distance between them. People can enjoy the benefits of the cheap communication and maintain close contact with loved ones from all over the world. (Hutchins, 2009).

A number of internet sites where potential employers post job openings in their companies have come up. More and more job seekers now use the internet to scout and apply for jobs. Financial institutions are now providing financial services through use on internet technologies. A good number of commercial banks in Kenya offer internet banking as one of the channels through which their customers access their funds and transact.

High speed internet connection has and will continue to revolutionize the use of the internet. The landing of 3 major sea cables in the Kenyan coast has connected it to the rest of the world providing fast broadband internet connection. The rapid growth of local networks, even in homes, has increased the demand. Common methods of home access include dial-up, broadband and satellite communications. As the commands for e-mail, file transfer protocol (FTP) and telnet were standardized, it became a lot easier for non-technical people to learn to use the nets. It was not easy by today's standards by any means, but it did open up use of the internet to many more people in universities in particular. Other departments besides the libraries, computer, physics, and engineering departments found ways to make good use of the nets--to communicate with colleagues around the world and to share files and resources (Hutchins, 2009).

Latest world internet usage statistics indicate that Asia is leading the pack with (45.7%) of the total internet users. Europe follows Asia with internet users standing at 19.2% of the total internet users in the world. Latin America/Caribbean follows with (10.5%), North America with 10.2% while Africa’s share of internet users stands at (9.8%). The Middle East and Oceania/Australia have the least share of internet users at 3.7% and 0.9% respectively Internet World Stats (2014). This compared to a similar study carried the previous two years on the same showed Asia was leading at 44.8%, Europe followed with (21.5%), North America with (11.4%), Latin America/Caribbean with 10.4%, Africa with (7%), The Middle East at (3.3%) and Oceania/Australia at (1.0%).

This study shows that there is a significant growth in internet usage in Africa in a period of two years; the highest in all the continents.
With regards to the numbers: Asia leads with a billion users, followed by Europe with 582 million users, Latin America/Caribbean with 310 million users, North America with 320 million users, Africa with 297 million users, the Middle East with 111 million users with Oceania/Australia trailing at 26 million users. Internet World Stats (2014).

With regards to the penetration rate: North America leads with (87.7%), followed by Oceania/Australia at (72.9%), Europe at (70.5%), Latin America/Caribbean at (52.3%), The Middle East at (48.3%), Asia at (34.7%) and Africa at (26.5%). However when a research on the growth of internet use between 2000 and 2014 was done Africa was leading with (6,498.6%), followed by Middle East at (3,303.8%), Latin America/Caribbean at (1,672.7%), Asia at (1,112.7%), Europe at (454.2%), Oceania/Australia at (251.6%) and trailing is America at (187.1%), Internet World Stats (2014).

In Kenya internet users stood at 21 million while penetration was at (47.3%) as at 2014. This constitutes (7.1%) of internet users in Africa, Internet World Stats (2014). If these statistics are anything to go by then internet usage in Africa and specifically in Kenya will increase in the coming years. Many Kenyans now use social media as a mode of socializing and communication with family and friends. LinkedIn, Facebook, Twitter YouTube and Google+ have become household names. According to Internet world stats (2014), Africa has 297,885,898 face book users, 2,045,900 of these are in Kenya.

2.1.2: Internet technologies use in Academic Institutions

The internet technologies such as email and search engines are mostly used in academic institutions for the purpose of communication and information gathering. The internet is very rich in educational information and is widely accessible to students in academic institution. The fact that one can access this information using computers or smart phones makes it cheaper compared to buying volumes of books for academic purposes. A decade ago, Mabawonku (2001) predicted that in the post-internet age, reference librarians may become irrelevant as sole providers of information as the information that was once provided at the reference desk has been transferred to an internet home page. Furthermore, Waldman (2003) also stated that a study conducted by Valentine (1993) among undergraduates, revealed that they (undergraduates)
looked for the fastest way to satisfactory results when conducting research, hence the decision to use electronic information sources first. The Internet therefore comes in handy because it has limitless range of facilities and offers access to update research reports and knowledge globally (Ojedokun, 2001). Since the internet is an ocean of information, covering nearly all subjects known to man, one can literally find information, research work etc. required for one's projects. Going through the information on the internet is definitely faster than reading an entire book on the subject (Pandit, 2010). It is not only that the information available on the internet comes in volumes of the many subjects, but more so that it is current that attracts many to use search engines to acquire this information.

Using internet technologies such as email and instant chat, students can get in touch with their teachers and or fellow students to query on academic stuff. Institutions of higher learning have blogs within their webpages in the internet where both lectures and students can have discussions about a specific subject without the need of any of the parties seeing each other physically. Distance learning in the universities and colleges has developed as a result of internet technologies. Students are able to attend classes, access the course work, submit assignments and even take exams online. This means a student in Kenya can get accreditation from a university in the United Kingdom without the need of having gone to the UK, hence significantly saving money that would have been used on the entire program. This kind of learning can also be paced based on the individual’s speed making it more flexible to one’s schedule.

Nevertheless the internet has its shortfalls. Lots of information can be termed as disadvantageous to students. They can have easy access to unwanted or unethical information and sites. Therefore, it is only wise for parents and to some extent teachers to make students understand what is good and what is not for them or keep a watch on their surfing (Pandit, 2010).

There are multiple surveys on the use of the internet and nearly all find that internet usage is most prevalent amongst younger more educate people (Haoffman, Thomas, and Ann, 2000). Studies on the use of the internet in Africa included that of Jagboro (2003), who stated that among the majority of postgraduate students of Obafemi Awolowo University, the internet is ranked fourth among the sources they use to search for materials. Ojedokun (2002) studied use of the internet by students of the University of Botswana. His study revealed that only 23 percent (340 students) of the respondents were not using the internet. Another study was by
Ajuwon (2003) on internet use by first year clinical and nursing students of the University College Hospital in Ibadan, Nigeria. Her study revealed that (60%) of the respondents had used the Internet.

Internationally, studies on the use of internet technologies by undergraduates have also been done. Bennett (2001) found that (75%) of Americans aged 18 to 29 and (65%) of those aged 30–49 regularly use search engines to find information in the internet. Haoffman (2000) indicated that there is a gap in access to and use of the internet among black and white students. That the gap does not decrease as education increases, but it is actually widest among those with at least a college degree. Bao (1998) surveyed internet use at Seton Hall University. The findings reported that (40.2%) of respondents used the Web on a daily basis, (38.3%) weekly, and (10.7%) on a monthly basis. About (10%) respondents said they seldom or never used the internet. It was also discovered that students and faculty searched the internet for information related to both their academic (83.2%) and nonacademic studies (73.8%).

Research on internet use among students focusing on whether or not there are differences by race/ethnicity was carried out. They reported that use is affected by presence or absence of a computer in the home of origin. Stern’s (2002) study was on the information competence of incoming students into universities and how they use the internet for general and academic research. She dwelt on the fact that information has increased at an astounding rate and that educators recognize that it is not enough to introduce students to discreet chunks of information from traditional sources such as paper-based books or journals. Lifelong learners must be equipped with skills to effectively and intelligently find, evaluate, manage, apply, create, publish and store, and retrieve information using both conventional research resources as well as digital tools, such as the internet, that access very diverse databases of information (Korgen, Odell, and Schumacher , 2001). Tadasad, Maheswarapp, and Alur (2003) studied internet use at PDA College of Engineering, Gulbarga. Their observation was that internet use is confined to general or recreational purposes, and that its potential in supporting curricular requirements has not been realized by students.
African continent has not been able to benefit much with the emergence of the internet because facilities have not been made available. There are many factors at work against the realization of full usage of internet technologies in Africa, amongst which are infrastructure problems and cost of connectivity (Odell, Korgen, Schumcher, and Delucchi 2000).

Student engagement on campuses is different than it was a decade ago. According to Arend (2004), engagement is simply defined as “the time and effort spent on activities”. Students still concentrate on academics, participate in student organizations and communicate with faculty and friends. However, with the introduction of technology, the ways that students communicate, interact and engage in activities have changed. With online degrees, smart boards, whiteboards, chat tools, internet video conferencing, digitized movies, and electronic libraries (Lenhart, Madden and Hitlin, 2005), college students have more access to and use of technology than any other generation. Research has shown that students use electronic mail and the internet for both academic and social reasons. Technology is important to students in terms of how they access course materials and how instructors use technology to engage them in the learning process. Students prefer courses with some online components and they expect their instructors to seamlessly integrate technology in their pedagogical practices (Dahlstrom, 2012).

Technology is now in use on a daily basis with the introduction of Facebook (Kim, 2005). A report by Kvavik and Caruso (2005) found that (62%) of students own a desktop computer, while (55%) own a laptop, (90%) own a cellular phone and (38%) own a music device. Although some research has shown the impact computer and electronic mail use has on student learning, little research has been conducted to explore the impact of various types of technology use, including instant chat, blogs and Facebook on student development. In addition, little has been done to explore the influence of internet technologies use on socialization based on gender and ethnicity.

Institutions of higher learning are investing on new technologies for their students and faculty in order to meet the needs and expectations of this technology oriented generation. The University of Nairobi has invested in an extensive intercampus WAN and Campus Wide backbone network that enables the labs to tap to several network based services, including twenty-four seven Web access, E-mail facilities, file-sharing services, library services among other shared server services. It has recently introduced wireless internet connectivity around its Main campus. Winona State University gave laptops to their incoming students for 6 years and is now giving
them tablet personal computers. On average, students in the 2005 study by Arend reported that they spend 11 to 15 hours a week using technology.

Kuh and Vesper (2001) examined the relationship between students’ use of computers and students’ cognitive and intellectual development gains reported on the College Student Experiences Questionnaire. These 23 developmental gains include student reported gains such as writing clearly, ability to learn on own, understanding other people and understanding science as some examples. Students who used computers more often outsored students with low use on every developmental gain. Students also scored significantly higher on learning how to function as a team member. The authors surmise that computers may make it easier for students to communicate with one another and therefore does not hinder students’ social skills.

However, a study by Flower, Pascarella, and Pierson (2000) examined the extent of computer and electronic mail use related to students’ cognitive and intellectual development. They found that computer and electronic mail use had little impact on composite cognitive development, reading comprehension, mathematics, and critical thinking. Finally, a study by Kuh and Hu (2001) explored computer and information technology (C&IT) use and learning and development outcomes for students. They found no difference in technology use between ethnic groups. Men used C&IT more often than women. First-year students used C&IT less frequently than seniors. Regarding developmental outcomes, students reported that using electronic mail increased their personal development in regards to their ability to get along with others and understand themselves and increased their intellectual development in regards to their ability to write effectively and synthesize ideas. The use of electronic mail did not increase their general education regarding their ability to understand history and their knowledge about the world.

In spite of some benefits associated with use of computers and electronic mail use, there are several concerns that need to be considered. Treuer and Belote (1997) discuss the concept of “cocooning” where students may retreat to their computers and isolate themselves from campus activities and avoiding socializing with others. Another concern addresses the impact of face-to-face communication versus virtual communication. The confidence of the individuals is impaired and can’t have a “healthy” face-to-face conversation. A study by Lenhart, and Madden (2006)
showed that teenager preferred instant chat or email; however most college students state that electronic mail would not put an end to face-to-face communication. Access to internet technologies and its availability is another constraint. Not all students have access to the internet and this could impact students’ learning.

2.2 Forms of Use of Internet Technologies
The internet provides a dynamic tool for accessing valuable content and resources. This study addresses different forms of internet technologies in use today by undergraduates which includes internet chat services, social networking and email services.

2.2.1 Internet Chat Services
If one were to ask a typical college student his or her favorite means of communication, many are likely to answer that instant messaging (IM) is one of their top choices. Easy and continuous access to the internet chat provides tremendous opportunities for youth socialization, allowing them to connect with their peers as well as with complete strangers from across the world. With Instant messaging service such as gtalk, Skype and WhatsApp one can have real-time conversation with another at any part of the world.

Clearly, chat and more specifically chat forums/groups is transforming the social world of the youth by influencing how they communicate, establish and maintain relationships and find social support. Therefore, it is essential to gain awareness of both the potential benefits and risks of teen chat use and provide strategies to guide safe and positive practice.

As a complex medium of communication, chat forums/groups provide the possibility of small, intimate social environments geared towards faster or “instant” communication. At the same time, the networks can be very large offering global access to its users. This global network allows for American youth to connect with those in Botswana or any “wired” area in the world. This propels the development of youth leadership, communication, socialization, information and learning to an international scale. For example, youth in Accra, Ghana use the internet as a source of health information in order to gain the necessary information on both sexual and general health issues that they would probably not have access to in their own local environment (Cassell, 2006).
In addition, free and sometimes anonymous communication through chat rooms, blogs, and IM pose risks to teens. Recent studies have shown that adolescents form virtual communities to support unhealthy behavior including self-injury and eating disorders (Whitlock, Powers, Eckenrode, 2006). Analysis of chat conversations suggests that chat participants often resort to the age/sex/location chat code to share identity information. A U.S.A nationwide poll showed that half of teenagers 13-18 often communicate through the internet with someone they have not met in person. One-third has talked about potentially meeting someone face-to-face whom they have only met through the internet (Polly Klaas Foundation, 2006). Further, almost (12.5%) discovered that someone they were communicating with online was an adult pretending to be much younger.

Critics say that online interaction displaces face to face interaction and does not contribute the same benefits that a real life interaction would. According to Tyler (2002), real-time forms of interaction (i.e. face to face and phone) are “of a higher quality” than online interaction because as studies have shown, people who talk with others in real space tend to have a better overall emotional well-being. Supporting this claim, Gross (2002) notes in his study that those who spent a portion of their time engaged in online interactions (as little as 3 hours per week) apparently showed a higher rate of depression and less social support. Face to face interaction is of a higher quality than online interaction because it provides body language that cannot be reproduced by online communication. (Wellman, 439).

2.2.2 Internet Social Networking Services

Social networking is the use of dedicated websites and applications to communicate with other users or to find people with similar interests to one's own. A social network service consists of a representation of each user (often a profile), his/her social links and a variety of additional services. The commonly used social networking services include Facebook, LinkedIn, Twitter and Myspace. Students use these internet services to update their friends as well as be kept updated about their friends lives. Facebook has the largest number of users with 1.11 billion active users as of March 2013 while Twitter on the other hand has over 600 million users.

The campus “social” is now also online. But as with other technological developments, online social networking sites have proven problematic for college administrators. The posting of compromising photographs using such services has injected the real world of campus judicial
affairs into students’ virtual worlds. Messaging forums have become vehicles for student-to-student harassment and employers have begun using social network sites to check the integrity of student applicants.

Youth will often create personal pages where they can make up or post their real identities, personal profiles and pictures on websites such as Myspace and the Facebook. This poses a safety risk since it is difficult to discern someone’s “real” identity over the internet. In addition, a national poll revealed that (54%) of girls reported they could be online without their parents’ knowledge and have been involved in some sort of cyber relationship (Girl Scout Research Institute, 2002).

2.2.3 Internet Email Services
According to data from the PewInternet and American Life Project, the vast majority (89%) of youth uses e-mail. (75%) use IM, which allows them to have multiple simultaneous conversations with a defined group of peers. Over (50%) of teens possess more than one e-mail address or screen name, which they can use to send private messages to friends or to participate anonymously in online forums such as chat rooms (Lenhart et al. 2005).

Electronic mail, better known as Email is widely used in the dissemination of academic information between students and their lectures. Due to its ability to have large attachments embedded, it is popular with lectures in distributing course work notes to students and receiving soft copies of assignments from students leading to cost savings on money that would have been spent printing the material. This makes it one of the primary mediums of communication in institutions of higher learning. This is compounded with the ability of one to open multiple email addresses with the many email host services available, major player being Yahoo mail and Google mail.

2.3 Purposes of Use of Internet Technologies
The internet has over the years had many uses. The use of the internet as an instructional tool in higher education has increased. There is an increase in the development of academic course websites with huge amounts of learning materials imbedded within them. The internet’s ability to provide students quick access to government documents, scholarly list serves and databases
located in wide geographical locations makes it a valuable information source for students. (The Turkish Online Journal of Educational Technology October 2005 ISSN: 1303-6521 volume 4 Issue 4 Article 4 28)

The integration of the internet as a teaching tool in academic courses has grown rapidly. Many universities, including leading academic institutions are implementing advanced technologies as a part of existing teaching frameworks (AFT, 2001; Bonk, 2001). It is typical to see Web pages for courses in all fields taught at universities and colleges providing course notes and related resources as supplements to courses that are delivered in traditional classrooms (Zaiane, 2001). The internet is mainly used for information transferring from the teacher to the student. However, the mere posting of academic materials on the Web may not result in students utilizing these materials to enhance their learning or course understanding (Cummings, Bonk, and Jacobs, 2002). Bork (2001) claimed that although an enormous amount of material for Web based learning is developed, there is little empirical consideration of the learning effectiveness of these materials.

Educators using Web-based learning environments are in urgent need for non-intrusive and automatic ways to get objective feedback from learners to better follow the learning process and appraise the effectiveness of online course structure (Zaiane, 2001). In addition, the Web is used in response to the needs of learners for improvement in accessibility and convenience, to lower costs and to increase the relevance of contents for the workplace (Beller and Or, 1998). The internet has been implemented in higher education teaching to such an extent that some argue we may be witnessing the formation of a new culture of learning (Bullock and Ory, 1999).

With cyber sales estimated to be at $95 billion in 2001 (Albert, 1999), shopping is certainly becoming a major motivation for web use. For example, Eighmey (1997) found “a purchase intent” factor in his initial field study, Maignan and Lukas (1997) identified the internet as "a medium which facilitates the consumption of other goods and services", and Katz and Aspden (1997) found that 10 percent of respondents used the internet to shop. Although shopping was not framed in terms of motivation in the Korgaonkar and Wolin (1999) study, concern for web transactions appeared as a separate factor. Clearly, shopping is a major reason for using the
internet and the literature has identified some of the associated concerns. In Kenya, E-commerce is a phenomenon that has been embraced by many corporate organizations. Almost each and every bank in Kenya offers to its customers an e-commerce platform accessible through the internet.

Another least understood motive for web use pertains to exploration or surfing. According to Mark Pincus of Freeloader Inc., beginning web users spend 99 percent of their time surfing cyberspace, probably because of the "novelty" factor and experienced web users spend 30 percent of their time web surfing (Sreenivasan, 1996). Although it has been called by different names, other researchers have also identified surfing as an important web motive. Surfing, for example, has been equated with navigating (Hoffman and Novak, 1996), exploring (Eighmey, 1997), wandering (Raman, 1997), browsing (Fortin, 1999), and searching without a purpose (Maignan and Lukas, 1997). Each of these terms appears to emphasize the experience of traveling around in cyberspace with no particular goal in mind.

Among teenagers, the internet has become indispensable for instrumental purposes such as school work and information gathering, as well as for communication purposes. The communication applications of the internet such as e-mail, instant messaging, blogs, and chat have entrenched themselves in the lives of adolescents (Boneva, Quinn, Kraut, Kiesler, and Shklovski, 2006). Studies reveal that (25%) of internet users had formed casual online friendships and (14%) had formed close friendships or even romantic relationships (Wolak, Mitchell and Finkelhor, 2002).

2.4 Frequency of Use of Internet Technologies
Frequency of use is measured as the claimed number of times the internet was accessed. A study by Christos and Kathy (2000) showed that there is a non-linear relationship between active internet use and time since first use of the internet. The study showed that “pioneer users” those that have more than 2 years of using the internet tend to use the internet more frequently than any other group. Another research done by (Gloy and Akridge, 2000) shows that older individuals value the information that can be attained from the internet less than younger users who have less experience.
The frequency of internet use among women has increased over the years and is almost the same as that of their male counterparts. According to a survey conducted in the U.S.A by Pew Internet Project in 2005 for 6 months, it showed that (68%) of the men population goes online and (66%) of the women do the same. Younger women in the U.S.A, especially girls have been found to be more frequent users of internet technologies for social activities such as chat and social networking (Kaare, Brandtzaeg, Heim, and Endestad, 2007). The Middle East is also experiencing growth in the number of women internet user with most of these women using the internet for communication (Tan, 2002).

An increase in the number of youth using the internet technologies is as a result of the fact that as more use the internet so do their friends as they communicate more using chat and email services on the internet. Adding to this increase is the fact that institutions of higher learning are using internet technologies to post course work material hence influencing the students to use the internet more if they are to do well in their studies.

2.5: Theoretical Framework
Under this part of the research report there was the identification of the theories that explain some of the effects of internet technology use. The theories that were researched on were Grohol Model and Dystopian and Utopian.

2.5.1 Dystopian and Utopian View of Internet Usage
The genres of technological utopianism (positive effects) and dystopianism (negative effects) are particularly prevalent in relation to the hype and predictions surrounding the internet. Whilst many enthuse about the rise of the internet, proclaiming the radical expansion of democracy in a uniquely libertarian cyberspace, there are also the critics, although in much smaller numbers, who decry the enslavement of whole populations via a perfected technology of deception and surveillance (Ess, 1996).

Many would agree that the convergence of computing and telecommunications signals the start of a new ‘information age’ or ‘information revolution’ (cf. Toffler, 1980; Webster, 1995). Yet, despite all the hype surrounding this 'information revolution' we are rarely told precisely what
this means (Kling and Iacono, 1990). Undeniably, there has been an enormous increase in information technologies and information networks, with a corresponding abundance of literature which describes the endless possibilities they bring. High-speed networks can connect thousands of systems, providing communication links that no one dreamed possible a decade ago and so there are many visions of how technology will transform contemporary society. Not surprisingly, this increase in technological capabilities excites researchers, developers and journalists, all of whom are eager to document these advances. Most commentators are impressed by the 'information revolution' or the prospect of the 'information superhighway' and thus reel off social and economic consequences that they assume will inevitably follow (Webster, 1995). Technological utopianism does not refer to the actual technologies per se, rather it refers to analyses in which the use of specific technologies plays a key role in shaping a utopian social vision, in which their use easily makes life enchanting and liberating for nearly everyone” (Kling, 1996).

Researchers have argued that internet use has important positive social effects on individuals (McKenna and Bargh, 2002; Katelyn, McKenna and Bargh, 2000), groups and organizations (Sproull and Kiesler, 1991), communities (Hampton and Wellman, 2001), and society at large (Hiltz and Turoff, 1978). Much of the research literature rejects the hydraulic argument in favor of a more positive augmentation argument – a proposal that internet-based modes of communication augment existing modes of communication, providing more facets for social interaction and expanding our ability to communicate and keep in touch (Cole and Robinson, 2002; J. E. Katz and R. Rice, 2002; Kestnbaum, Robinson, Neustadtl, and Alvarez, 2002). Robinson and his colleagues (2000), for example, argue that internet users actually spend more time socializing with family and friends when compared to non-users. They reported that compared to non-users, internet users spent more time communicating face-to-face and over the phone and less time watching TV and sleeping. Because the internet permits social contact across time, distance, and personal circumstances, it allows people to connect with distant as well as local family and friends. Broad social access could increase people’s social involvement, as the telephone did in an earlier time (Fischer, 1992).
Much less frequently, authors highlight the more negative vision whereby technology exacerbates human misery as individuals become increasingly controlled by what they fail to understand. Many have raised the concern that the ease of internet communication might encourage people to spend more time alone, talking online with strangers or forming superficial drive by relationships, at the expense of deeper discussion and companionship with existing friends and family (Putnam, 2000). Given the constraints of a 24-hour day, the inefficiency of online communication may cause heavy users of the internet to maintain under-developed social relationships with their online communication partners (Parks and Roberts, 1998) or to maintain a smaller stock of relationships. Another concern is that even when conversing with close friends and family, lower quality, online conversations might displace higher quality, face-to-face and telephone ones (Cummings et al. 2002).

Internet use displaces time spent with family and friends, which in turn, decreases users’ sense of social affiliation with them (Kraut, Lundmark, Kiesle, Mukhopadhyay and Scherlis 1998). Mustafa and Karen (2007) also argue that the negative impact of time spent at internet could be explained by the same theoretical assumption related to loneliness. Such assumptions are supported by the relationship between negative (time spent and entertainment-based usage) and positive (communicational usage) associations germane to social networks with friends. Therefore, it could be indicated that internet usage negatively impacts social involvement. According to a study by Kraut et al. (1998), heavy usage of the internet for online communication among teenagers led them to forsake critical bonds with local friends and family for weak relations with strangers.

2.5.2: Grohol Model of Internet Addiction
The internet should be conceived as a product and consequence of the global evolution of human society and natural aspiration of the world for acceleration, which is inevitable. Nowadays, the term addiction is frequently related to various human activities (Grohol 2003). If addiction is defined on the basis of the time spent in these activities, it could be said that a modern human being, can be addicted to the internet technologies. Grohol states that people do develop problems from spending lots of time on the computer and he relates to the idea that people engage in it since they try to avoid dealing with problems in their lives; similar to one who goes
out for a drink to forget his/her problem. According to Grohol a person goes through phases as they discover the internet and its resources. Phase one transpires when an individual is new to the environment or when an existing user finds a new activity. This is referred to as the stage of enchantment or obsession (Grohol, 2003). The second phase is disillusionment (Grohol, 2003), here the person becomes uninterested in the activity they often do. The third stage is balance (Grohol, 2003). This is characterized by normal use of the internet technologies i.e. in moderation. These phases can be recycled if the person finds another interesting new activity (Grohol, 2003).

Students and even people who are working use heavily chat, social networking services and IM. For researchers that agree that the internet is addictive, they have established that the disorder develops into a dependency for the individual. Meaning the individual also experiences withdrawal affects (Coget, Yamauchi and Suman, 2002). The individual becomes isolated to other humans and escapes into cyberspace. Rejecting the real world and adopting the internet as a route of escape to a mood altering experience (DeAngelis, 2000).

2.6 Conceptual Framework
This section of the research project dealt with variables conceptualization. It identified the various variables (independent, dependent, moderating and intervening) involved in the research and their relationship. This has been captured in figure 1.
Moderating Variable

Independent Variables

Forms of Use
- WhatsApp
- Skype
- Email
- Gtalk
- LinkedIn
- Facebook

Purposes of Use
- Entertainment
- Education
- Communication
- Commerce

Frequency of Use
- Number of hours
- Number of times

Dependent Variable

Intervening Variable

Infrastructure (Connectivity)

Youth Socialization
- Positive Effects
- Negative Effects

Figure 1: Conceptual Framework
The dependent variable is youth socialization; either with positive effects, negative effects or no effects at all, while the independent variable is use of internet technology which can be in form of purposes, frequency and forms of usage among the undergraduates.

The moderating variables- those that have significant contributory effect on the relationship between use of internet technology and socialization among the youth are age and gender of the undergraduate, while the intervening variables-those that affect the dependent and independent variable but are however difficult to measure and see are connectivity and state of mind of the student at time of using the technology.

Based on the above variables of the study, the purposes of internet technology use might encourage or discourage social interaction among the youth, while an increase in frequency on internet technology use among the undergraduate could enables them socialize better or not. On the other hand the use of the various forms of internet technologies such as chat services, email services or social networking platforms might affect the youth positively or negatively.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This chapter presents the methodology that was used in gathering information, the research design, the target population the sampling procedure, data collection and the data collection instruments, data analysis methods and ethical issues applied in the study.

3.2 Research Design
A descriptive survey design was used in finding out the influence of internet technology usage on socializing among the undergraduate’s students of University of Nairobi. This design was preferred because data was collected without manipulation of the variables (Kothari, 1990). It also has the ability to provide a lot of information obtained from quite a large sample of individuals.

A quantitative research approach was used in the study as it is used in an attempt to establish general laws and principles. Also this kind of research transforms what is collected or observed into numerical data. The results are statistical and the goal is to generalize the results (Burke and Larry, 2007).

3.3 Target Population
The population required for this study was the youth. They are people between the ages of 19 and 35. The University of Nairobi’s undergraduate module I and II students are mainly youth and they from a heterogeneous population of male and female. The number of students that formed the population of study was 35,000 undergraduate students from all campuses according to the university’s website.

3.4 Sampling Procedure
For this research project, the researcher used a stratified random sampling technique in coming up with the required sample from the accessible population. From each stratum the researcher will use simple random sampling to select a sample of 384.
3.4.1 Sampling Size

According to Nachmias (1996) researchers use a relative small number of a case (sample) as a basis for making inferences about all the cases (population). From a population of 35,000 undergraduate students the accessible population was 15,000 students drawn from the Main campus. According to Mugenda and Mugenda (2003) the formula that can be used to determine the sample size is:

\[
 n = p(1 - p) \left( \frac{z}{d} \right)^2 \]

Where:

- \( n \) = sample size
- \( z \) = the table value for the level of confidence. For this study the researcher used a (95%) level of confidence =1.96
- \( d \) = margin of error
- \( p \) = proportion to be estimated

For this study the researcher used \( p=0.5 \)

Therefore, the sample size of this study was calculated as:

\[
384 = 0.5(1 - 0.5) \left( \frac{1.96}{0.05} \right)^2
\]

Hence from the equation above the researcher calculated the sample size as per table 3.1.

Table 3.1: Sample size table for various schools

<table>
<thead>
<tr>
<th></th>
<th>Population</th>
<th>Sample</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Faculty of Arts</td>
<td>1448</td>
<td>56</td>
<td>14.58</td>
</tr>
<tr>
<td>2. Faculty of African Studies</td>
<td>181</td>
<td>46</td>
<td>11.98</td>
</tr>
<tr>
<td>3. Institute For Development Studies</td>
<td>200</td>
<td>52</td>
<td>13.54</td>
</tr>
<tr>
<td>4. Faculty of Diplomacy and International Studies</td>
<td>195</td>
<td>40</td>
<td>10.42</td>
</tr>
<tr>
<td>5. Faculty of Journalism</td>
<td>359</td>
<td>48</td>
<td>12.50</td>
</tr>
<tr>
<td>6. Faculty of African Women's Studies Centre</td>
<td>304</td>
<td>44</td>
<td>11.46</td>
</tr>
<tr>
<td>7. Faculty of Economics</td>
<td>430</td>
<td>50</td>
<td>13.02</td>
</tr>
<tr>
<td>8. Faculty of Engineering</td>
<td>1113</td>
<td>48</td>
<td>12.50</td>
</tr>
<tr>
<td>Total</td>
<td>4230</td>
<td>384</td>
<td>100</td>
</tr>
</tbody>
</table>
3.5 Methods of Data Collection

There are various instruments which a researcher can use for data collection in quantitative kind of research including questionnaires, interview guides and written documents. For this research project, the researcher used questionnaires which were administered to the selected sample population. A questionnaire is a written list of questions, the answers to which are recorded by respondents (Kumar, 2005). According to Phellas (2011), it is a survey instrument containing the questions in a self-administered survey.

A questionnaire was selected for data collection because it was easy to administer and also due to the fact that respondents remain anonymous, hence encouraging more respondents to participate in the research. Since the questionnaire was distributed to the respondents and collected at a later date, this allowed flexibility in the research as the respondents were able to fill it up at their free time, drop it and then collected by the researcher on the agreed date.

The questionnaire was broken down to 4 parts. Section A sought to derive the background information of the respondents. Section B sought to find out how often the respondents used internet technologies in their day-to-day activities. Section C sought to establish the different forms of internet technologies the respondents used and to what extent. Section C also sought to establish what the respondents used the internet technologies for. For example for academic work, communication with friends, etc.

3.6 Validity of Research Instruments

Validity refers to how well a scientific test or piece of research actually measures what it sets out to, or how well it reflects the reality it claims to represent (Sencer and Sencer, 1978). According to Sunders (2000), a research is valid only if it actually studies what is set out to study and if studies are verifiable. Content validity is the systematic examination of the test content to determine whether it covers a representative sample of the behavior domain to be measured (Anastasi and Urbina, 1997). The researcher ensured content validity of the research instrument was met by seeking expert opinion and ensuring the items on the test represent the entire range of possible items the test should cover. This will ensure proper coverage of the research objectives.

3.7 Reliability of Research Instruments

Reliability refers to the degree to which an assessment tool produces stable and consistent results
(Sencer and Sencer, 1978). Reliability has to do with how accurate research finding would be if replicated in a second identical piece of research. A measure is considered reliable if it would give us the same result over and over again (assuming what we are measuring isn’t changing) (Cozby, 2001).

The reliability of a questionnaire which is the research instrument the researcher used was determined through a pilot test. Twenty respondents are sufficient for a pilot study for a questionnaire (Kothari, 1990). Hence twenty undergraduate students from University of Nairobi were used to test the questionnaire. The respondents were drawn from both genders and the different age strata.

To ensure the reliability of the research instrument, the researcher also applied the test-retest method of determining reliability. The questionnaire was administered to a group of 20 selected subjects and responses recorded. Two weeks after the initial administering of the questionnaire the same questionnaire was again administered to the same group. The scores from both testing periods were then correlated and a coefficient of reliability determined.

### 3.8 Methods of Data Analysis

Data Analysis is the processing, editing and reducing accumulated data to a manageable size, developing summaries, looking for patterns, and applying statistical techniques (Cooper and Schindler, 2007). The data collected was analyzed by use of quantitative analysis and more specifically descriptive statistics.

Measures of central tendency (mode, mean and median) were used by the researcher to give summary statistics of variables understudy. Although measures of central tendency are very useful statistics for describing a lot of data, they are not sufficient. To describe a distribution of scores in more details, we need to have a measure of how scores differ among themselves in magnitude (Mugenda and Mugenda, 2003). To achieve this, the researcher used measures of variability (range and standard deviation). Data Statistical Package for Social Sciences (SPSS) version 20 for windows was used in analyzing the collated data.
### 3.9 Operational definition of variables

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Independent variable</th>
<th>Indicator</th>
<th>Measurement</th>
<th>Measurement Scale</th>
<th>Data collection method</th>
<th>Tool of Analysis</th>
</tr>
</thead>
</table>
| **Objective 1:** To establish the influence of internet technology forms of use on socialization among undergraduate students of University of Nairobi. | Forms of use | • WhatsApp  
• Skype  
• Gtalk  
• Email (Gmail/Yahoo mail)  
• Facebook  
• LinkedIn  
• Twitter | Number of students using the specific form of internet technology | Ordinal | Questionnaire | Descriptive statistics |
| **Objective 2:** To determine the influence of internet technologies purposes of use on socialization among undergraduate students of University of Nairobi. | Purpose of use | • Sourcing information  
• Entertainment  
• Social interaction  
• Communication  
• Transactions | Number of students using the internet for a specific purpose | Ordinal | Questionnaire | Descriptive statistics |
| **Objective 3:** To determine the influence of frequent use of internet technologies on socialization among undergraduate | Frequency of use | • Number of hours  
• Number of times logged on  
• Time of the days | Time spent by each student on the internet | Nominal | Questionnaire | Descriptive statistics |
students of University of Nairobi.

Objective 4:
To establish the influence of internet technologies use on socialization among the youth

<table>
<thead>
<tr>
<th>Dependent variable</th>
<th>Interaction s made with fellow students or friends using the internet</th>
<th>For what use do students use the internet technologies</th>
<th>Ordinal</th>
<th>Questionnaire</th>
<th>Descriptive statistics</th>
</tr>
</thead>
</table>

Table 3.2: Table of operationalization of variables

3.10 Ethical Issues
Considering a descriptive survey design was used in finding out the influence of internet technology usage on socializing among the undergraduate’s students of University of Nairobi, the ethical issues the researcher considered while carrying out the research were the respondent’s right to confidentiality and respondent’s right to being informed.

The researcher treated all the responses received by the respondents as private and confidential. The researcher did not at any one point divulge the information received on the respondents to other respondents or third parties. Anonymity of the respondents was considered and the researcher used numbers to identify respondents. The researcher also ensured the respondents were fully informed about the aim of the survey and the respondent’s consent to participate in the research was obtained and recorded. The research was not undertaken for personal gains of the researcher or got involved in research that had negative effect on others.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction
The chapter deals with data analysis, presentations and interpretation. The data was analyzed using both SPSS version 20 for windows and Excel spreadsheets after which meaningful results were derived from the percentages arrived at in this process. The data analysis followed the research objectives which were to establish the influence of internet technologies forms, internet technologies purposes and frequent use of internet technologies on socialization among the youth, a case of undergraduate students of University of Nairobi.

4.2 Response rate
The response rate on the research instrument is presented in table 4.1.

Table 4.1
Response rate

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>(%) Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful</td>
<td>200</td>
<td>52</td>
</tr>
<tr>
<td>Unsuccessful</td>
<td>184</td>
<td>48</td>
</tr>
</tbody>
</table>

Out of the anticipated 384 responses, the study only managed to successfully engage 200 respondents. This represented an overall successful response rate of (52%). The unsuccessful response rate (48%) consisted of those questionnaires that were either poorly filled or partially filled. According to Mugenda and Mugenda (2003), a response rate of (50%) is appropriate in guaranteeing accuracy and minimizing bias

4.3 Age response
The study sought to find out the age of the respondents. The findings are presented in Table 4.2

Table 4.2
Age response

<table>
<thead>
<tr>
<th>Age of Respondent</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>19-25 years</td>
<td>114</td>
<td>57</td>
</tr>
<tr>
<td>26-30 years</td>
<td>70</td>
<td>35</td>
</tr>
<tr>
<td>31-35 years</td>
<td>16</td>
<td>8</td>
</tr>
</tbody>
</table>
The majority of respondents (57%) were 19-25 years of age, (35%) were 26-30 years, (8%) were 31-35 years. The finding implies that majority of the University Nairobi undergraduate students who participated in the current study were youth. Youth are classified as individuals between the ages of 19 and 35.

4.4 Gender response

The study sought to find out the gender of the respondents. The findings are presented in table 4.3.

Table 4.3

<table>
<thead>
<tr>
<th>Gender of Respondent</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>133</td>
<td>66.50</td>
</tr>
<tr>
<td>Female</td>
<td>67</td>
<td>33.50</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100</td>
</tr>
</tbody>
</table>

Gender represents the constitution of the population. According to the study, majority of respondents (66.50%) were male. The rest of the respondents (33.50%) were female.

4.5 Number of peers communicating with respondents using the internet at any given time

The study sought to find out the number of peers communicating with each other using the internet at any given time. The findings are given in table 4.4.

Table 4.4

<table>
<thead>
<tr>
<th>% of peers in the internet at any given time</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 10%</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>50%</td>
<td>51</td>
<td>25.50</td>
</tr>
<tr>
<td>70%</td>
<td>134</td>
<td>67</td>
</tr>
<tr>
<td>100%</td>
<td>5</td>
<td>2.50</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100</td>
</tr>
</tbody>
</table>
Less than (10%) means low, (50%) means medium, (70%) means high and (100%) means very high. Findings in this study indicate that more than half of the respondents (67%) indicated that about (70%) of their peers were communicating with them at any given time. This implies that peer pressure may be a factor contributing to internet use.

### 4.6 School of respondents

The study sought to find out the distribution of respondents across the various colleges. The findings are presented in table 4.5.

**Table 4.5**

**Faculty of respondents**

<table>
<thead>
<tr>
<th>Faculty of respondents</th>
<th>Sample</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Faculty of Arts</td>
<td>56</td>
<td>14.58</td>
</tr>
<tr>
<td>2. Faculty of African Studies</td>
<td>46</td>
<td>11.98</td>
</tr>
<tr>
<td>3. Institute For Development Studies</td>
<td>52</td>
<td>13.54</td>
</tr>
<tr>
<td>4. Faculty of Diplomacy and International Studies</td>
<td>40</td>
<td>10.42</td>
</tr>
<tr>
<td>5. Faculty of Journalism</td>
<td>48</td>
<td>12.50</td>
</tr>
<tr>
<td>6. Faculty of African Women's Studies Centre</td>
<td>44</td>
<td>11.46</td>
</tr>
<tr>
<td>7. Faculty of Economics</td>
<td>50</td>
<td>13.02</td>
</tr>
<tr>
<td>8. Faculty of Engineering</td>
<td>48</td>
<td>12.50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>384</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Study findings indicate that the majority of respondents (14.58%) were from the faculty of arts, followed by the institute for development studies (13.54%) and faculty of economics (13.02%). The finding implies that the respondents were well distributed across the various colleges.

### 4.7 Frequency of Use of Internet Technologies

This section of the research aimed at establishing the frequency of use of internet technologies among undergraduate students from the University of Nairobi. Frequency use was measured in terms of hours per week spent in the internet, number of times of internet log on and hours of the day that respondents anticipate to find their friends online.
4.7.1 Hours per week spent on Internet

The study sought to determine the hours spent in the internet per week by the students. The findings are presented in table 4.6.

Table 4.6

*Hours per week spent on Internet*

<table>
<thead>
<tr>
<th>No. of Hours</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-4 hours</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>5-7 hours</td>
<td>26</td>
<td>13</td>
</tr>
<tr>
<td>8-10 hours</td>
<td>63</td>
<td>31.5</td>
</tr>
<tr>
<td>More than 10 hours</td>
<td>99</td>
<td>49.5</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100</td>
</tr>
</tbody>
</table>

Almost half of the respondents (49.5%) spent more than 10 hours on the internet. Another (31.5%) spent between 8 and 10 hours on the internet. This means a total of (81%) of the respondents use the internet for more than 8hrs per week. This is more than three quarters of the respondents, which implies that University of Nairobi Undergraduate students are frequent users of the internet.

4.7.2 Number of Times in a day of Internet log on

The study sought to determine the frequency with which the respondents access the internet in any given day. This is presented in table 4.7

Table 4.7

*Number of Times in a day of Internet log on*

<table>
<thead>
<tr>
<th>Number of Times logged on in a day</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twice</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Thrice</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>four times</td>
<td>57</td>
<td>28.5</td>
</tr>
<tr>
<td>five times</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>over 5 times</td>
<td>133</td>
<td>66.5</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100</td>
</tr>
</tbody>
</table>

Majority of the respondents (66.5%) indicated that the number of times they logged on to the internet was more than 5 times daily. 28.5 of the respondents logged into the internet four times a day. This means (95%) of the respondents logged into the internet four or more times in a day.
(5%) of the respondents logged into the internet three times in a day. The statistics show that university of Nairobi Undergraduates students are frequent internet users.

4.7.3 Hours of the day that respondents anticipate to get friends online

The study sought to establish the hours of the day that respondents anticipate to find their friends online.

Table 4.8

Hours of the day that respondents anticipate to get friends online

<table>
<thead>
<tr>
<th>Time of day</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning hours</td>
<td>13</td>
<td>6.5</td>
</tr>
<tr>
<td>All day</td>
<td>48</td>
<td>24</td>
</tr>
<tr>
<td>Afternoon hours</td>
<td>67</td>
<td>33.5</td>
</tr>
<tr>
<td>Evening hours</td>
<td>72</td>
<td>36</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100</td>
</tr>
</tbody>
</table>

(36%) of the respondents indicated that they anticipate to find their friends online in the evenings, while another (33.5%) expect to find their friends online in the afternoon. (6.5%) and (24%) anticipate to get their friends online in the morning hours and all day respectively. The findings indicate that University of Nairobi undergraduate students use the internet mostly in the afternoon and evening hours as indicated in table 4.8.

4.7.4: Influence of gender on frequency of use of Internet Technologies

The study sought to establish the influence of gender on frequency of internet technologies use. The findings are presented in table 4.9 and 4.10.
**Table 4.9**

*Group Statistics-Male*

<table>
<thead>
<tr>
<th>Hours per week spent in internet</th>
<th>F</th>
<th>Fx</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 2 hours</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2 to 4 hours</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5 to 7 hours</td>
<td>33</td>
<td>198</td>
</tr>
<tr>
<td>8 to 10 hours</td>
<td>33</td>
<td>297</td>
</tr>
<tr>
<td>More than 10 hours</td>
<td>67</td>
<td>737</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>133</td>
<td>1232</td>
</tr>
</tbody>
</table>

**Table 4.10**

*Group Statistics-Female*

<table>
<thead>
<tr>
<th>Hours per week spent in internet</th>
<th>F</th>
<th>Fx</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 2 hours</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2 to 4 hours</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5 to 7 hours</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8 to 10 hours</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>More than 10 hours</td>
<td>67</td>
<td>737</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>67</td>
<td>737</td>
</tr>
</tbody>
</table>

Findings from this study indicate that the mean response on the number of hours on the internet was significantly greater for female students than male students. The finding implies that gender influences the frequency of internet use. Male respondents had a mean response of 9.26 which implies that they used internet for 8 to 10 hours per week. Female respondent’s mean response was 11 which imply that female respondents spent almost over 10 hours per week accessing internet. The modal class for both male and female respondents was more than 10 hrs. (Male respondents were 67 in that class while female respondents were also 67.)

4.7.5: **Influence of age on frequency of use of Internet Technologies**

The study sought to establish the influence of age on frequency of use of internet technologies. The findings are presented in table 4.11 which represents the mean responses of the three age groups.
Table 4.11
Statistics on Influence of age on frequency of Internet Technologies use

<table>
<thead>
<tr>
<th>Age of Respondent</th>
<th>N</th>
<th>Mean (Hours on the internet)</th>
</tr>
</thead>
<tbody>
<tr>
<td>19-25 years</td>
<td>114</td>
<td>3.49</td>
</tr>
<tr>
<td>26-30 years</td>
<td>70</td>
<td>3.25</td>
</tr>
<tr>
<td>31-35 years</td>
<td>16</td>
<td>2.63</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>3.28</td>
</tr>
</tbody>
</table>

Study findings show that internet technologies usage in terms of the number of hours spent in internet differs across various age classes. The finding implies that age influences the frequency of internet technologies use. For instance, the mean response for students aged between 19 to 25 years was 3.49 followed by the age category of 26 to 30 years with a mean of 3.25 and 31 to 35 years with a mean response of 2.63. This implies that students aged between 19 to 25 years spend more hours on the internet as compared to students aged between 26 to 30 years and also 31 to 35 years. The finding further implies that internet usage declines with an increase of age.

4.8 Forms of Use of Internet Technologies
The study sought to determine the forms of internet technologies used by University of Nairobi Undergraduate Students. The findings are given in table 4.12.

Table 4.12
Forms of Internet Technologies

<table>
<thead>
<tr>
<th>Form of Internet Technology used</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequently use WhatsApp</td>
<td>0(0%)</td>
<td>0(0%)</td>
<td>33(16.5%)</td>
<td>67(33.5%)</td>
<td>100(50%)</td>
</tr>
<tr>
<td>Frequently use Skype</td>
<td>134(67%)</td>
<td>66(33%)</td>
<td>0(0%)</td>
<td>0(0%)</td>
<td>0(0%)</td>
</tr>
<tr>
<td>Frequently use Gtalk</td>
<td>69(34.5%)</td>
<td>0(0%)</td>
<td>30(15%)</td>
<td>69(34.5%)</td>
<td>32(16%)</td>
</tr>
<tr>
<td>Frequently use Gmail/Yahoo mail</td>
<td>0(0%)</td>
<td>0(0%)</td>
<td>34(17%)</td>
<td>67(33.5%)</td>
<td>99(49.5%)</td>
</tr>
<tr>
<td>Frequently use Facebook</td>
<td>0(0%)</td>
<td>33(16.5%)</td>
<td>34(17%)</td>
<td>100(50%)</td>
<td>33(16.5%)</td>
</tr>
<tr>
<td>Frequently use LinkedIn</td>
<td>70(35%)</td>
<td>30(15%)</td>
<td>32(16%)</td>
<td>31(15.5%)</td>
<td>37(18.5%)</td>
</tr>
</tbody>
</table>
They indicate that a majority (83.5%) agree to frequently using WhatsApp while (67%) strongly disagreed to frequently using Skype. (34.5%) strongly disagreed to frequently using Gtalk, while a majority (50.5%) agreed they used it. Majority of the respondents (83%) agreed that they frequently used Gmail or Yahoo mail. (16.5%) of the respondent disagreed to frequently using Facebook but majority (66.5%) agreed to frequently using Facebook. (50%) of the respondents disagreed to having frequently used LinkedIn while (34%) of them agreed to frequently using it. A few (16%) were neutral in their response on frequency of using LinkedIn. A half of the respondent (50%) agreed to having frequently used Twitter, while (32.5%) were neutral in their response and a further (17.5%) disagreed to having frequently used Twitter.

This finding purport that the University of Nairobi undergraduate students preferred forms of internet technologies are WhatsApp, Gmail/Yahoo mail, Facebook, Gtalk, LinkedIn and Twitter with WhatsApp taking the lead. The finding also indicates that Skype is not a preferred form of internet technology among the University of Nairobi undergraduate students.

### 4.8.1 Medium used to access forms on Internet Technologies

The research sort to establish the medium through which the University of Nairobi Undergraduate Students use to access the various forms of internet technologies.

<table>
<thead>
<tr>
<th>Medium Used</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequently use Internet enabled cell phones or Smart device</td>
<td>0(0%)</td>
<td>0(0%)</td>
<td>21(10.5%)</td>
<td>45(22.5%)</td>
<td>134(67%)</td>
</tr>
<tr>
<td>Frequently use cybercafes</td>
<td>35(17.5%)</td>
<td>68(34%)</td>
<td>67(33.5%)</td>
<td>0(0%)</td>
<td>30(15%)</td>
</tr>
<tr>
<td>Frequently use computer labs in campus</td>
<td>136(68%)</td>
<td>0(0%)</td>
<td>0(0%)</td>
<td>41(20.5%)</td>
<td>23(11.5%)</td>
</tr>
</tbody>
</table>

Table 4.13 shows that majority (67%) strongly agreed to frequently using their cellphones or smart devices to access the forms of internet technologies. A further (22.5%) also agreed to using cellphones or smart devices therefore bringing the total of those that agreed to using cellphones
or smart devices at (89.5%) of the respondents. (10.5%) of the respondents were however neutral in their response to frequently using cellphones or smart devices. More than half of the respondents (51.5%) disagreed to frequently using cybercafes to acces the forms of internet technologies. This comprised of (17.5%) who strongly disagreed and (34%) who disagreed. (33.5%) of the respondents were neutral in their response on frequently using cybercafes while a small number (15%) of the respondents strongly agreed to using cybercafes. On the question of frequency of use of computer labs in the campus to acces the forms of internet technologies many of the respondents (68%) strongly disagreed to using the labs, while (32%) agreed to frequently using the computer labs in campus. This proportion was composed of (20.5%) who agreed and (11.5%) who strongly agreed. 

The results of this finding indicate that University of Nairobi undergraduate students mostly prefer to use their cell phones or smart devices to acces the various forms of the internet. Computer labs in the campus are second in preference with cybercafes being the least prefered.

**4.9 Purpose of Use of Internet Technologies**

This study sought to determine for what purpose the internet technologies are used for by the University of Nairobi undergraduate students. It aimed to determine whether the internet was being used by the students for entertainment, education, communication or commerce purposes.

Table 4.14 shows the findings.

**Table 4.14**

*Purpose of Use of the Internet Technologies*

<table>
<thead>
<tr>
<th>Purpose of Using the Internet Technologies</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To gather academics materials for course and to correspond with lecturers</td>
<td>0(0%)</td>
<td>0(0%)</td>
<td>20(10%)</td>
<td>0(0%)</td>
<td>180(90%)</td>
</tr>
<tr>
<td>2. To access information from various source all over the world</td>
<td>0(0%)</td>
<td>0(0%)</td>
<td>0(0%)</td>
<td>46(23%)</td>
<td>154(77%)</td>
</tr>
<tr>
<td>3. To find information that reflects respondent’s identity</td>
<td>0(0%)</td>
<td>67(33.5%)</td>
<td>103(51.5%)</td>
<td>30(15%)</td>
<td>0(0%)</td>
</tr>
</tbody>
</table>

Majority of the respondents (90%) strongly agreed to using the internet to gather academics materials for course work and to correspond with lecturers. (77%) of the respondents also
strongly agreed to using the internet technologies to access information from various source all over the world with a further (23%) agreeing to this, hence (100%) of the respondents use the internet for information purpose. (51.5%) of the respondents were neutral as to using the internet to find information that reflects their identity. The findings imply that University of Nairobi Undergraduate Students used the internet for education and information use. The findings agree with those of Mustafa and Karen (2007), Deci and Ryan, (1985), Stafford and Stafford, (1998) and Korgaonkar and Wolin (1999) who identified education and information use as one of the purposes of internet use.

4.9.1 Use of Internet Technologies for Communication

Further purposes of internet use were investigated by asking questions that demonstrate the communication purpose of the use of internet technologies. The findings were given in table 4.15.

Table 4.15

*Purpose of Use of the Internet Technologies—communication*

<table>
<thead>
<tr>
<th>Purpose of Using the Internet Technologies</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. To contact and communicate with friends through chat services and apps</td>
<td>0(0%)</td>
<td>0(0%)</td>
<td>20(10%)</td>
<td>69(34.5%)</td>
<td>111(55.5%)</td>
</tr>
<tr>
<td>5. To talk with other people on what is going on through email or blogs</td>
<td>0(0%)</td>
<td>0(0%)</td>
<td>99(49.5%)</td>
<td>67(33.5%)</td>
<td>34(17%)</td>
</tr>
<tr>
<td>6. To make new friends and networks through chat rooms and discussion lists</td>
<td>0(0%)</td>
<td>100(50%)</td>
<td>33(16.5%)</td>
<td>0(0%)</td>
<td>67(33.5%)</td>
</tr>
<tr>
<td>7. To develop romantic relationships through chat rooms and online dating websites</td>
<td>141(70.5%)</td>
<td>41(20.5%)</td>
<td>18(9%)</td>
<td>0(0%)</td>
<td>0(0%)</td>
</tr>
</tbody>
</table>

(90%) of the respondents agreed to using internet technologies to contact and communicate with friends through chat and app services. Also majority of the respondents (50.5%) agreed to using the internet technologies to talk with other people on what is going on through emails or blogs, while half of the respondents (50%) disagreed to using it to make new friends and networks through chat rooms or and discussion lists. (70.5%) of the respondents strongly disagreed to
using internet technologies to develop romantic relationships through chat rooms and online
dating websites. The findings imply that University of Nairobi Undergraduate Students use
internet technologies as means of communication with their friends through chats and apps. The
students also use the internet technologies to communicate with other people. This means they
socialize and interact with their friends and other people through the internet. The University of
Nairobi Undergraduate Students however don’t use the internet technologies as their primary
means of making new friends or for developing romantic relationships.

The findings agree with those of Stafford and Stafford (1998), who asserted that email and chat
are dominant web activities. Maignan and Lukas (1997) identified communication as a social use
of the internet and Eighmey (1997) identified an "interest in continuing communication" factor.
Studies using both students (Perry, Perry, and Hosack-Curlin, 1998) and adults (Kraut et al.,
1998) have also found communication as a primary use of internet technologies.

4.9.2 Use of Internet Technologies for Entertainment

The research also sought to establish whether internet technologies were used for entertainment
purposes. Table 4.16 represents the findings.

Table 4.16

<table>
<thead>
<tr>
<th>Purpose of Using the Internet Technologies</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. To play online computer games</td>
<td>136(68%)</td>
<td>32(16%)</td>
<td>0(0%)</td>
<td>32(16%)</td>
<td>0(0%)</td>
</tr>
<tr>
<td>9. To listen to, download audio music and video movies</td>
<td>0(0%)</td>
<td>28(14%)</td>
<td>58(29%)</td>
<td>114(57%)</td>
<td>0(0%)</td>
</tr>
<tr>
<td>10. To pass time and unwind</td>
<td>67(33.5%)</td>
<td>0(0%)</td>
<td>31(15.5%)</td>
<td>69(34.5%)</td>
<td>33(16.5%)</td>
</tr>
</tbody>
</table>

Only (16%) of the respondents agreed to using the internet technologies to play online computer
games while majority (84%) disagreed. On the question of using the internet technologies to
listen to, download music or videos, (57%) of the respondents agreed to using the internet for
that, while (14%) disagreed. More than half the respondents (51%) agreed to using the internet to
pass time and unwind. The findings imply that University of Nairobi Undergraduate Students use
the internet technologies for entertainment use. The findings agree with those of Eighmey's
(1997) who identified the entertainment factor, by arguing that navigating websites is "a playful
experience.” The findings are also consistent with those of Korgaonkar & Wolin, (1999) and Kraut et al, (1998) who asserted that games, surfing for fun, listening to music, watching movies are elements of internet use for entertainment.

4.9.3 Use of Internet Technologies for Commerce

The study also sought to establish whether internet technologies were used for commercial purposes by University of Nairobi Undergraduate Students. Table 4.17 represents the findings.

Table 4.17

<table>
<thead>
<tr>
<th>Purpose of Using the Internet Technologies</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. To do online transactions</td>
<td>0(0%)</td>
<td>60(30%)</td>
<td>68(34%)</td>
<td>33(16.5%)</td>
<td>39(19.5%)</td>
</tr>
</tbody>
</table>

(36%) of the respondents agreed to using internet technologies to do online transactions. (34%) were neutral in their response while (30%) disagreed. The finding indicates there is a divide in the University of Nairobi Undergraduate Students use of internet technologies to transact online.
CHAPTER FIVE
SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
The purpose of this chapter is to discuss and summarize the findings of the study and give conclusions and recommendations for improvement or practice. The chapter took into consideration the findings that were specific for the objectives stated in chapter one.

5.2 Summary of the Study
The following is the summary of the study generated from data analysis. It was done along with the objectives of the study.

5.2.1: Frequency of Use of Internet Technologies among University of Nairobi Undergraduate Students
A majority of respondent of almost half (81%) spent more than 8 hours per week on the internet. The findings imply that University of Nairobi undergraduate students are frequent users of the internet. The analysis also showed that a total of (81%) of the respondents logged on to the internet four or more time in day. This supports the earlier findings that imply the university of Nairobi Undergraduates students use internet frequently. This analysis confirms that the frequent use of the internet does influence socialization in the sense that the respondents have less face to face interaction with their friends as they communicate more to them via internet technologies.

The analysis also confirmed that gender does influence the frequency of internet technologies use as the results show a significantly greater difference of the means between the two groups on the number of hours spent on the internet.

The analysis showed that internet usage in terms of the number of hours spent in the internet differs across various age categories. The finding further implies that age influence the frequency of internet technology use. It was observed that students aged between 19 to 25 years are more likely to spend over 10 hours on the internet as compared to students aged between 26 to 30 years and also 31 to 35 years. The finding further implies that there is a significant decline of
internet technology usage for socialization purpose with an increase of the student’s age; hence with an increase of age there is a shift to alternate means of socialization.

5.2.2: The Forms of Use of Internet Technologies among University of Nairobi Undergraduate Students

The study analysis has clearly shown that WhatsApp is the most preferred form of use of internet technology. This shows that instant messaging is the most common means of interaction between the students and their peers. The findings indicate that a good number of the respondents used Gmail or Yahoo mail. This shows that the students use email services to interact with their lectures and follow up on academic work.

The study also observed that University of Nairobi undergraduate prefer using smart phones or smart devices to access the forms of internet technology like WhatsApp, Gmail, Yahoo mail and Facebook. The choice of the students to use cell phones or smart devices to access the forms of internet technology could be attributed to the portability and mobility of the devices which creates convenience to the students. Multi functionality of the devices where one can chat, read mails and social network in the internet on the same device could also attribute to the popularity of cell phones or smart devices by the University of Nairobi undergraduate students.

5.2.3: The Purposes of Use of Internet Technologies among University of Nairobi Undergraduate Students

A majority of the respondents agreed that they used internet technologies to gather academic materials for their course and to correspond with their lecturer. (100%) of the respondents also agreed to using the internet technologies to access information from various source all over the world. Hence the purpose of using the internet technologies being communication and for information purpose does influence socialization as the students use the technologies to interact with their lectures.

A majority of the respondents agreed to using internet technologies to contact and communicate with friends through chat and app services. Also majority of the respondents agreed to using the internet technologies to talk with other people on what is going on through emails or blogs. This
analysis has shown that indeed the purpose for which the internet technology is used does affect the socialization of the student. The finding analysis further showed that majority of the respondents strongly disagreed to using internet technologies to develop romantic relationships through chat rooms and online dating websites. This indicates that development of romantic relationships is not a purpose for which the students use internet technologies hence it does influence the kind of socialization they have through the internet technologies. The use of the internet by the students for entertainment purpose implies that their socialization has been influenced since they will spend their pass time entertaining or getting entertained in the internet. The analysis also implies that University of Nairobi Undergraduate Students have not embraced use of internet technologies to do commerce.

5.3 Conclusions
Based on the objectives and research questions of the study, it was possible to conclude the following: the frequency of use of internet technologies by university of Nairobi students was high where majority of the students used the internet for more than 8 hours in a week. It was also possible to conclude that age and gender influence the frequency of use of internet technologies. Young students were more likely to use internet technologies frequently compared to older students. In addition, female students were more likely to use internet frequently compared to their male counterparts. An assumption to this observation could be attributed to nature of women socializing more than men, hence the more they socialized with their friends using internet technologies the higher the number of female internet technology users. The form of use of internet technologies preferred by most University of Nairobi students was WhatsApp. This was followed by Gmail/Yahoo mail, Facebook, Gtalk, LinkedIn and Twitter in the order of most preferred. The medium used to access the forms of internet technologies by the University of Nairobi students were cell phones or smart devices, followed by computer labs in the campus while cyber cafes being least preferred. An assumption to this choice could be attributed to the portability, convenience and multi-functionality of the cell phones and smart devices compared to the other medium. The medium most preferred; cell phones or smart devices are built with the capability to use WhatsApp which is the preferred form of use by the University of Nairobi students. This showed the form of use of internet technology and the medium complement each other.
The purposes of internet use were found to include education and information use, socializing, communication and entertainment. The fact that academic material and course work is exchanged between lectures and students through the internet contributes to students socializing with their lectures through use of internet technologies. It was however observed that there isn’t a high usage of internet technologies by the students for the purpose of commerce. This suggests that University of Nairobi students use face to face approach of interaction when performing transactions or business.

The study showed the socialization of University of Nairobi students who represented the youth was influenced by use of internet technologies. Many students used the internet technologies to have interpersonal interactions with their peers, lecturers and friends at the expense of having a face to face interaction. This implies the more their peers used the internet technologies the more the students ended up using the internet to socialize with them.

5.4 Recommendations
The section outlined the various recommendations that arose as a result of the findings of the study.

1. The study recommends that since University of Nairobi undergraduates use internet technologies frequently and their preferred medium is cell phones or smart devices, the university should come up with an initiative to provide smart phones to students on loan which is repayable as part of the fees. The university could also increase the number of computers in the labs

2. In addition, the university should ensure that the download speeds of the internet are enhanced to offer the students fraternity more access to internet.

3. The University of Nairobi should exploit this avenue and ensure that more educational content is passed onto the students through the internet technologies. This will pave way for e-learning. E-learning may be used by all universities to increase the intake of undergraduates as well as post graduate students. This will save the universities and the government the cost of hiring additional lecturers, and the provision of lecturing facilities such as lecture halls, tables and chairs.

4. Marketing companies may target the students in marketing campaign to popularize products such as online games, adverts placed on social media websites such as Facebook
and twitter. The university should also use the social media to advertise and reach out to students on course offering.

5. The University of Nairobi may use social media to reach the students as a part of a whistle blower policy where anonymous comments are posted, blogs and contributions on a certain issue can also be posted. Discussion groups on WhatsApp, Gtalk or twitter could be set up to address pertinent matters affecting the students or student affairs.

6. Use of internet technologies to enhance social values to avoid cultural erosion by Government of Kenya.

7. Businesses and banks should encourage students to use e-commerce as a means of transacting given the advantages it has when compared to cash transactions.

8. The government of Kenya should contribute to increased use of internet technologies by lowering the cost of internet connection and subsidizing the cost of smart phones to be used by students.

5.5 Areas for Further Research
The study recommends a research be done for the comparison of internet technology based socialization with that of face to face socialization. Further a similar study on influence of internet technologies use on socialization be done for college institutions and secondary schools. This will yield comparative and expose gaps that need to be filed. Such study would help the education sector to craft a strategy for increasing the uptake of ICT and encourage the use of internet technologies with a motive to enhancing e-learning.

The study also recommends a research be done to establish the relationship between use of information technology and personal development outcomes of individuals. There should also be a study to establish the relationship between internet technologies and their influence on political orientation of citizens.
REFERENCES


Mustafa K and Karen N. (2007). *The Consequences Of Internet Cafè Use On Turkish College Students’s Social Capital*. Social Capital University of Illinois at Urbana-Champaign


APPENDIX 1: LETTER OF TRANSMITTAL OF QUESTIONNAIRE

Dear Respondent,

My name is Kevin Atibu Seboru, an MA student in Project Planning and Management at University of Nairobi. As part of my academic work, I am undertaking a research on the influence of internet technologies use on socialization among the youth; case of University of Nairobi- Main Campus.

Please take some time to complete this questionnaire as truthfully as possible. The information you provide will be very helpful for the success of the study and will be treated confidentially, so DO NOT write your name on the questionnaire.

Thank you in advance for your assistance.

Yours Faithfully,

Kevin Atibu Seboru
APPENDIX 2: QUESTIONNAIRE FOR RESPONDENT IN UNIVERSITY OF NAIROBI – MAIN CAMPUS

Instructions:
Please

- Put a tick where appropriate
- Provide brief responses to the statement given below

SECTION A: Background Information
1. Age 19-25 □ 26-30 □ 31-35 □ 36-40 □

2. Gender Male □ Female □

3. On average how many of your peers are communicating with you using the internet at any given time?
   Less than 10% □ 50% □ 70% □ 100% □ Not at all □

4. Faculty of study currently pursued at UON?
   Faculty of Arts □
   Faculty of African Studies □
   Institute For Development Studies □
   Faculty of Diplomacy and International Studies □
   Faculty of Journalism □
   Faculty of African Women's Studies Centre □
   Faculty of Economics □
   Faculty of Engineering □
SECTION B. Internet Frequency

4. On average, how many hours per week do you spend using the Internet?

Less than 2 hours □  2-4 hours □  5-7 hours □  8-10 hours □ More than10 hours □

5. Approximately how many times in a day do you log on to the internet via phone, tablet, laptop or Lab computer?
   a) Not at all□   b) once□   c) twice□   d) thrice□   e) four times□   f) five times □   g) Over 5 times□

6. On average within which hours of the day do you anticipate to find your friends online?
   Morning hours □  All day □  Afternoon □  Evening □  All Night □

Section C: Forms of Internet Technologies

7. Which of the following internet technologies do you frequently use while on the internet and to what extent?

To what extent do you agree with the following statements?

*Indicate your response based on the following scale:
  1- Strongly disagree; 2- Disagree; 3- Neutral; 4 Agree; 5- Strongly agree*

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I frequently use</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>WhatsApp</td>
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<tr>
<td>Skype</td>
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<tr>
<td>Gtalk</td>
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<td></td>
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<tr>
<td>Gmail/Yahoo mail</td>
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<td>Facebook</td>
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<td>LinkedIn</td>
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</tr>
<tr>
<td>Twitter</td>
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<td></td>
</tr>
</tbody>
</table>
8. Which of the following medium do you frequently use in accessing internet services and to what extent?

To what extent do you agree with the following statements?

*Indicate your response based on the following scale:*
1- Strongly disagree; 2- Disagree; 3- Neutral; 4 - Agree; 5- Strongly agree

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I frequently use Internet enabled cell phones or Smart device</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>I frequently use cybercafés</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I frequently use computer labs in campus</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**SECTION D. Purpose of Internet use**

9. For each of the statements stated 1-11, tick the box that best represents your own uses of the Internet.

*Indicate your response based on the following scale:*
1- Strongly disagree; 2- Disagree; 3- Neutral; 4 - Agree; 5- Strongly agree

<table>
<thead>
<tr>
<th>I use the internet to:</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1. To gather academic materials for my course and to correspond with my lecturer</td>
<td></td>
</tr>
<tr>
<td>2. To access general information from various sources all over the world</td>
<td></td>
</tr>
<tr>
<td>3. To do online transactions</td>
<td></td>
</tr>
<tr>
<td>4. To find information that reflects my identity</td>
<td></td>
</tr>
<tr>
<td>5. To contact and communicate with my friends through chat services and apps</td>
<td></td>
</tr>
<tr>
<td>6. To talk with other people on what is going on through email or blogs</td>
<td></td>
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<tr>
<td>7. To make new friends and networks through</td>
<td></td>
</tr>
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<td></td>
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<tr>
<td>chat rooms and discussion lists</td>
<td></td>
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<tr>
<td>8. To develop romantic relationships through chat rooms and online dating websites</td>
<td></td>
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<tr>
<td>9. To play online computer games</td>
<td></td>
</tr>
<tr>
<td>10. To listen to, download audio music and video movies</td>
<td></td>
</tr>
<tr>
<td>11. To pass time and unwind</td>
<td></td>
</tr>
</tbody>
</table>

THANK YOU VERY MUCH FOR TAKING THE TIME TO PARTICIPATE IN THIS STUDY
APPENDIX 3: RESEARCH PERMIT

This is to certify that: Mr. Kevin Atibu Seboru of University of Nairobi, 0-100, Nairobi, has been permitted to conduct research in Nairobi County on the topic: Influence of Internet Technologies on Socialisation among the Youth for the period ending 31st December, 2014.

Permit No.: NACOSTI/P/14/0258/4227
Date of Issue: 26th November, 2014
Fee Received: Ksh. 1000

Applicant's Signature: [Signature]

Secretary, National Commission for Science, Technology & Innovation

[Stamp]