SOCIO-ECONOMIC AND COMMUNICATION FACTORS INFLUENCING THE USE OF ONLINE SOCIAL NETWORKING SITES AMONG TEENAGERS IN KENYA: A SURVEY OF HIGH SCHOOL STUDENTS IN NAIROBI

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DECLARATION

This is my original work and has not been presented to any other university for a degree or anywhere else for academic purposes
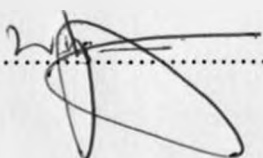
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DEDICATION

I dedicate this work to my beloved aunty, Sister Evelyn who not only encouraged me to enroll in this degree course but also struggled through thick and thin to fund for it.

ACKNOWLEDGEMENTS

I wish to extend my very sincere, deep and heartfelt gratitude to the following people for their constructive and significant assistance which collectively contributed to the successful accomplishment of this project.

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However, all errors and omissions, views and interpretations should not be attributed to any of the above mentioned persons but myself.

iv

ABSTRACT

With the proliferation of online social networks such as Facebook, Twitter and MySpace among others, there has been a growing interest in understanding why people adopt and use this kind of communication platform. These social networks are emerging as a promising IT based business, with some services already being provided commercially such as Facebook. However, the whole process of showing how an individual actually decides to start using a social network service may be somehow different from current web – based community services. Hence, this paper aims at examining how individual characteristics influence actual user acceptance of social network services. The specific objectives of the study are to: 1.establish the communication and demographic characteristics of the youth in high schools in Nairobi, 2.find out the online social networking sites used by the youth in Nairobi, 3.identify the motivations and goals of the youth for using online social networking sites, 4.examine usage patterns of online social networking sites among the youths and 5.determine the role played by communication and socio-economic factors in influencing the usage of online social networking sites among the youth.

To examine these individual characteristics, two theories were significant in the study. These were Technology Acceptance Model and Diffusion of innovations theory. In a nutshell, the study attempts to provide important contributions to the rapidly growing literature on online social relationships in general, and on youth networks in particular.
Data was collected from 300 respondents using questionnaires, personal interviews and literature review sources. The data was analyzed using SPSS Version 17.0. The results support the social compensation approach to the study of online social relationship formation. The motivation for online friendship formation proved to be related to adolescents attempt to compensate for a lack of social support by using the internet for communication.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABBREVIATIONS AND ACRONYMS

CCK   -   Communications Commission of Kenya

CMC -   Computer Mediated Communication

E-mail-   Electronic mail

GoK -   Government of Kenya

ICT   -   Information and Communication Technology

ISP   -   Internet Service Provider

IT   -   Information Technology

IP   -   Internet Protocol

KCPE-   Kenya Certificate of Primary Education

KCSE -   Kenya Certificate of Secondary Education

OSNSs -   Online Social Network Sites

SIT   -   Socially Interactive Technologies.

SPSS -   Statistical Package for Social Science

TAM -   Technology Acceptance Model

TRA -   Theory of Reasoned Action

CHAPTER ONE: INTRODUCTION

1.1 Introduction

This section gives the reader a preview of the whole research project. Information here is given under various sub-headings that will enable easy understanding of the purpose of this study. The section highlights the background information that informed this study, the problem statement, the research objectives and the questions, assumptions, significance, scope and limitations, theoretical background of the study as well as important definitions of this study.

1.2 Background information to the study

New Information and Communication Technologies (ICTs) have continued to make significant inroads into the inner workings of society; this holds truth for teenagers as well. As these ICT's become increasingly embedded in everyday niches, it is common for youth to interact with dozens of digital devices throughout a typical day and many spend hour upon hour learning about and manipulating computer devices such as laptops, cell phones and audio players among others (Bell, 2005). These technologies offer a culture of information, pleasure and relative autonomy all of which are of particular appeal to society's youth. This has implications not only for young people themselves but also on their family relations and generations.

These new ICTs, especially the internet, have enhanced social networking among people. Internet is a vast collection of computer networks which form and act as a single huge network for the transfer of data and messages across distances which can be anywhere in the world (Slatter, 1996). The internet has generally been looked at as an important

medium of information and communication (Lenhart & Madden, 2006). The Internet is glorified for the transformation of the world into a global village, which has radically changed the way people shop, transact, bank and communicate with others in the contemporary times.

The application of the internet in communication, commerce and the society in general continues to grow. One such application of the internet in society is the proliferation of Online Social Network Sites (OSNSs). A social network consists of a set of individual actors who interconnect through certain relationships, such as friendship, co-working or information exchange (Graton, 1997). Social networks are maintained through the interaction among members. Such OSNs include among others, Facebook, Twitter, MySpace, You Tube and Hi5.

Online social network software provides a new mechanism that allows individuals to contact the people they know and to access needed information sources online. According to Murnan (2006), the new form of social network has overcome the time and space limits of the traditional networks. Increasingly, users have switched their communication platform and browse the information of the new people they met in the offline communities.

The number of Kenyans hooked to OSNSs is growing. According to Synovate (2010), research on internet usage in Kenya established that e-mail is being discarded in favour of OSNSs such as Facebook and Twitter. The research found out that online social networking and entertainment have overtaken e-mail as a primary need for internet use. The research further established that Kenya had two million registered users on Facebook. Citing Nielsen, a global research house, Synovate (2010) noted that since

February 2009, internet users have been spending more time on OSNSs than on e-mail). Majority of the users of OSNSs are the youths who by Kenyan standards are people aged between 13 and 35 years of age.

The youthful population is mainly influenced by communication factors such as the need for information, goal achievement, language used among the youth, peer influences, availability of the internet service in media like cyber cafes and mobile phones among others (Backstrom, 2006). Also, some social theorists (Ridings & Gefen, 2004) have added that socio-economic factors like educational backgrounds of parents and guardians, feelings of affiliation and belonging among the youths in their social settings, self identity, values and notions of accepted behaviour in society, membership, growth rate, and learning environment such as schools have enhanced the adoption of these sites.

As a diverse user group, teenagers possess a broad set of features that make them relevant for studying use of online social networks. Barkhuus & Dourish, (2004) and Nathan, (2005) have noted that teenagers are unusually nomadic and have classes and other academic activities at a variety of locations and at different times, often combined with non-academic activities. At the same time, their social sphere is wide: they have multiple sets of friends and acquaintances, as well as school-related contacts (teachers, tutors etc.) with whom they have daily interactions (Nathan, 2005). They are therefore an interesting group of mobile workers to study in terms of how they integrate online social media into everyday life.

In view of the wide range of communication and socio-economic factors influencing the use of OSNs among teenagers, this research restricted itself to certain specific socio

economic and communication factors necessitating the usage of the sites, tools and services provided by the sites as well as the impacts of these sites to their users.

Theories crucial to the study included; Technology of Acceptance Model adopted by Fred Davis (1989) and Richard Bagozzi (1992). This theory seeks to explain how users accept and use technology development. In addition, Diffusion of innovation theory by Everett Rogers (1995) which explains how an innovation spreads rapidly in a social setting.

1.2.1 Internet as tool of Communication in Kenya

Internet traces its origin in 1957 (Franklin, et. al., 2005). This was a time when Russia had launched Sputnik, the first artificial satellite that was to mark the beginning of global communication. It resulted from some visionary thinking by people in the early 1960's who saw great potential value in allowing computers to share information on research and development in scientific and military fields (Howe, 2010). Similarly, according to Defleur and Dennis (2002), the internet was first used by scientists and university professors.

The internet first became available in Kenya to a small group of technical enthusiasts in 1993, (Mweu, 2000). The only way of accessing internet by then was through a service known as Gropher which offered access to text-based information.

The African Regional Centre for computing (ARCC) a Non Governmental Organization (NGO) based in Nairobi, Kenya became the first provider of web –based internet service. This was done by providing the subscribers with the first ever web browser software mosaic. The connection to the global internet backbone was by via an analogue leased line.

4

The internet has generally been looked at as an important medium of information and communication (Lenhart and Madden, 2006). It has been glorified for the transformation of the world into a global village, which has radically changed the way people shop, transact, bank and communicate with others in the contemporary times.

Some of the internet services that enhance communication include e-mail services; file sharing, internet banking, advertisement and marketing, media broadcasting, teleconferencing and research study among others.

1.2.2 Online Social Network Sites in Kenya

Recent research in Kenya shows that social networks are becoming Kenya's preferred online destinations. Facebook and other social networks are some of the most highly trafficked websites in the country. As of June 2009, according to the web ranking service Alexa, the most popular social networks in Kenya by overall web traffic include: Facebook.com, You Tube.com, Blogger.com, Wikipedia.com, Twitter.com, Tagged.com, Wordpress.com, Hi5.com, Haiya.com and MySpace.com.

According to a research conducted by Kenya Television Network (KTN) February 20, 2010, approximately 2 million Kenyans are registered members on Facebook. With such level of adoption and diffusion of online social networks in Kenya, there is need to carry out a research on the factors that have informed this widespread usage of the sites.

1.2.3 Adoption and usage of online social networking sites in Kenya.

The success or failure of any innovation is often linked to its ultimate adoption (DeLone & Mclean, 1990; Agarwal and Prasad, 1999). This is true for online social networking sites. Different socio-economic factors such as social settings, religion, age, gender educational and cultural backgrounds of users, membership of online social group(s), growth rate, member's interest and parents' and guardians educational and social orientations as well as communication factors like language used, need for communication, mass media used, ownership of internet communication tools and peer influence among others contribute to the structure of social network (Backstro et. al., 2006).

Besides the obvious cultural and social need that this technology is fulfilling for a few Kenyans as a market and meeting place, it is also teeming with commercial possibilities that like in the rest of the world, could throw the business model of traditional media firms like radio, television and newspapers among others upside down (Kinyanjui, 2007). Kenyans are exploiting these sites for various reasons like marketing and advertising, political affiliations such as getting updates on what is happening on campaigns for national elections or by-elections, or draft constitutional campaigns among others. Users are able to use the sites to post their contributions towards the contentious issues in the country.

Also in Kenya, public job application has gone online, making it faster, cheaper and efficient especially with internet availability in homes and within prompt reach on mobile

phones that have increasingly become available to almost all Kenyans (Muendo 2010). Also worth noting is that previous word of mouth and leaflet campaign strategies have been overtaken by technology. In fact online support may be all the ammunition a nominee needs to marshal their support towards winning the prestigious awards.

Worth noting also is that social sites play a great role in offering the users a chance to post comments about any incident within or even outside the country. News ranging from the fall of Osama to that of the Royal wedding as well as rumours about the end of the world as predicted by some prophets of doom received many comments posted on the social sites.

In order to better understand online social networking adoption and usage, one needs to examine some literature on theoretical frameworks like Technology Acceptance Model (TAM) and draw from attitude-intention-behaviour models from social psychology. TAM suggests that the ultimate adoption of any innovation depends on two key factors: perceived usefulness and perceived ease of use (Davis et al., 1989; Vankatesh, 2003). Other factors motivating online social networking adoption include feelings of affiliation and belonging, need for information, goal achievement, self-identity, values and notions of accepted behaviour (Ridings and Gefen, 2004). All of these factors relate to perceived usefulness of the online social sites. This theory is thus applied to construct an amended model that focuses on different individuals and how individual differences affect the acceptance to use these sites.

Another theory to necessitate ease of understanding of the social networking adoption usage is the Diffusion of innovation Theory (Everett Rogers 1995), which entails how an innovation is communicated through certain channels over time among the members of a social system. This theory was relevant in explaining why and how information spreads widely among the secondary school going youths in their social settings.

1.2.4 High Schools in Nairobi.

The study was conducted among selected schools in Nairobi City. Nairobi is the capital city of Kenya and the 13th largest city in Africa (en.wikipedia.org/wiki/Nairobi-November, 5, 2009). Geographically, it is located in the central part of Kenya at 1^0 17`S$36^0$49`E and occupies 684 square kilometers (260 sq. metres).It stands at 1,795 metres (5889 ft) above sea level and enjoys a moderate climate. It is the economic hub of East and Central Africa. It is the most populous city in East Africa, with a current estimated population of about 3 million according to the 2009 census.

The cosmopolitan nature of Nairobi city was the main reason for its choice as a research site. This area is ideal because all youth population based on ethnicity, race and religion are fairly represented here - a factor that minimizes the biases that would naturally be associated with a mono- ethnic or mono - cultural setting.

Also owing to the fact that it is a capital city with a population of 3.1 million people of all nature, it is the ideal population to study because of its different levels of online social

network consumers and will enable the researcher identify a trend, if any, on the adoption and the resultant usage of these sites.

The city is quite rich with a variety of primary and secondary schools as well as colleges. According to the latest report released by the Ministry of Education Science and Technology (2010), the total number of registered high schools in Nairobi stands at 215.Out of these there are 147 private schools of which 117 are day schools and 30 are boarding schools. Also out of the 68 public schools, 47 are day schools while 21 are boarding schools. A list of all these schools is given in appendix 3 obtained from table 1.1

Table 1.1 Numbers of Secondary schools in Nairobi

	Public Schools	Private Schools	Total
Day Schools	47	117	164
Boarding Schools	21	30	51
Total	**68**	**147**	**215**

Source; Republic of Kenya, Ministry of Education Report (2010).

1.2.5 Problem Statement

Online Social Network Sites are clearly a very important part of people's lives today (Lampe et. al., 2006). They are increasingly changing the lifestyles of the youth. The most fundamental change that the OSNSs has brought about is that the sites are a place of sharing information rather than simply extracting it on an individual basis (Kavanaugh et. al., 2005 & Lea et. al., 2006).

Ideally, the OSNSs are meant for positive development through socialization by deepening offline relationships, that is, all about connecting with others, meeting new people, sharing common interests, and rating up new stories, commenting on posted

videos and indeed sharing the ins and outs of their lives in this increasingly interconnected world. Valkenburg & Peters, (2009) have observed that these social sites are believed to be able to create a more intimate atmosphere where teens and young adults are likely to connect with peers and discuss personal issues in a positive way. They further credit that apart from offering avenue for positive socialization, some youths who lack social skills and positive interactions in real life, more likely use the sites in negative ways such as making threats, posting inappropriate content and falling prey to internet crime like trolling thus spending so much of their productive work negatively. In this regard, there is need to put in place checks and balances on the online social networking so as to avoid a social catastrophe or enhance it further to maximize its use as to reap its positive benefits.

The question at hand is what factors are influencing the use of OSNSs networking sites at such alarming rates as to significantly impact on society? Users of OSNSs have been influenced by various reasons to embrace the culture of online networking. Major socio-economic factors like: professional and educational backgrounds of parents and guardians, religion, education level, income level, membership of social group, individual's growth rate, peer/ social influence and learning environment (social setting) such as schools have greatly influenced the adoption and usage of these sites (Ridings & Gefen, 2004). Similarly, communication factors such as need for information (sending or receiving information), mass media used, availability of time to spend on social media, attitude and perception towards social media, goal achievement, language used among

the youths, and exposure to the internet service through media like cybercafés and mobile phones have also informed the usage of online social sites (Backstrom et. al., 2006).

In view of the widespread adoption and use of OSNs among the youth, coupled with the wide range of factors influencing the adoption and use patterns, the present study was selected. This study aimed at finding out why teenagers have increasingly adopted the usage of OSNSs and the possible positive and negative impacts of this on their lives.

1.3 Objectives of the study

The general objective of the study was be to investigate the socio-economic and communication factors influencing the use of online social network sites among the teenagers in secondary schools in Kenya.

The specific objectives of this study were as follows:

i.   To establish the socio-economic characteristics of the teenagers in secondary schools in Nairobi and determine the roles played by these factors in influencing the use of OSNSs.

ii.   To examine the communication variables of the teenagers in secondary schools in Nairobi and find out the influence of these variables on the use of OSNSs.

iii. To find out the Online Social Networking Sites used by the teenagers in secondary schools in Nairobi.

iv.   To identify the motivations driving the teenagers in secondary schools to use the Online Social Networking Sites.

v.   To examine the uses of OSNs among students in secondary schools in Nairobi.

1.4 Research questions

The research questions of the study as derived from the objectives were as follows:

i.   What are the socio-economic characteristics of the teenagers in secondary schools in Nairobi and what roles are played by these factors in influencing the use of OSNSs?

ii. What communication variables define the teenagers in secondary schools in Nairobi and how do these variables influence the use of OSNSs?

iii. What OSNSs are used by the teenagers in secondary schools in Nairobi?

iv. What are the motivations driving the teenagers in secondary schools to use OSNSs?

v.   What are the uses of OSNSs among students in secondary schools in Nairobi?

1.5 Assumptions of the study

This study was based on the general assumption that, owing to their youthfulness and high vulnerability to change, teenagers form the largest group of people in society who easily adopt change under the influence of various socio-economic and communication factors (Popoola, 2010). Therefore, the first assumption of this study was that the teenagers in secondary schools in Nairobi use OSNSs and that they would be willing to participate in the study. The second assumption was that various socio-economic and communication factors influence the teenagers' use of OSNSs.

1.6 Significance of the study

The findings of this research will offer information to parents, guardians, teachers and education policy makers of teens who are concerned about internet use and its effects on

relationship skills. Although studies can show the positive benefits of OSNS, parents, guardians and teachers should continue to monitor internet use and activity for teens and young adults and educate adolescents about unsafe internet practices as well as promote face-to-face relationships for teenagers.

The study results will offer information to website designers especially those involved in online social networking sites to improve on the design of OSNSs. To add on this, the research findings will also benefit those who wish to use OSNSs for marketing and advertising. The marketers and advertisers will be informed on how communication and socio-economic factors influence use of OSNSs among the youth. Based on an understanding of these factors, they can decide who to target in the marketing campaigns and what aspects to incorporate in the course of using OSNSs for marketing and advertising.

The findings of this study will also be a critical reference point for formulation of the country's communication policy, such that the guidelines enacted for online networking in Kenya would be those that are drafted in consultation with the public to whom they are meant to serve.

1.7 Scope and limitations of the study

This study did not venture into the intricacies or dynamics of virtual communication but attempted to focus on the socio-economic and communication factors influencing the use of OSNSs among the teenagers in secondary schools in Kenya. Underlying communication factors studied included those identified by Backstrom (2006) such as the

need for information, goal achievement, language used among the youth, availability of the internet services via various access points. Some of the socio-economic factors considered included professional and educational backgrounds of parents and guardians as well as their income levels, feelings of affiliation and belonging among the youths in their social settings, self identity, values and notions of accepted behavior in society, membership, growth rate, and learning environment such as schools have greatly influenced the adoption and usage of these sites (Ridings & Gefen, 2004).

OSNSs were selected owing to their significant proliferation and adoption among the youth. In addition, few studies exist on the use of OSNSs in Kenya. The researcher gathered data from high school teenagers (teens) aged between 12 and 19 years old. This is an age in which most young persons in secondary schools are to be found. Various reasons accounted for the researcher's choice of teenagers based on the fact that most of those who fall in this group are still shaping their identity owing to the transformation from childhood to adulthood. Consequently, this makes them a vulnerable group to external influences. Online social networking may thus have significant impact on them. The study was restricted to 60 boys and girls day secondary schools in Nairobi. This implies that the study excluded mixed secondary schools.

Day schools were selected because students in these schools have greater access to OSNSs due to the fact that they have access to Internet and consequently OSNSs outside the schools. The boarding schools have restrictions that deny students access to OSNSs since mobile phones are not permitted and the school's computer laboratories may have

restrictions on access of sites perceived to have no academic value sites such as OSNSs. The cosmopolitan nature of Nairobi city coupled with its extensive internet access and infrastructure were the main reasons for its choice as a research site.

Time was a major setback to this study because at the time of conducting the study, some students especially those in the Form four class were busy preparing for their national examinations. This implied that most of them did not participate in the study due to lack of adequate time to do so. In addition, some of the respondents complained that the questionnaire was too detailed and time consuming. However, the questionnaire was prepared in such a way that only relevant questions were filled in. This was made even easier by making all the questions closed-ended.

1.8 Theoretical Framework

A theoretical framework is a collection of interrelated ideas based on theories. It is a reasoned set of prepositions, which are derived from and are supported by data or evidence (Kisilu, 2006). This study used two theories namely: Technological Acceptance Model and Diffusion of innovation theory. The theories were considered relevant in exploring how online social networking as an innovation has been adopted in the lives of many youths.

1.8.1 Technological Acceptance Model

This is an information systems theory that models how users accept and use technology development by Fred Davis (1986) and Richard Bagozzi (1989) to explain software adoption based on Theory of Reasoned Action (Ajzen and Fishben 1975).

This theory postulates that the use of an information system is determined by the behavioral intention, which is determined by the person's attitude towards the use of the system and also by his perception of its utility. Besides, the TAM hypothesizes a direct link between perceived usefulness and perceived ease of use. With two systems offering the same features, a user will find more useful the one that they find easier to use (Dillon and Morris, 1996).

The theory is crucial to this study as it gives insight on examining how individual characteristics affect actual user acceptance of social network services, that is, of what use are the social sites to the youths in secondary schools and how convenient are these sites in terms of use and accessibility? The uses range from communicative to social needs.

1.8.2 Diffusion of Innovation Theory

This is a theory of how, why and at what rate new ideas and technologies spread through cultures (Lowery and Defleur 1995). It was pioneered by Everett Rogers (1996) who defined diffusion as the process by which an innovation is communicated through certain channels over time among the members of a social system.

The diffusion of innovation involves both mass media and interpersonal communication channels. That is, by sharing communication channels such as interpersonal communication or mass communication, people can get information of an innovation and

perceive its innovation as useful. Lasswel (1948) presented a model of communication analyzed as five parts S-M-C-R-E (Sender-Message-Channel-Receiver-Effect). Rogers (1995) mentioned how this communication model corresponds to the elements of diffusion. That is, Sender can be inventors such as Mark Zuckerberg a student of psychology at Harvard Student who invented Facebook. Message can be a new idea or product in a market, Channel can be interpersonal such as Facebook as a social site, Receiver can be members of a social system such as the youths or students in high schools and finally Effect can be the individual's (student's) adoption to the use of the social sites or social change where the members in the social system completely shift from the traditional mass media channels such as radio or television to the social sites like Facebook among others.

The theory is therefore significant in shedding light on the communication factors such as sender, message, channel, receiver and effect of message in influencing the adoption and usage of online social sites among their users.

1.9 Definition of key terms

In the context of this study, the following terms central to this research are restricted to the definitions and explanations hereby given.

Adoption: The onset of using a particular thing or show a particular attitude towards it. For instance, a student beginning to show interest to use Online Social Network Site(s) like Twitter would mean the adoption of Twitter by that student.

Communication factors: These are the factors related to communication that influence people to use OSNSs, for example exchange of information, goal achievement, language used by the youths, attitude towards the sites, availability of mass media such as the internet, mobile phones and cyber cafes.

Communication variables: These are images, perceptions, or properties related to communications that are capable of measurement or taking different values. For instance language can be a communication variable among teenagers in schools in the rural areas.

Day secondary school: A school in which no boarding facilities are offered to the learners, the students are allowed to report to school every morning and leave for their homes in the evenings. For example, Kianda Day Secondary.

Diffusion: The process by which the use of online social sites spreads widely within a short period of time. For example in the recent past, the use of social sites has spread rapidly (diffused) not only among teenagers but also among other youths in universities and colleges.

Mixed secondary school: A school offering education to both boys and girls.

Motivation/Motive: The gratifications an audience seeks from a particular mass media, which in this case are the OSNSs. According to Rechiutti (2003), another term that can be used to describe a motive is *gratification sought.* For example, a teenager with the motive of sending photographs to a friend may do so using Facebook as an Online Social Network Site.

Offline: Not directly controlled by or connected to the internet. For example, a student who has not subscribed to any online social site is said to be offline.

Online: Directly controlled by or connected to the internet. Such includes having a computer that is internet connected or opening a Facebook account in order to activate offline relationships.

Online Social Network Sites (OSNSs): Web-based sites that allow individuals to interconnect through certain relationships, such as friendship, co-working or information exchange. They include; Facebook. Twitter, MySpace and Hi5 among others.

Online Social Networking (OSN): The act of using online social sites such as Facebook for various reasons like posting photographs.

Private High schools: Non- government high cost secondary schools which are run by private individuals or organizations. An example is Kianda School in Nairobi.

Public High school: Government funded schools that offer secondary education. They are divided into three categories; National, provincial and District schools. For instance, Jamhuri High school in Nairobi.

Secondary school: This is synonymous to *High School.* In the Kenyan context, it is a school that offers the second level of education that comes before the tertiary level such as college or university. An example is Jamhuri Secondary School.

Socio-economic factors/Socio-economic characteristics: The societal and economic factors that enhance the use of OSNSs. For example; age of users, peer group, need to belong, learning style preference and environment of the teenagers, income of parents or guardians, parents' professional and educational background, feelings of affiliation and belonging, goal achievement, self identity, values and notions of accepted behavior as well as high growth of cybercafés and mobile internet.

Teenager/Teen: A young person aged between 12 and 19 years old.

Use: A person's selection of a certain communication channel to perform a particular activity or activities. Therefore, ``*uses of OSNSs*'' refer to the reasons that teenagers report for using OSNSs. For example, a use would be if a teenager reports using OSNSs to contact friends.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter involves the systematic identification, location and analysis of documents containing information related to the research problem being investigated (Olive Mugenda and Abel Mugenda 2003). By reviewing related literature, the researcher is able to understand and investigate the research problem at hand. It gives an account of what has been published on the topic by accredited scholars and researchers. This research borrowed heavily from related literature in form of books, newspapers, related research papers as well as web sites. All these have been outlined on the list of references and appendices at the end of this study. The review of literature is done under appropriate headings and sub-headings relevant to the present study. It provides a sound conceptual, theoretical and practical understanding of the research topic.

2.2 An overview of the internet and its services

Internet is the platform upon which online social networking operates, hence it is imperative that its history both globally and locally is amicably explored.

Internet is a vast collection of computer networks which form and act as a single huge network for transfer of data and messages across distances which can be anywhere in the world (Slatter, 1996).

The history of Internet globally dates back in 1957 when Russia launched its Sputnik the first artificial satellite that was to mark the onset of global communication (Franklin 2005).

The first people to enjoy communication services of the internet were computer experts, engineers, librarians, scientists and professors (Defleur and Dennis 2002). At this point in time, there was nothing friendly about it. According to Howe (2010), there were no home or office personal computers and anyone who used it had to learn to use a very complex system. Since then the internet has grown rapidly as the whole world continually enjoys the benefits of this technology. Africa has been among the top five continents to adopt this technology. By the end of 2009, it stood at 4.8% internet penetration rate in the world internet users' distribution. See Figure 2.1 that summarizes the world internet use and population statistics.

Figure 2.1 World internet use and population statistics.

World Internet Users Distribution by World Regions - 2009

- Asia 42.4%
- Europe 23.6%
- North America 14.4%
- Lat Am / Caribb 10.4%
- Africa 4.8%
- Middle East 3.2%
- Oceania / Australia 1.2%
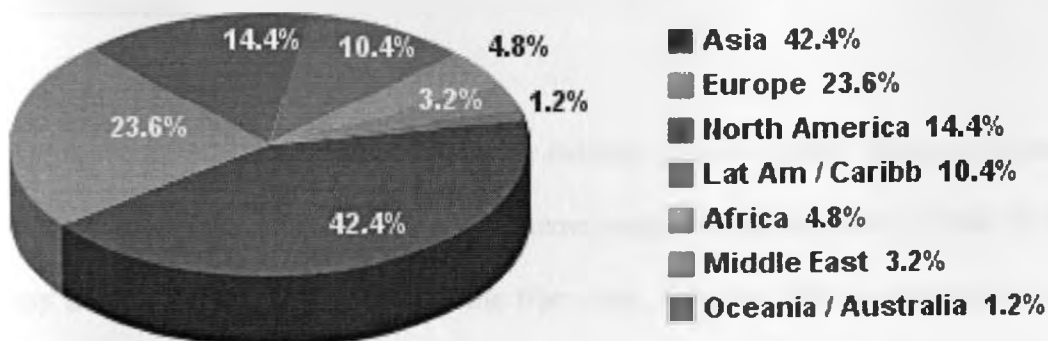
Source: Internet World Stats - www.internetworldstats.com/stats.htm
1,802,330,457 Internet users for December 31, 2009
Copyright © 2010, Miniwatts Marketing Group

2.2.1 The Internet in Kenya

Internet in Kenya traces its origin way back in 1993 (Mweu 2003). During this year, it was available only to a small group of technical enthusiasts. However, since then, Internet use in Kenya has grown steadily over the years and is now at an all time high as more users come to grips with its workings.

By 1995, some 100 people and organizations in Nairobi had access to the internet. Internet service provision improved significantly with the arrival in 2000 of commercial Internet service providers (ISPs), particularly FormNet (now Kenya Web) and Africa Online. By 2000, the number of Internet users in Kenya had risen to between 30,000 and 50,000 with a monthly growth rate of 3,000 (Mweu, 2000). From three ISPs in 2000, Kenya now has 78 licensed ISPs, although only 35 are currently operational, including the main players like Africa Online, Kenya Web, Wananchi Online, ISP Kenya, and NairobiNet (CCK, 2008). The continued reduction in the cost of Personal Computers (PCs) through the government initiative of zero rating import duty in 2003 has increased the affordability of PCs and this has helped to a small extent eliminate the barrier to Internet access.

The rapid growth of the mobile telephone industry has also greatly increased Internet use in Kenya. Some mobile telephones are Internet enabled and users can log onto the Web at any time. Likewise, the landing of the fibre optic cable in 2009 is expected to increase Internet speed and lower the cost of Internet use significantly. The East Africa Marine Systems (TEAMS) and the Seacom fibre optic undersea cables are expected to bring

23

broadband Internet connectivity to East Africa and connect the region to the rest of the world (Obonyo, S. , *Daily Nation*, March 16). Already, ISPs are connected to the cable while some customers have already been connected.

Among the telecommunication services industry, the internet has been among the least accessible services in Kenya (CCK, 2008). Like in many developing countries, the internet has had a slow growth in Kenya. The internet market study carried out by CCK in 2006 revealed that the low uptake of these services is attributed to low literacy levels, lack of infrastructure and relevant local content. Other factors are poverty, technophobia and lack of or poor regulatory policies. These factors have had far-reaching consequences upon connectivity and accessibility, limiting most use to urban areas where infrastructure is better developed and people have the resources, both monetary and cognitive, to access and utilize the Internet (Nyabuga, 2008). For these reasons, it is imperative to examine these issues as a precursor to investigating the marketing usage of the Internet in Kenya.

There are four main contemporary factors determining Internet connectivity and use in the country and these have led to its slow diffusion. These are poor regulatory policies, poor and insufficient telecommunication infrastructure, poverty, and governmental/political obstruction (CCK, 2006). Although these are by no means the only obstacles to the growth of the internet in Kenya and its use in marketing, they are by far the main determinants of the development, diffusion and use of the internet as a marketing tool in the country. While this paints a picture of limited Internet use, it should be noted that there is a significant utilization of this medium by the corporate world for

marketing and public relations purposes in Kenya. This has been discussed extensively in the following sections.

Available statistics indicate that there are now approximately 4 million Internet users in Kenya CCK (2009). It states that by the end of 2008, there were 3,309,646 Internet users. According to the International Telecommunication Union (ITU), this accounts for 7.9% of the country's total population. Kenya ranks seventh in terms of Internet penetration in Africa. Government documents show that there are over 2,000 cybercafés in Kenya (CCK, 2009) at the moment from a low of about 100 in 2000.

CCK further noted in the article; *Internet Use in Kenya*, in *The Standard* April 17, 2010 that Internet users stood at 4 million, a 10.4% increase from the previous period, but only 10.2% of the population had access to Internet services. Accordingly, daily Internet use has grown from 2 percent of the respondents in 2007 to 5 percent in 2009 and weekly use from 5 percent to 12 percent over the same period. In addition, it is worth noting that 2.7 percent of these users do their shopping online (Synovate 2010).

2.2.2 Services offered by the Internet

Since its debut in 1957 (Franklin 2005), the internet has radically changed the way people shop, transact, bank and communicate with others in the contemporary times. Some of the internet services that enhance communication include e-mail services; file sharing, Internet banking, advertisement and marketing, media broadcasting, teleconferencing and research study among others.

The internet as a tool provides invaluable services. Once one is connected to it, they enjoy limitless opportunities. Sultan Qaboos (1993) outlines the uses of various internet services. E-mail is the most popular feature on the internet. E-mail is a system of transmitting messages between computers. This service has become unpopular among the young people. It is being discarded in favour of the online social networks such as Facebook and Twitter. Synovate (2010) points out that social networking and entertainment have overtaken e-mails as a primary need for Internet use. Synovate further notes that one quarter of Kenyans who are in the online community do not have e-mail addresses.

The internet also gives information on virtually on any subject because of the World Wide Web (WWW). WWW is a global system of linked web pages containing information text, pictures, sound and video. One can review newspapers, magazines, academic papers and much more. Governments, colleges, universities, companies and individuals all offer information on the internet.

The internet through remote access also allows computer users to connect to other computers and information stores easily, wherever they may be across the world. They may do this with or without the use of security, authentication and encryption technologies, depending on the requirements. This is encouraging new ways of working from home, collaboration and information sharing in many industries. For instance an office worker away from his desk, perhaps the other side of the world on a business trip or a holiday, can open a remote desktop session into their normal office PC using a secure Virtual Private Network (VPN) connection via the internet. This gives the worker

complete access to all their normal files and data, including e-mail and other applications, while away from the office (Becker, 2000).

File sharing services are made possible by the power of the internet. A computer file can be mailed to a customer, colleagues and friends as an attachment. It can be uploaded to a website or File Transfer Protocol (FTP) server for easy download by others.

Many existing radio and television broadcasters provide Internet 'feeds' of their audio and video streams like Capital FM and Kiss 100 in Kenya. They may also allow time-shift viewing or listening such as Preview, Classic Clips and Listen Again Features. These providers have been joined by a range of pure Internet 'broadcasters' who never had on-air licenses. This means that an Internet-connected device, such as a computer or something more specific, can be used to access on-line media in much the same way as was previously possible only with television and radio receiver. A characteristic in Kenya is where people can send messages to their favourite radio stations on various topics of discussion and also receive feedback or prizes online. Facebook and Twitter are the commonly used sites in this area.

The internet has also opened up banking halls to customers in a virtual environment. From the comfort of their homes or offices, one is able to perform several banking transactions on his/her account.

Online shopping where one can order goods and services on the internet without leaving their home or office is similarly possible by use of Internet. For instance viewing a catalogue of a certain clothes shop over the Internet and filling in an online order form. Recent research results from Synovate (2010) show that 11 percent of Kenyans use the

internet to shop online and get information about products. Concisely, the internet is beneficial in five major areas ranging from information, communication, entertainment, e-commerce and other services (Jayashree Pakhare 2002).

2.3 History of Online Social Network Sites

Online social networking sites are web-based services that allow individuals to interconnect through friendship, co-working or information exchange, have existed since the advent of the internet (Boyd & Ellison, 2007). Bulletin boards, user and discussion groups, Multi User Dungeons (MUD) and other forms of online communities are predecessors to the present generation of online networking sites such as Facebook, Twitter and MySpace.

The early online social networking websites started in the form of generalized online communities such as The Well (1985), Theglobe.com (1994), Geocities (1994) and Tripod.com (1995). These early communities focused on bringing people together to interact with each other through chat rooms, and share personal information and ideas around any topics via personal homepage publishing tools. Some online communities took a different approach by simply having people link to each other via e-mail addresses. These sites include Classmate.com (1995), focusing on ties with former schoolmates, and SixDegrees.com (1997), focusing on indirect ties. User profiles could be created, messages sent to users held on a 'friend's list' and other members could be sought out who had similar interests to yours in their profiles (Boyd & Ellison, 2007).

Social networking began to flourish as a component of business internet strategy at around March 2005 when Yahoo launched Yahoo! 360^0. In July 2005, News Corporation bought MySpace, followed by ITV and Friends Reunited in December 2005. Various Social Network Sites have sprung up catering to different languages and countries. It is estimated that there are now over 200 Online Social Network Sites using these existing and emerging social networking models.

Between 2002 and 2004, three Online Social Network Sites emerged as the most popular form of these sites in the world, causing such sites to become part of mainstream users globally. First, there was Friendstar in 2002 (which Google tried to acquire in 2003), then MySpace and LinkedIn in a year later, and finally, Bebo. By 2005, MySpace emerged as the biggest of them all, and was reportedly getting more page views than Google.

Currently some of the commonly trafficked OSNSs in Kenya are Facebook, Myspace and Twitter. Facebook was founded in the year 2004 by Mark Zuckerberg, a student of Psychology at Harvard University (Boyd, et al, 2007). It is currently the largest website followed by MySpace. It diffused quickly on campus and promptly extended beyond Harvard to other Boston universities, the Ivy League and other US universities. It became Facebook . Com in August 2005 then spread worldwide to UK universities the following month. As of September 2006, the network had spread beyond educational institutions to anyone with a registered e-mail address (Phillips, 2007).

Facebook made its debut in Kenya in 2006 with only few technical adopters who used it mainly for advertising and marketing (Kinyanjui 2007). As of June 2006, Facebook had 8000 users in Kenya. In August, after a word of mouth campaigns, its membership grew to 13,000 users making it the most important media channel in advertising, marketing and product promotion beyond traditional media like newspapers, television and radio.

Kinyanjui (2007) has noted that Facebook consistently attracted the 25-35 year olds. Since then this site has become popular countrywide attracting users of various age groups ranging from 12-45 year olds. Synovate (2010) research findings indicate that approximately 80,000 Kenyans are registered Facebook users.

Following closely to Facebook is MySpace which is currently based in California, USA. It began way back in 2003, having been founded by Brad Greenspan in conjunction with a small group of programmers who already had an internet company. The domain name MySpace .com was originally used as a data storage site until MySpace was created. It was owned by Yourz.com and made the transition to Myspace in 2004. It is in this same year that it changed from being a storage site to a social site. It soon became one of the largest online companies where people sign up for accounts and create their own personal profiles.

2.4 Types of Online Social Networking Sites and services offered

Several tools and services are offered on OSNSs. According to Boyd, et al. (2007), these services can best be discussed under various categories based on the specific services offered by the social sites in question.

To begin with are the Profile-based social networks, which are primarily organized around members' profile pages. Bebo (www.bebo.com), Facebook (www.facebook.com) and MySpace (www.myspace.com), are all good examples of this. Users develop their 'web space' in various ways and can often contribute to each other's spaces – typically leaving text, embedded content or links to external content. In addition, some offer their users the ability to embed video content from sites such as YouTube.

On the Content-based social networks, the user's profile remains an important way of organizing connections. However, they play a secondary role in the posting of content. Photo-sharing site Flickr (www.flickr.com) is an example of this type of service, one where groups and comments are based around pictures. Shelfari (www.shelfari.com) is one of the current crops of book-focused sites, with the members 'bookshelf' being a focal point of their profile and membership.

White-label social network sites offer members the opportunity to create and join communities. This means that users can create their own 'mini-MySpace's', small scale, personalized social networking sites about whatever the creator wants them to be about. One interesting example is WetPaint (www.wetpaint.com), which uses social wikis as its

format to enable social networking. Groups of people can become members of a specific social wiki enabling them to join in with generating content on their chosen subjects and to interact with those who share a similar interest.

The Multi-User Virtual Environments are sites that offer Gaming environments such as Runescape (www.runescape.com) and virtual world sites like Second Life (www.secondlife.com) which allow users to interact with each other.

Mobile social networks form another category offering mobile access to their services, allowing members to interact with their personal networks via their mobile phones. Two examples are Facebook (www.facebook.com) and Bebo (www.bebo.com). Increasingly, there are mobile-led and mobile-only based communities emerging, such as Wadja (www.wadja.com).

To add on the list are Micro-blogging /updates that let users post status updates that is short messages that can be updated to let people know what mood you are in or what you are doing. These types of networks enable users to be in constant touch with what their network is thinking, doing and talking about. Twitter (www.twitter.com) and Wayn (www.wayn.com) are examples of microblogging online social sites.

Moreover, Social Search service through sites like Wink (www.wink.com) and Spokeo (www.spokeo.com) generate results by searching across the public profiles of multiple social networking sites. This allows anyone to search by name, interest, location and

other information published publicly on profiles, allowing the creation of web-based 'dossiers' on individuals.

Accessibility to Local fora is also another provision of the social media. Though often not included in social network definitions, place based fora such as Eastserve (www.eastserve.com), Onsnet (www.onsnetnuenen.nl), and Cybermoor (www.cybermoor.org) provide a localized form of social networking, linking online with offline activity.

Finally, are the thematic websites such as Netmum (www.netmums.com). This site adds in a local dimension by putting mums in touch with others in their area, where they can share advice, information, recommendations, information on schools and are able to network both at the local and national levels. In conclusion, there are also sites for those with a disability such as

www.deafgateway.info which provides a place for deaf people to interact (Boyd, et al. 2007).

2.5Theoretical framework

As earlier mentioned, this study adopted two theories; Diffusion of innovation and Technology Acceptance model to highlight the factors influencing the adoption and use of OSNSs among high school students in Kenya. These models played a key role in outlining the reasons behind the uptake of online social networking and why it is increasingly becoming common among the youths in Kenya.

2.5.1 Technology Acceptance Model

The Technology of Acceptance Model is a specification of the Theory of Reasoned Action (TRA) adopted by Ajzen and Fishbein (1975) to the case of technology adoption. It is an information systems theory that models how users accept and use technology. Developed by Fred Davis (1986) and Richard Bogozzi (1989) to explain software adoption based on TRA, this theory has become a widely used version of Diffusion of innovation theory.

Vankatesh and Davis (2000) identified some of the key terms and concepts of TAM as usefulness and ease of use. Perceived usefulness and perceived ease of use are key psychological determinants of decision to adopt innovation. A wide variety of studies have confirmed the correlation of perceived usefulness and/or ease of use with adoption of technology regardless of gender or level of experience. They define perceived usefulness specifically as the extent to which the object of adoption is thought to enhance the individual's performance on the job. This assertion can be illustratively hypothesized as follows; the more the perceived usefulness of an innovation, the more likely the adoption and the lower the control of the subject over the benefits of the innovation, the less likely the adoption.

According to TAM, if a user perceives a specific technology as useful, she/he will believe in a positive use-performance relationship. Since effort is a finite resource, a user is likely to accept an application when she/he perceives it as easier to use than another (See Fig. 2.2).

Fig. 2.2 Conceptual Framework for TAM
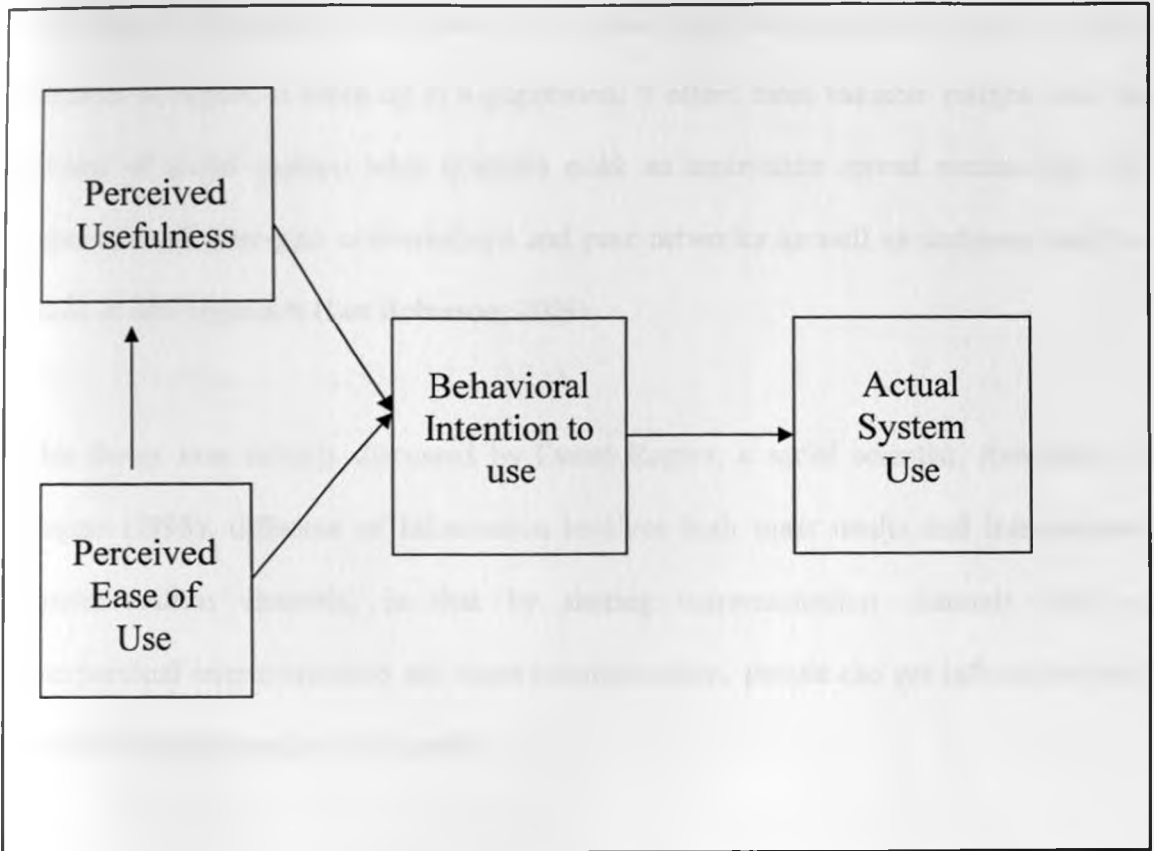
Source: Davis et al (1989), Vankatesh et al. (2003)

In the context of this study, the theory is crucial in helping to examine the degree of simplicity and use of an online social site to its user. It explains how new ideas that are simpler to understand such as signing up to Facebook or any other site are adopted more rapidly than those that require the adopters to develop new skills and understandings. For instance, the perceived ease of buying a product from one's home at the press of buttons coupled with the usefulness of a site like Facebook in doing this will lead to behavior change in an individual adopting the technology and actually conforming to the system.

2.5.2 Diffusion of innovation Theory.

Diffusion of innovation theory seeks to explain how an innovation, that is an idea, behavior or object, is taken up in a population. It offers three valuable insights into the process of social change: what qualities make an innovation spread successfully, the importance of peer-peer conversations and peer networks as well as understanding the needs of user segments (Les Robinson, 2009).

This theory was initially discussed by Everet Rogers, a social scientist. According to Rogers (1995), diffusion of information involves both mass media and interpersonal communication channels, in that by sharing communication channels such as interpersonal communication and mass communication, people can get information and perceive the information to be useful.

Innovation on the other hand can be referred to as the radical and incremental changes in thinking, in things, in processes and in services. It is important to note that, innovation is closely related to invention; which can be said to be the initial actual production of a thing or idea. The successful impact or introduction of a useful concept, idea or technology into a target society occurs only when the idea/technology/service has been produced (invented). This is when innovation can be said to have occurred. An innovation stems out when an invention is used to change how the world works, how people organize themselves and how they conduct their lives. Innovations can either be positive or negative (*Wikipedia*, 2009).

The diffusion of information and diffusion of innovation can be distinguished in that the availability of information where a certain innovation exists is not the same as the adoption of the innovation or putting it into use. When the diffusion relates to information, it is known as diffusion of information but when it is an innovation or technology, which needs to be diffused, it is known as diffusion of innovation (Rogers, 1995). In his studies, Everett also came up with clear-cut definitions of concepts that had seemed elusive in previous studies. In his definition of the term 'innovation', Everett points out that it is an idea, practice, or object that is perceived as new by an individual or other unit of adoption. This definition made it clear that in the study of adoption of new innovations, the perception of the individual is the key to what constitutes an innovation. In other words, an innovation does not necessarily need to be 'new' or recent but it is an innovation if it appears to be new to the adopter. His definition also looks at the adopter in a broader sense in that it can be an individual in the targeted audience or a social entity like a nation, an organization or an institution.

The most striking feature of the diffusion of innovation theory is that, for most members of a social system, the innovation-decision depends heavily on the innovation-decisions of the other members of the system (Rogers, 1995). The innovation-decision is made through a cost-benefit analysis where the major obstacle is uncertainty. People will adopt an innovation if they believe that it will, all things considered, enhance their utility. Therefore, they must believe that the innovation may yield some relative advantage to the idea it supersedes.

Rogers (1995) further adds that people determine to what degree the innovation would disrupt other functioning facets of their daily life. Is it compatible with existing habits and values? Is it hard to use? The newness and unfamiliarity of an innovation infuse the cost-benefit analysis with a large dose of uncertainty. It sounds good, but does it work? Will it break? If I adopt it, will people think I am weird?

According to Rogers, information flows through networks. The nature of networks and the roles opinion leaders play in them determine the likelihood that the innovation will be adopted. Innovation diffusion research has attempted to explain the variables that influence how and why users adopt a new information medium, such as online social sites. Opinion leaders exert influence on audience behaviour via their personal contact, but additional intermediaries called change agents and gatekeepers are also included in the process of diffusion. Rogers puts people into adopter groups in a bell-shaped curve to characterize five categories of system member innovativeness, where innovativeness is defined as the degree to which an individual is relatively earlier in adopting new ideas than other members of a system. The five-adopter categories are: (1) innovators, (2) early adopters, (3) early majority, (4) late majority, and (5) laggards. These categories follow a standard deviation-curve shown in Figure 2.3. The figure shows that very little innovators adopt the innovation in the beginning (2.5%), early adopters making up for 13.5% a short time later, the early majority 34%, the late majority 34% and after some time the laggards make up for 16% .

Figure 2.3 Diffusion curve
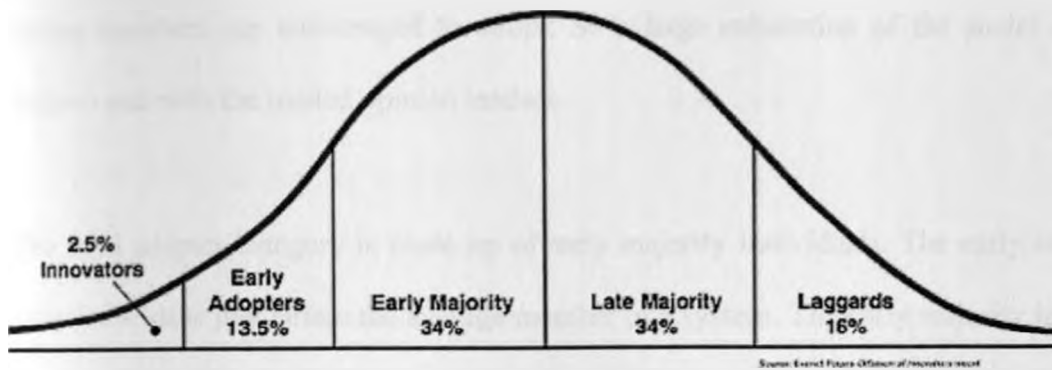
Source: Eager and McCall, 1999.

The first group comprises innovators (venturesome). Innovators are venturesome types that enjoy being on the cutting edge. The innovation's possible benefits make it exciting; the innovators imagine the possibilities and are eager to give it a try. The implementation and confirmation stages of the innovators' innovation-decisions are of particular value to the subsequent decisions of potential adopters.

Early adopters form the second category of adopters. They use the data provided by the innovators' implementation and confirmation of the innovation to make their own adoption decisions. If the opinion leaders observe that the innovation has been effective for the innovators, then they will be encouraged to adopt. This group earns respect for its judicious, well-informed decision-making, and hence this group is where most opinion leaders in a social system reside. Much of the social system does not have the inclination or capability to remain abreast of the most recent information about innovations, so they instead trust the decisions made by opinion leaders. Additionally, much of the social system merely wants to stay in step with the rest. Since opinion leader adoption is a good

39

indicator that an innovation is going to be adopted by many others, these conformity-loving members are encouraged to adopt. So a large subsection of the social system follows suit with the trusted opinion leaders.

The third adopter category is made up of early majority individuals. The early majority adopt new ideas just before the average member of a system. The early majority interacts frequently with their peers but seldom hold positions of opinion leadership in a system. Their unique position between the very early and the relatively late to adopt makes them an important link in the diffusion process. They provide interconnectedness in the system's interpersonal networks. The early majority may deliberate for some time before completely adopting a new idea. They follow with deliberate willingness in adopting innovations, but seldom lead.

In the fourth category are the late majority (skeptical). These individuals adopt new ideas just after the average member of a system. Adoption may be the result of increasing network pressures from peers. Innovations are approached with a skeptical and cautious air and the late majority do not adopt until most others in their system have done so. The weight of system norms must definitely favour an innovation before the late majorities are convinced. The pressure of peers is necessary to motivate adoption.

The final adopter category is labeled by Rogers (1995) as the laggards (traditional). They can either be very traditional or be isolates in their social system. If they are traditional, they are suspicious of innovations and often interact with others who also have traditional

values. If they are isolates, their lack of social interaction decreases their awareness of an innovation's demonstrated benefits. It takes much longer than average for laggards to adopt innovations. The point of reference for them is the past. Decisions are often made in terms of what has been done previously. They tend to be suspicious of innovations and change agents.

Rogers (1995) defines diffusion as the process by which an innovation is communicated through certain channels over time among the members of a social system. Given that decisions are not authoritative or collective, each member of the social system faces his/her own innovation-decision that follows a 5-step process: (1) *Knowledge* – person becomes aware of an innovation and has no idea of how it functions; (2) *Persuasion* – person forms a favorable or unfavorable attitude toward the innovation; (3)*Decision* – person engages in activities that lead to a choice to adopt or reject the innovation; (4) *Implementation* – person puts an innovation into use, and (5) Confirmation – person evaluates the results of an innovation-decision already made. See Fig 2.4

Figure 2.4 Five stages of the adoption process

Five Stages in the Decision Innovation Process
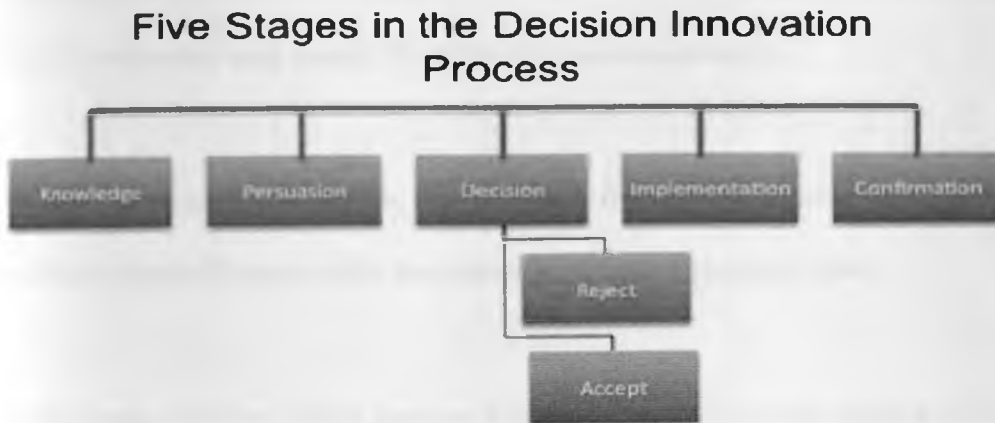
Source: Eager and McCall, 1999

To begin with is the knowledge stage in which the individual is first exposed to an innovation but is ignorant about the innovation. During this stage of the process the individual has not been inspired to find more information about the innovation.

In the persuasion stage, the individual is interested in the innovation and actively seeks information/detail about the innovation.

In the decision stage the individual takes the concept of the innovation and weighs the merits and demerits of using the innovation and decides whether to adopt or reject the innovation. Due to the individualistic nature of this stage, Rogers notes that it is the most difficult stage to acquire empirical evidence (Rogers, 1964).

Implementation stage is where the individual employs the innovation on a varying degree depending on the situation. During this stage, the individual determines the usefulness of the innovation and may search for further information about it.

At the final stage, confirmation, the individual finalizes their decision to continue using the innovation and may use the innovation to its fullest potential (ibid).

In this study, the five - stage decision process helps in the understanding of the research problem at hand. In this regard, at the knowledge level a student becomes aware of the existence of Facebook or Twitter but has no idea of how such a technology works. Next is the persuasion level where the student forms a favourable or unfavourable attitude towards the social site. If it is favourable, the student seeks to get information from friends or even through research on how such a technology works. For instance how to acquire an account and install profiles and the possible benefits of using it. After this the student decides to either accept or reject the idea of using a social site. This will be dependent on whether there is any perceived usefulness in it or not. After accepting the idea, the student puts it into use and consequently, makes an evaluation of whether or not social site is yielding fruitful results.

2.6 Online Social Networks' use patterns among the youths

The emergence of a younger and more internet-reliant consumer has forced traditional media such as the television; radio and print potentially lose out on advertising revenue. Many youth are spending more time on online social networks. Their irresistible need to

connect with their peers coupled with the development of 24/7 accessibility to technology makes it their greatest influence to their overreliance on these sites (Fodeman et. al., 2009).

Many youth in urban areas have mobile phones that are internet-enabled which they use to access online social networks. Others flock cyber cafes just to chat with friends and relatives. They fancy to socialize, keep in touch, catch up on the latest stories and gossip, comment on issues and more importantly make new friends and revive old relationships.

According to CCK (2010), fifty percent of Kenyans are on mobile phones, a majority of them being the youth. Lately, mobile social networking among the youth in Kenya has become popular. In most mobile communities, mobile phone users can now create their own profiles, make friends, create chat rooms and participate in them, hold private conversations, share photos and videos, and share blogs by using their mobile phone.

The youth tend to socialize by spending most of their free time chatting online with their friends and relatives. Tynes (2002) notes that while socializing in chat rooms with other teenagers located all over the world, adolescents learn valuable perspective-taking, argumentative, decision-making and critical thinking skills. Playing online games may also help adolescents develop cognitive skills such as spatial visualization, analog representation – the ability to read images and divided visual attention, which is, being able to manage multiple components in a visual field at once.

Valkenburg and Peters (2009) credit networking sites like Facebook and MySpace for the increase in positive interactions for teens on the internet. They believe that social networking sites have created a more intimate atmosphere where teens and young adults

are more likely to connect with peers and discuss personal issues in a positive way. Depending on location and a teen's own background, socializing with peers online and learning about different races, religions, and cultures may make a smoother transition from high school to college, where many vibrant cultures are brought together on a single campus and many forms of online socialization continue.

An online social networking site can be a good way to make connections with people with similar interests and goals. They can be a way to connect with or "meet" people that a student may not have had the opportunity to before-including other students, staff, faculty and even alumni.

Thanks to social networking sites, meeting someone in person has become outdated. "Poking" has become the new handshake. Making friends and renewing old ones is easy. Thus, meeting people and staying connected with classmates and friends is a major benefit of social networking site among secondary students.

MySpace and Facebook provide the social infrastructure to allow teens to communicate, socialize, share information and do all the things they relish about hanging out with friends (Boyd, 2008). Most importantly, social networking sites offer students the opportunity to create a positive self-image. The profiles give them a chance to create the image of themselves that they want people to see by putting their best qualities "out there." This shows that the online user cares about his/her reputation and (to a certain extent) what people think about him/her.

Online social networks play various roles in the lives of the youth. In his publication, *"Teen socialization practices in networked publics,"* (Boyd, 2008) argues that, the first

thing to understand about the sites is that, for teens, they are not primarily about networking. They are about socializing in a networked peer public with one's social network. They go to hang out with friends that they know from school, church or neighbourhood. Their online life is a reproduction of their offline peer networks. Their social interactions move fluidly between online and offline environments. They are not automatically a part of social network sites and their presence is simply an Internet Protocol (IP) address.

The teens create a presence (a digital body) on the internet. On online social network sites, this digital body takes the form of a profile. They accessorize their digital body and attempt to express themselves to be as cool as possible just as they do when they leave their house in their physical bodies. What exists offline is mirrored online. After creating their net presence, the teens start adding friends, fleshing out their social network. By so doing, they create their peer public within the broader public context. Their understanding of the social context is created in this process. These are not teens' closest and dearest but the peer publics in which they socialize such as classmates.

There are youths who go online to make new friends through other friends, classmates and cousins and share affiliations. They enjoy being exposed to new people through trusted networks. Others go online to publicly converse in order to help maintain their relationships. Such meaningless interactions like "Yo, wazzup" are a reaffirmation of friendship, a tightening of social bonds and a confirmation that there is no drama. These among others will influence the youths to remain online.

2.7 Socio-economic factors influencing the use of OSNSs among the youths

Based on the background that more and more people including the youth have adopted the culture of online social networking, the critical question at hand of motivational factors influencing its adoption must be redressed.

Socio-economic factors refer to those social and economic experiences and realities that help mould one's personality, attitudes and lifestyles. (W.J Taylor et al 2003). Such factors include social setting such as schools and other areas of association such as places of worship, homes and other social joints. Others include age, gender and class. In addition, professional and educational backgrounds of parents and guardians, their religion, education and income levels (Ridings and Gefen, 2004) have motivated youths to use OSNSs.

To begin with, is the social setting of the youths. This may range from settings such as schools, places of worship, homes and other social joints. Youths in high schools range from those of ages 12-19. They therefore tend to socialize with their age mates and/ classmates. This implies that they have more or less same interests and thus form peer groups or friendships that can meet their social needs. Friendship, for instance, plays a significant role in the lives of most teens. Friends influence each other's activities, interests, behavior and outlook (Boyd, 2008). They can also provide emotional support, guidance and validation. On the other hand, they can also cause drama and engage in battles over popularity and status. While many relationships and situations in teens' lives are scripted, friendship is valued for its unstructured-ness. Backstrom (2006) argues that by hanging out with friends, the teens are introduced to new ideas, cultural artifacts; they

learn to make sense of social norms, peer relations and status for it is in these social settings that culture is transmitted, interpreted and reproduced. Therefore, peers in any learning environment can influence the decisions of others into using online social sites.

Religion as a socio-economic factor cannot be underestimated in such a study. The youths from Christian backgrounds tend to associate more freely with their peers in the same group as opposed to those in other religions. This also applies to Muslims, Hindus and others as it is enhanced by the social setting factor whereby most of them meet at their worship places such as churches or mosques. They also get to know others, make new friends and maintain offline relationships. Thereafter they follow up on the updates and forthcoming events such as church concerts.

Moreover, the educational and professional backgrounds of the youths' parents are other demographic factors that influence the students' usage and adoption of social media. Parents who are well educated and learned are able to offer guidance to their youths on the pros and cons of accessing such sites. Those who are ignorant about this new technology may disregard it terming it a waste of time and reasons as well as avenue for online crime. There is need for parents to weigh the two sides of this technology and offer their youths guidance accordingly. In fact, there are social sites that are meant for parents and guardians, which offer crucial information on how they can help their youths utilize this technology effective (Christy Matte, 2010).

In addition, professional background of parents affects students' usage of online social sites to a great extent. Some parents though learned and knowledgeable about the benefits

and dangers of these sites, may never be available to offer any help to their youths. Some of them have professions that bargain for most of their times, hence they have no time for their youths. Some work even late in the nights or are compelled to work overseas for quite some time. It follows therefore that most students of such parents are usually occupied in school during the day and utilize most of their evenings and late hours of the time chatting online and communicating with friends online. In most cases, the students are left in the hands of their house helps who are equally faced by the same challenge. This has had adverse effects on their academic performance. (Banquin et. Al, 2009); *The impact of Online social networking on academic performance.*

The income level of parents has also had significant impact on the lives of their youths. Some parents / guardians have well paying jobs, a factor that even determines their economic status and lifestyles. Many studies in the past have shown that people who earn relatively good salaries live in upper class areas or own expansive pieces of land, drive newest cars around, socialize in expensive places and even take their students to the best and most expensive schools (Okwemba, 2007). Such parents can even afford expensive internet enabled mobile phones and computers not just for themselves but their children as well. This hence becomes a factor that determines who their children hang out with as the battle of popularity and status sets in. Those from poor family backgrounds are discriminated and stigmatized on that basis.

2.8 Communication factors influencing the use of OSNSs among the youths

Communication factors refer to the reasons and needs related to communication that have made the youths in question plunge into the fast growing usage of online social

networking sites. Such factors include: need to communicate (ability of an individual to send and receive messages, emotions and self esteem(the need to fit into the social fabric), perception and attitude of sender or receiver towards the social sites(compatibility with existing values, past experiences and needs of potential adopters), personal space and proximities(the extent to which the chosen site is reliable in terms of confidentiality and time factor), language used by peers (the extent to which the language used is understandable by the users i.e. teenagers communicating amongst themselves) and relative advantage(the degree to which the newly adopted innovation is better than what it supersedes) (Ridings and Gefen,2004).

To begin with, youths have been driven into using online social networks because of the need and urge to communicate send and receive message or information. This is enhanced by the possibility of an individual to promptly rely on related communication factors borrowed from Harold Lasswel (1948). Lasswel presented a five part communication model (Sender-Message-Channel- Receiver- Effect). In this model, all these five factors influence the sender's ability to send or receive a message in that if one of them is affected, then communication will not effectively tale place. He breaks down the process of interpersonal communication into several distinct elements, by stating that communication is the process by answers to the following questions may be obtained;

WHO- The communication initiator (For instance a youth who wishes to advertise for a product or seek an online friend)

Says WHAT- The discourse content or message (E.g. the message about the cheap and easily available product or about the need to chat online)

To **WHOM**- The intended recipient of the message (Eg those who are interested in purchasing the product in question or those interested in a relationship)

In which **CHANNEL**- Of communication (E.g. on Facebook, Twitter or MySpace)

With **WHAT EFFECT**- Or the effect of the message on the recipient (E.g. to influence decision change from consuming an old product to a new product or to make new friends).

This model was heavily borrowed by Everett Rodgers (1996), in his Diffusion of Innovation theory to explain how an innovation spreads quickly among its users with the above factors effectively used.

Apart from the basic need to send and receive a message, the youths are also motivated to use social sites due to that need of fitting into a social fabric hence, boosting their self-esteem. They have that feeling of affiliation and sense of belonging with the others. This factor is highly motivated by the peer group influence where an individual decides to adopt the use of a social site lie Facebook not for any major reason but because their friends and peers are doing so (Boyd 2008).

Closely connected to this are the language and age factors. The youths in Kenya are known to be peers who fall in the age brackets of 13-35 years. Among these, are the junior youths who are the teens in high school, and the senior youths making up the rest of the age bracket. These involve those in colleges, universities and working class people. The youths in secondary schools are highly inclined to the use of a certain language in their context. The Short Text Messaging language popularly known as sms is common

among this population. They also fantasize in using slang and sheng (Alamin Mazrui 1995). This factor in itself has motivated youths to use the sites. Having sampled some of the messages posted by youths on Facebook, it became evident that they prefer to use code switching and the language that suits their communicative needs. The following are some of the sampled messages:

"He maze nimecheki photo yako iko poa...!'' translated as,

"My friend, I've seen your photo, it's nice..."

To add on this, personal space and proximities have encouraged many to use the sites. The users are encouraged by the fact that their communicating online is confidential in that there is need to sign in with secret passwords and identification for one to access their accounts. The users are assured of their personal space not being infringed by any malicious party. Closely related to this is the time factor where individuals find these sites appropriate time economizers. One is able to send or receive information within a very short time by a simple touch of a button (Ridings et al, 2004).

In addition, availability of traditional mass media such as Television, Radio and Newspapers has prompted the youths to not only gain information on topical issues in society but have also exposed them to the existence and use of social sites. Most media houses these days encourage viewers and listeners to give their views and contributions on topics discussed or even vote in their favourite fans or music through social sites like facebook. Hand in hand with this is the availability and ownership of internet access tools. The affordability of internet enabled mobile phones and computers, for instance, have motivated online social networking services among the youths. Contemporarily,

mobile phones have become so cheap that approximately, more than 50% of Kenyans have mobile phones, with a majority(70%) being youths. CCK Report (2010).

On the same breath are cybercafes that have mushroomed in most of the urban areas and are at a faster rate penetrating the rural settings also. The cybercafes offer a great opportunity for the users who do not have internet enabled gadgets to access internet. This is made possible by the fact that the internet services have been reduced to affordable prices thus making it easy for the youth to go online. In short, the opportunities are so youth friendly that the youths are left with no option but to yield.

Finally, relative advantage also influences the youths in adopting and using online social networks. This involves the degree to which a social network site is a better communicative tool than the traditional media forms like radio, television or newspaper in terms of media gratification and use. The advantages may be measured in terms that matter to those users like economic advantage, social prestige, convenience or satisfaction (Les Robinson, 2009).

2.9 Impact of Online Social Networks on teenagers

From the German town that unwittingly advertised pornography on its website to the American who interrupted his wedding to update his Facebook and Twitter accounts and to the Kenyan who got a spouse on Facebook, *Facebbook and Twitter top the list of the 2009's weird stories; Daily Nation,* Friday January, 1, 2010), it's evident that online social networking has irrevocably had adverse impacts on its users.

Often, these days when youths make new friends, the question is no longer, "What is your e-mail address?" or "What is your telephone number?" The common statements are; "Post it on my Facebook page." "Hook me up on Twitter…" Such is the impact of these sites on our lives. The way we speak, think, interact, shop, study and lead life generally, is changing (Jonathan Popoola, 2010).

The impact of online social networks refers to the effects or consequences that the uses of these sites have had on the users and the society at large. The effects range from the positive to negative ones.

2.9.1 Positive Impacts

Positive effects include; communication (keeping in touch and socializing), provision of platform to express views, maintaining offline relationships, marketing and advertising, employment opportunities,

To begin with, is the communicative impact. People living in extreme corners of the world are seen to be getting married; new friends are met as old ones from far off places keep in touch, lovers from two parts of the world stay connected with each other's emotional needs. Sites such as Facebook, Twitter, You Tube and many others offer their users that chance to send and receive information.

Also worth noting is that, these sites provide the user with a choice of who can view their profile. This prevents unauthorized user(s) from accessing their information. Parents have become a big problem to teens who want to avoid their parents to access their MySpace or Facebook accounts. By choosing to make their profile private, teens are able to select

who can see their page and this prevents unwanted parents from lurking. This will also mean that only people who are added, as "friends" will be able to view the profile.

To edit information on a certain social networking service account, the social networking sites require you to log in or provide an access code. This prevents unauthorized user(s) from adding, changing, or removing personal information (Ellison Steinfield et al 2007).

Another positive impact of these sites is that they have influenced how people especially the youths express their views and feelings towards contentious issues in the society. With their element of addictiveness in these sites, the youths are indeed getting endeared more and more into this addiction. The most appealing thing is that the sites provide a platform for the individuals to express their views and gives them the freedom of choice and expression (Popoola, J. 2010). Views are expressed ranging from draft constitutional campaigns to global warming issues, from Harry Porter fan clubs to Al Shabaab hate clubs, from top political campaigners to the best.

Ultimately, the sites have had a positive impact on the way business people sell their products. Marketers and advertisers are able to advertise and sell their products to various parts of the world without having to go there personally. Potential buyers are able to send their contacts to the sellers and can promptly receive the products in question. It has indeed become economical to shop and sell online. According to Synovate 2010, 2.7 percent of the internet users in Kenya do their shopping online.

Also worth noting is the impact on the way individuals apply for jobs, are recruited and carry out interviews. All these are done online. Even most government jobs and recruitment are promptly done on Internet enabled social sites (Melissa Baker, 2010).

2.9.2 Negative Impacts

On the other hand, online social networks have also had negative ramifications to their users and those who are affected by their (users') lives. Such negative effects range from privacy issues, potential for misuse in social, educational, political, economic and all aspects of life, trolling and child safety among others (Mazer, Murphy and Simonds 2007). In fact, it is apparent that the damage from negative experiences in online social networking outweighs the positive impacts discussed above (Elizabeth Young 2002).

First, is the false sense of privacy coupled with a feeling of anonymity and lack of social responsibility that often develops from using text-centered telecommunications that enables youths to post obscene, humiliating, denigrating and hurtful content in text, photos and video. The youths need to know that nothing is private online; especially their social networks (Doug Fedman 2009).

On large social networking services, there have been growing concerns about users giving out too much personal information and the threat of sexual predators. Users of these services need to be aware of data theft and viruses. However, large services, such as MySpace and Netlog often work with law enforcement to try to prevent such incidents even though other sites are not yet supported by this law.

In addition, there is a perceived privacy threat in relation to placing too much personal information in the hands of large corporations or governmental bodies, allowing a profile to be produced on an individual's behavior on which decisions, detrimental to an individual, may be taken (Mazer et. Al 2007).

Privacy on Facebook is undermined by three principal factors: users disclose too much, Facebook does not take adequate steps to protect user privacy, and third parties are actively seeking out end-user information using Facebook. Every day teens go on social networking sites and reveal their inner thoughts for the whole world to see. Information such as street address, phone number, Instant Messaging name is disclosed to an unknown population in cyberspace. What's more, the creation of a Facebook, MySpace, and Twitter etc. account is a fairly easy process to do and no identification is required, which can lead to identity theft or impersonation.

"For the Net generation, social networking sites have become the preferred forum for social interactions, from posturing and role playing to simply sounding off. However, because such fora are relatively easy to access, posted content can be reviewed by anyone with an interest in the users' personal information". What Anyone Can Know: The Privacy Risks of Social Networking Sites; Privacy on the net is a rare thing these days and ultimately it is left to the user to be responsible and improve their privacy online.

The paradox here is that, there has been a trend for social networking sites to send out only 'positive' notifications to users. For example, sites such as Bebo, Facebook, and

MySpace will not send notifications to users when they are removed from a person's friends list. Similarly, Bebo will send out a notification if a user is moved to the top of another user's friends list but no notification is sent if they are moved down the list. This allows users to purge undesirables from their list extremely easily and often without confrontation since a user will rarely notice if one person disappears from their friend's list. It also enforces the general positive atmosphere of the website without drawing attention to unpleasant happenings such as friends falling out, rejection and failed relationships.

Apart from the danger of privacy issues, there is potential for misuse of these social sites. The relative freedom afforded by online social networking services has caused concern regarding the potential of its misuse by individual patrons.

Genuine use of social networking services has been treated with suspicion on the ground of the services' misuse. In September 2008, the profile of Australian Facebook user Elmo Keep was banned by the site's administrators on the grounds that it violated the site's terms of use. Keep is one of several users of Facebook who were banned from the site on the presumption that their names are not real, as they bear resemblance the names of characters like Sesame Street's Elmo.

Back home in Kenya, the negative impacts of these sites are commonly felt in all sphere ranging from social, educational as well as political associations. Among students in high

school, the greatest misuse is evident in their overreliance on these sites at the expense of their studies. There is too much time wastage (Fodeman and Monroe 2009).

Even though the sites are beneficial, too much of their use breeds serious repercussions like moral decadence, when they stay all day and night chatting and posting photos; dismal academic performance, when they prioritize social life at the expense of doing class assignments. The greatest motivating factor for the usage of the sites is to socialize. Their irresistible need to connect with their peers coupled with the development of 24/7 accessible technologies can make the use of such sites all consuming! As they grow up in this world where they are wired 24/7 without a break, some have difficulty disengaging from their social life. For some it even raises their anxiety level to be without their cell phones for a few hours. This is not healthy.

To add on privacy issues and potential for misuse, a common vice of social networking sites such as Facebook is that it is occasionally used for trolling(to emotionally abuse individuals). It is not rare for confrontations in the real world to be translated online.

Online bullying is a relatively common occurrence and it can often result in emotional trauma for the victim. Danah Boyd, an individual familiar with social networks quotes a teenager in her article, *Why Youth (Heart) Social Network Sites*. The teenager expresses frustration towards networking sites like MySpace because it causes drama and too much emotional stress.

There are not many limitations as to what individuals can post when online. Inherently individuals are given the power to post offensive remarks or pictures that could potentially cause a great amount of emotional pain for another individual.

The risk for child safety cannot pass unnoticed in the negative impacts of the social sites. Millions of teenagers use the internet to connect with friends and research topics *(The Sunday Standard*, December 27, 2009). Nevertheless, this useful tool is also an avenue for evil as there are many predators in cyberspace. Divulging information can also lead to identity theft, paedophilic acts and stalking. While teens are spending more and more time on social networking sites like Facebook and MySpace, they do not seem to be aware of the long-term personal havoc they could create with a click of a button (Ellison, Steinfield & Lampe 2007).

In October 2006, a fake Myspace profile created in the name of Josh Evans by Lori Janine Drew led to the suicide of Megan Meier a thirteen-year-old American girl. The event incited global concern regarding the use of social networking services for bullying purposes Erick Ochieng' *The Standard*, December 27, (2009). This service is thus an avenue for evil as there are many predators online.

Citizens and governments have been concerned by a misuse by child and teenagers of social network services, particularly in relation to online sexual predators. A certain number of actions have been engaged by governments to better understand the problem

and find some solutions. A 2008 panel concluded that technological fixes such as age verification and scans are relatively ineffective means of apprehending online predators.

Consequently, Microsoft recently conducted a seminar in Nairobi to inform young people about the dangers of the internet. The youths were cautioned to stay away from pornographic sites as they might lead to sexual exploitation and abuse. They were also advised to beware of cyber bullies who can force or trick internet users to reveal information that can be used to harm them and their families. The following is a summary of the necessary safety measures as presented by Erick Ochieng` *Microsoft Safety Measures*; *Sunday Standard December*, 2009).

2.9.3 Safety Measures

Do not post private information, including your cell phone number, home address, class schedule, social plans, etc. unless you are prepared for anyone to find you/track you down, any time of the day or night. Do not post anything that might be embarrassing to you in a potential employment situation. People have been denied work because of information found on social networking sites.

Utilize the "Privacy" settings on your Facebook account—you can adjust your privacy settings so as to control who has access to your personal information.

Google your name to see how your name or identity is being used. Search for your name on sites like WhitePages and SuperPages. If you want to remove your listing, look for relevant links usually towards the bottom of the page.

Be prepared to answer questions about your social networking page or other social account in job interviews. It has become common for interviewers to ask applicants, "Are you on a social networking site?" and "What is on your profile?" Be prepared to either decline the question or answer honestly, because employers will most likely look at your social networking account themselves... if they have not already.

2.10 Discussion of literature review and conceptual framework

The literature review collected in this section has had great significance in discussing the question of communication and socio-economic factors influencing the use of online social networking.

To begin with, the section has delved at length on the internet as a tool of communication thus enabling the researcher to have a clear background and framework, which informed this study.

The role of the internet in file sharing, banking and shopping among others, as well as its trend on its users in Kenya has also been highlighted. This is significant in giving a comparative analysis of the internet and the emerging online network sites that have at a high rate surpassed the use of Internet.

Finally, online social networks such as Facebook, Twitter, You Tube and Hi5 among many others have been discussed at length. The findings are that these sites have become a popular way in which the youths socialize. The sites' various benefits such as connecting with others, meeting new people, sharing common interests, and rating up

new stories, commenting on issues among others have been greatly influenced by factors such as feelings of affiliation and belonging, need for information, goal achievement, self identity, values and notions of accepted behavior (Ridings and Gefen, 2004). All of these factors relate to perceived usefulness of the sites. Moreover, different factors such as membership, growth rate, and member's interest among others contribute to the structure of online social networking (Backstrom et al.)

In conclusion, it has been noted that apart from being beneficial, the sites are also harmful to the youths in such a way that they cost them their lives. By so doing, there is need to enlighten the users on the safety measures such as not posting private and confidential information to strangers online for their social good.

CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.1 Introduction

This chapter examines in detail the methodology adopted in carrying out the study. It covers the following aspects; research design, area under study, population of the study, study sample and sampling procedure, data sources and data collection procedure, ethical considerations as well as data analysis and presentation. The researcher has discussed these aspects by highlighting the reasons why some techniques were selected for the research design.

3.2 Research approach

This refers to the type of research, either qualitative or quantitative which a researcher embarks on to help in yielding substantial results in the end (Donald Kisilu and Kombo Tramp, 2006). This study applied the quantitative research approach. According to O'Sullivan (1998), 'quantitative research seeks to systematically measure or quantify the phenomena under scrutiny and to express its results in terms of statistical data or tables.

This research approach was based on the principle of verifiability that yields a number of advantages. Quantitative research helps in giving accurate results since it involves various aspects of confirmation, proof, corroboration or substantiation of discreet data (Mugenda 2003). In this approach, the researcher is able to quantify concepts and use statistical procedures to evaluate differences and relationships. This implies that the researcher was able to be very precise and exact in comparisons of the data collected. The

researcher was able to quantify and make comparisons in the population under study. This has made it possible to make generalizations on the basis of the present study's findings.

This research approach had the limitation of relying on self reports of the respondents. This implies that contextual factors have not been factored into the study findings. In addition, the study restricted itself to a limited number of socio-economic and communication factors.

Other related studies that have utilized this approach for substantial results include social sciences such as psychology and sociology, (Will G. Hopkins 2008). Cases in point include Wess' study on *Online Gaming Adoption in Competitive Social Networks* (Weiss 2008) and Yukawa's research on *Factors influencing online communication style* (Yukawa 2007).

3.3 Research design

Research design is the scheme, outline or plan used to generate answers to the research problems. It is used to show how all of the major parts of the research project work together to try to address the central research questions (Orodho and Kombo 2003). This study employed descriptive survey (statistical research design). This design involves description of data and characteristics about a population whose goal is the acquisition of factual, accurate and systematic data that can be used in averages, frequencies and similar statistical calculations. This involved administering questionnaires to the selected

65

population sample (Orodho and Kombo, 2002).

Descriptive survey was relevant in collecting information about the population's attitudes, opinions, habits and social issues regarding the use of OSNSs. Through its involvement of measurement, classification, analysis and interpretation of data, it becomes crucial in the formulation of important principles of knowledge and solution to significant problems (Kerlinger 1969). It was also advantageous to this study since it helped in yielding accurate and systematic data devoid of any errors in statistical presentation. To add on this, it could illuminate promising areas for future research, measure the importance and prevalence of a given situation, in this case teens' usage of OSNSs, measure trends and assist in the generation of hypotheses that could be later tested by means of alternate methods.

Other related studies that have utilized this approach include study by Chakava (2010) on *Factors influencing Online Book Marketing in Kenya*. The study gives an insight in the Kenyans attitudes, beliefs, opinions and habits that propel them to adopt this technology. Also, Odhiambo (2007) in his study on *The impact of virtual communication on the youths in Kenya* utilizes this approach in giving behavioural lifestyles that drive youths to engage in virtual communication for substantial results.

3.4 Area under study

The study was conducted among day secondary schools in Nairobi City. Nairobi is the capital city of Kenya and the 13th largest city in Africa. Geographically, it is located in

the central part of Kenya at $1^0 17'S36^049'E$ and occupies 684 square kilometers (260 sq. metres).It stands at 1,795 metres (5889 ft) above sea level and enjoys a moderate climate. It is the economic hub of East and Central Africa. It is the most populous city in East Africa, with a current estimated population of about 3.1 million (Kenya population census 2009).

Nairobi was selected because it has a better internet infrastructure and access than other regions in Kenya. Being the capital city, Nairobi has a cosmopolitan nature that makes it ideal because all teenagers' population based on various socio-economic and communication factors are fairly represented here. This is a factor that minimizes the biases that would naturally be associated with a mono- ethnic or mono - cultural setting. The area under study was also considered ideal in order to help in the saving on the costs of the study because it was possible to control the costs. Travel expenses within the city were more economical than traveling throughout the whole country. This was considered significant given that the present study is self-sponsored.

3.5 Population of the study

A population is a group of individuals, objects or items from which samples are taken for measurement. The population forms an entire group of persons or elements that have at least one thing in common (Kisilu and Tromp 2006). According to the latest report released by the Ministry of Education (2010) there are 215 secondary schools in Nairobi and out of these, 60 are public and private day secondary schools. A list of these is given in Appendix 3.

The population of interest for this research was taken from the 60 boys' and girls day secondary schools in Nairobi. The list of these 60 secondary schools is given in Appendix 4.

Table 3.1 Public and Private Day secondary schools in Nairobi

Category of school	Public Day	Private Day	Total
Boys	11	22	33
Girls	9	18	27
Total	20	40	**60**

Source: Republic of Kenya, Ministry of Education (2010)

From Table 3.1, it can be seen that in Nairobi there are 60 boys and girls day secondary schools. Out of these, there are 20 boys' and girls' day public schools and 40 boys and girls private schools. Under the public schools category, there are 11 boys' and 9 girls' day secondary schools while under the private schools, the are 22 boys and 18 girls day high schools.

The population of this study consisted of 31,104 students in 60 boys' and girls' day secondary schools in Nairobi city. This research was limited to boys' and girls' day secondary schools in the city. Mixed day schools were left out due to the researcher's interest to carry out a direct comparative analysis between boys' and girls' schools. Day high schools were selected because day scholars have a higher chance to access internet and OSNSs while away from school. The students in boarding schools who, even though some of them have access to internet services in schools may have their access to the internet limited by school rules and regulations. (See Table 3.2 for the population under study).

Table 3.2 Students' population in the 60 boys and girls secondary schools in Nairobi

Category of school	Public Day	Private Day	Total
Boys	7,311	12,402	19,713
Girls	4,326	7,065	11,391
Total	**11,637**	**19,467**	**31,104**

Source: Republic of Kenya. Ministry of Education (2010).

Table 3.2 shows that at the time of conducting the study, there were 31,104 students in sixty (60) boys' and girls' day secondary schools in Nairobi City. There were 11,637 in the chosen public day high schools, comprising 7,311 boys and 4,326 girls. The private day secondary schools had 19,467 students consisting of 12,402 boys and 7,065 girls (Ministry of Education, 2010).

3.6 Sample population and sampling methods

According to Mugenda (1999), ten percent of the entire population is an appropriate size of the sample study. This study thus adopted this approach in determining the sample population. Therefore, out of the estimated population of 31,104 students in 60 schools, 312 students were sampled. Sampling was adopted because the population studied was big but could be well covered through a sample. Also by sampling, the costs of undertaking the study reduced as the researcher was dealing with a small and manageable group of respondents.

Stratified sampling was used to select the sample size. Stratified sampling refers to the method of dividing a larger population into sub-groups. (Irwi 2007). Using this method,

the researcher stratified the schools into boys and girls schools. An equal number of schools were selected from each stratum. In this case, a total of six schools were picked with three representing the boys' category while the other three represented the girls.

Stratified sampling had various benefits such as providing greater precision than a simple random sample of the same size thus saving on money. Also, the stratified sample guarded against an "unrepresentative" sample (e.g., an all-male sample from a mixed-gender population). It ensured obtaining sufficient sample points to support a separate analysis of any subgroup. However, its main disadvantage was that it required more administrative effort than a simple random sample.

The selection of three schools in each case was done by simple random sampling method. In this sampling method, all samples of the same size have an equal chance of being selected from the population (Irwi 2007).

An equal number of boys and girls schools were selected. The selected boys' day secondary schools were: Jamhuri High, Muslim Academy (Boys) and Eastleigh Boys' secondary school. On the other hand, the three girls' schools selected were: Kianda School, Muslim Academy (Girls) and Huruma Girls. From these selected schools, the sample size of 312 students were selected, with each school represented by 52 students and each class represented by 13 students.

Upon selecting students in each class, the class register was used as the sampling frame. Systematic sampling was used in selecting the required number of 13 students.

Systematic sampling refers to the method of selecting sample members from a larger population according to a random starting point and a fixed periodic interval (Pepe 2003). Here, the first student in the register was picked, thereafter at regular intervals of three students, the rest were gathered.

Apart from its simplicity, this method was of great advantage because the systematic sample was spread more evenly over the population hence the assurance that the population was evenly sampled.

Table 3.3 Distribution of students in the six (6) selected schools

Name of school	Number of students
Jamhuri High	922
Eastleigh Boys'	850
Huruma Girls	647
Muslim Academy (Girls)	267
Muslim Academy (Boys)	255
Kianda School	249
Total	**3,190**

Source: Republic of Kenya. Ministry of Education (2010)

Table 3.3 shows that Jamhuri High school had the highest population of students (922) followed closely by Eastleigh Boys' High school. Kianda was the least populated school with a total of 249 students. It is evident that public boys' schools have more number of students compared to the private girls' day schools.

Table 3.4 Distribution of students per class

NAME OF SCHOOL	NO. OF STUDENTS PER CLASS				TOTAL
	FORM 1	**FORM 2**	**FORM 3**	**FORM 4**	
Jamhuri High	209	255	248	210	922
Eastleigh Boys'	189	240	209	212	850
Huruma Girls	169	145	172	161	647
Muslim Girls	71	65	63	68	267
Muslim Academy	65	62	68	60	255
Kianda School	62	58	60	69	249
TOTAL	765	825	820	780	3,190

Source: Republic of Kenya, Ministry of Education, Nairobi Province Secondary Schools (2010).

Table 3.4 gives a summary of the total number of students per class in the six secondary schools in question. The Form Two class had the highest population of 825 students, followed closely by the Form Three with a population of 820 students. Form Four and Form One classes had 780 and 765 number of students respectively.

3.7 Data collection tools and procedure

A researcher can employ an appropriate instrument of data collection depending on the availability of resources such as time, funds, personnel, geographical distribution as well as the type of data to be gathered (Kisilu and Tromp 2006). Research instruments range from questionnaires, interviews, observations and Focus Group Discussions. Based on the factor of time and type of data to be collected, the researcher used a self completion questionnaire for the purpose of this study.

72

A self-completion questionnaire was used to gather data from the 312 students identified for the study. Widlund (1982) defines a self-completion questionnaire as one left with the participants to fill in at their own time, then to be collected later by the researcher. This questionnaire was beneficial based on anonymity. Respondents did not need to identify themselves hence; they did not withhold any information. To add on this there was no biasness as would have been in an interview since the researcher could not influence the respondents' answers by using voice, facial expressions or body language. However, the response rate and time by the respondents posed a great challenge to the researcher in that some were very slow and did not complete filling in of all the questions.

A draft questionnaire copy was prepared by the researcher and submitted to the research supervisor for evaluation and approval. Once approved by the project supervisor, the researcher pre-tested the questionnaire on a sample of the population. Thereafter, the final questionnaire was prepared and the 312 copies printed and distributed to the respondents (See appendix 1).

The questionnaire was divided into five (5) parts. Part one focused on the general information (bio-data) of the respondents. Further information regarding the respondents was gathered in this section. Section B asked questions based on the background of parent (s) or guardian(s) of the respondents. Section C contained questions on the use of the internet by the respondents while section D touched on the Online Social Network profile of the respondents. The final section (E) of the questionnaire had questions on the uses and motivations of using OSNSs.

The researcher and her assistant personally distributed the questionnaire copies to the students who were in their respective classes at that particular point in time. Data was collected over a one-week period so as to be able to cover all scheduled classes targeted for data collection. The respondents were given 10-30 minutes to complete the questionnaire. Thereafter, the researcher and the assistant picked the dully filled in questionnaires.

3.8 Ethical considerations

The first ethical consideration in this study was confidentiality and privacy. Respondents were protected by keeping the information given confidential since confidentiality was assured on the questionnaires administered to them. Some of the information sought by this study was confidential and this had to be respected. Specific cases of identity theft and pedophilic acts in this report have not been discussed as desired by the respondents. The second ethical consideration observed in this study was anonymity. Even though the study targeted known respondents in the identified schools, their identity was protected. The findings were generalized and reported statistically without naming the individuals and specific schools from which data was collected.

Thirdly, the study observed the ethics of voluntary and informed consent. The researcher conformed to the principle of voluntary consent where the respondents willingly participated in the research. The respondents were adequately briefed on the significance of the study. They were then given a chance to decide whether or not they would participate without coercion whatsoever.

Finally, the ethical concern of dissemination of findings was adhered to by this study. It is unethical to conceal the findings of the research after its completion. Consequently, the findings of this study will be disseminated through Jomo Kenyatta Memorial Library at the University of Nairobi.

3.9 Operational definitions of key variables

This study sought to examine the socio-economic and communication factors influencing the use of OSNSs among students in day secondary schools in Nairobi. In order to achieve this, the study used various variables which are described here with an indication of how they were measured.

Communication factors: These were considered by a respondent indicating the mass media that he/she mostly uses, ownership of the internet access tools and point of access of internet. Other indications from the respondents were in terms of length of time they have spent using the sites, time of access of the sites, hours per day and week spent on the sites, the OSNSs used and frequency of use of these sites.

Motives for using OSNSs: This was measured by presenting the respondents with a list of 5-point Likert-scale statements relating to the motives driving them to use the OSNSs resources/services. 22 statements on motives for using the sites were provided to the respondents to make their agreement/disagreement. Furthermore, the feelings of the respondents towards OSNSs were measured by a list of ten (10) Likert scale statements which the respondent had to agree or disagree with.

Socio-economic characteristics: These were considered by an indication by each respondent of his/her class in school, sex, age in years and religion. Each respondent also indicated where he/she lived in terms social class such as Westlands, Eastlands, Lavington or slum as well as who he/she lives with in terms of whether it is a parent(s) or guardian(s). Furthermore, each respondent indicated the highest level of education, main occupation and income level of parent(s) or guardian(s).

Social Networking: The process of networking was assessed against the behavioral and normative parameters regulating teenagers' social interaction. These are: Association and Socialization (conventions governing the groupings and socialization of individuals), Gender (the manner in which sexes are distinguished from each other and the range of permissible relationships allowed to them), Temporality (conventions governing how time is used) and Adoption (conventions governing the adoption process, what is to be adopted and who are to adopt).

Social setting: Social setting involves the learning environment or surrounding of the students in question. Social setting was assessed against the parameters such as schools. Schools here were measured on the basis of girls' versus boys' schools as well as public versus private schools.

Online Social Network Profile: This was described by the respondent's indication of his/her birth date, contact address such as e-mail, telephone/ mobile phone contacts, parents/guardians' contacts and account details relationship status, personal photos, likes

and interests, religious views, favourite quotations, current city or town, high school currently attended, former school(s), home town as well as the people they are interested in,

The online user profile was further described by the respondent indicating what type of information he/she has posted on their account profile, frequency of updating this profile, the total number of OSNS friends, methods used to make these friends and the significance of these friends to the account holder. To further profile the respondents, each one of them was asked to indicate where they met the online friends. The online profile was further established by the respondent indicating if he/she belongs to any online group and what they perform in these groups.

Uses of OSNSs: This was measured by presenting the respondents with a list of 5-point Likert-scale statements relating to the uses of internet services/resources. A total of 45 use statements spread over three areas were provided. The first area had 27 use statements that indicate the respondent's own uses of the sites. The second area had nine (9) statements on categories of people that the online user interacts with on the site(s). The final area had 16 statements containing categories of topics that the respondent was conversing online via OSNSs. Use statements were provided to the respondents to make their agreement/disagreement.

3.10 Data analysis and presentation

The data collected was analysed based on the responses from the completed questionnaires. The collected data for the five objectives of this study was analyzed quantitatively using SPSS version 17.0 statistical package. This was significant for both description and inferential statistics. Descriptive statistics involving the use of frequencies, percentages and total scores was used while tables, pie-charts and bar charts were used to present the analysed results. Estimation and hypotheses testing methods were used in inferential statistics. In estimation, a sample of sixty students were used to represent the entire students in high schools in Nairobi while the null hypothesis method was used to determine whether the data was strong enough to reject it or too weak to accept it.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1. Introduction

This chapter presents the analysis of the data collected using the completed and returned questionnaires from respondents as well as the interpretation of the findings based on the objectives of the study. The study covered six schools. Muslim Academy (Girls); a private day school, Kianda School; a private girls day school, Huruma Girls High School; a public day school, Eastleigh High School; a public boys day school, Muslim Academy (Boys); a private day school and Jamhuri High School; a public boys day school in Nairobi. This implies that the study had three girls' day schools and also three boys' day schools. From an ownership perspective, public day schools studied were three just as the private day schools. This shows an even distribution of boys and girls schools as well as public and private schools.

A total of 312 students in secondary schools in Nairobi were targeted for the study and questionnaires administered to them. Out of the 312 questionnaires distributed, 210 were dully filled in and returned. This represented 67.3% return rate which was concluded to be a response reliable enough to justify the findings even though the researcher targeted at least a 70% return rate. This lower than the expected return rate was due to the time of conducting the study that coincided with the time when students were doing their examinations. The Form Four class for instance was the most affected as the class had started doing their Kenya Certificate of Secondary Education. The other classes were

preparing for their end of term exams, though they took some time to participate in the study.

Table 4.1 summarizes the distribution of the 210 respondents in this study.

Table 4.1: Distribution of the respondents by schools under study

School	Type of school	Frequency	Percent (%)
Muslim Academy (Girls)	Private girls school	42	20.0
Kianda School	Private girls school	40	19.0
Huruma Girls High School	Public girls school	36	17.2
Eastleigh High School	Public boys school	33	15.7
Muslim Academy (Boys)	Private boys school	31	14.8
Jamhuri High School	Public boys school	28	13.3
Total		**210**	**100.0**

Source: Research data

Table 4.1 shows that Muslim Academy (Girls) attained the highest number of respondents as it had 42(20%) study participants. Kianda School had 40(19%) respondents. Huruma Girls High School was represented by 36(17.2%) students, Eastleigh High School had 33 (15.7%) respondents while Muslim Academy (Boys) and Jamhuri High School had 31(14.8%) and 28(13.3%) respectively.

The higher responses in Muslim Academy and Kianda School were made possible because the time of study, most of the students were in their respective classes for prep studies. Therefore, the researcher and her assistant promptly captured them. On the other hand, the lower response in Jamhuri high school was attributed to some students' carelessness who even though took the questionnaires and promised to return them in good time, decided to disappear with them.

4.2 General and socio-economic characteristics of the respondents

The researcher investigated the general and socio-economic/demographic characteristics of students that could possibly have influenced them to use OSNSs. These included factors like type of school and class of respondents, sex, age, religion, mass media mostly used, residential area and parent(s)/guardian(s) of the respondent. Among the socio-economic characteristics, factors like parents' /guardians' educational, income and occupational levels were considered.

4.2.1 Respondents by the categories of schools attended

Considering whether a school was public or private, it was noted that the private schools had 113 (53.8 %) study participants compared to 97 (46.2 %) from public schools. This indicates that there were more respondents from private schools compared to those from public schools as the private schools' respondents were nearly half of all the research respondents. The higher response in private schools was because of their higher exposure to internet facilities. As Okwemba (2007) remarks in his study entitled *Comparative study of students in private and public schools in Kenya*, private schools have better facilities and non-restricted rules that enhanced comfortable learning among the students.

4. 2.2 Classes attended by the respondents

Figure 4.1 indicates that 52 (24. 8 %) and 54 (25.7 %) of the respondents were in Forms 1 and 2 respectively. 58(27.6%) of the respondents were students in Form 3 and the Form 4 respondents were 46 (21.9%). For further statistical analysis of this variable, the researcher decided to categorize them into two: junior and senior classes because there

were very slight differences among the respondents from the four classes under study. The junior classes were made up of Form One and Two students who were represented by a total of 106 (50.5%) respondents while the senior classes which consisted of Form Three and Form Four students had 104 (49.5%) respondents. This shows an almost equal number of respondents from these two study groups as each one of them took almost half of the entire respondents' population.

Fig. 4.1: Respondents' classes
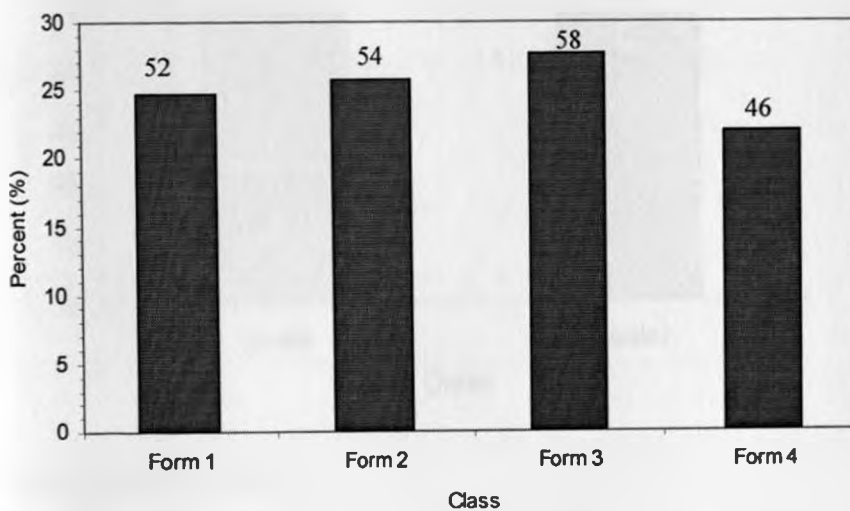
Source; Research data

Since there were very slight differences among the classes, the researcher decided to categorize them into two; Junior and senior classes. The junior class was made up of Form One and Two students that amounted to a total of 106 (50.5%) while the senior class made up of Form Three and Form Four had 104 (49.5%) respondents.

Figure 4.1.1 shows that though the Form Three had the highest number of respondents followed by Form Two then Form One and lastly Form Four, on being grouped as either senior or junior, there was no much difference. Only two students made the difference

between the two groups. The higher number in Form Three was compromised by the lower one in Form Four.

From these findings, it can safely be concluded that the class to which a student belongs does not determine the rate of OSNSs adoption and use this is because the age differences that would determine to which class an individual belongs are quite small.

Figure 4.1.1 Category of class of respondents
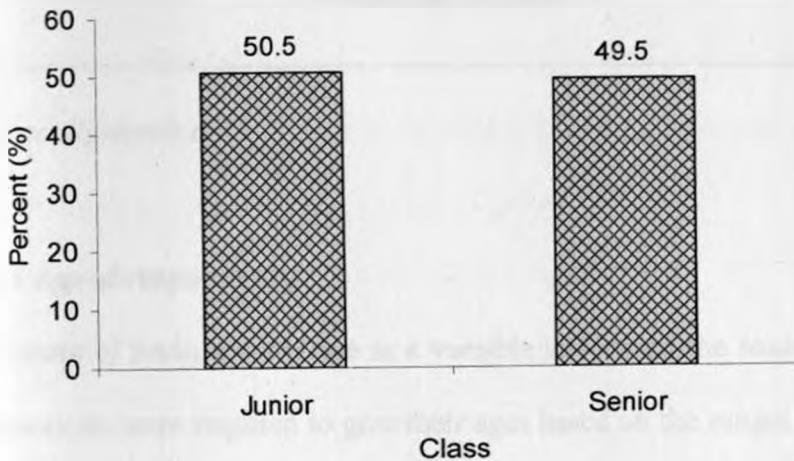
Source: Research data

4.2.3   Sex of respondents

The researcher sought to determine the sex of the respondents. Figure 4.2 indicates that there were 118(56%) and 92(44%) female and male respondents respectively. Thus it was noted that female students outnumbered their male counterparts. This as explained in section 4.2.1 was because of the higher response from the girls' schools compared to that in the boys' schools. Figure 4.2 summarizes is information.

Fig. 4.2 Sex of respondents
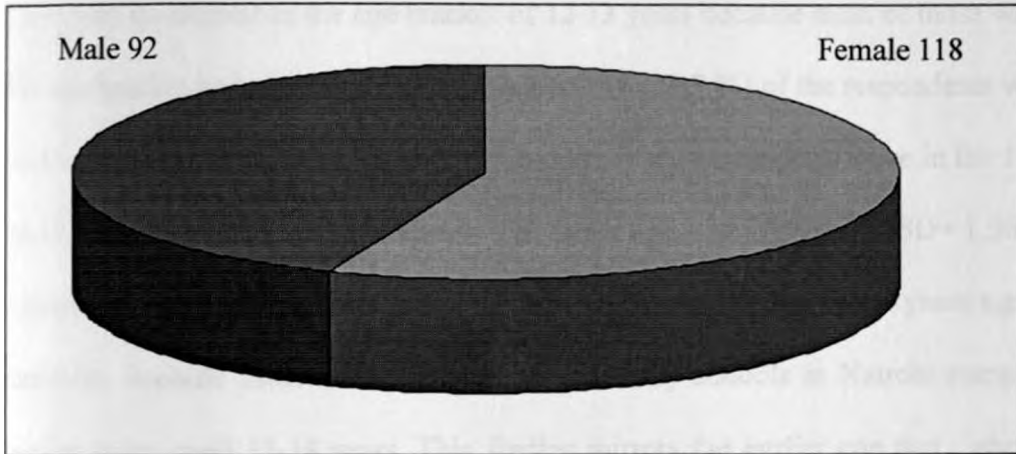
Source: Research data

4.2.4 Age of respondents

In pursuit of finding out if age as a variable influenced the students' use of OSNSs, the respondents were required to give their ages based on the ranges of 12 -13, 14-15, 16-17 and 18-19 years. Figure 4.3 has these results.

Fig.4.3: Respondents' age
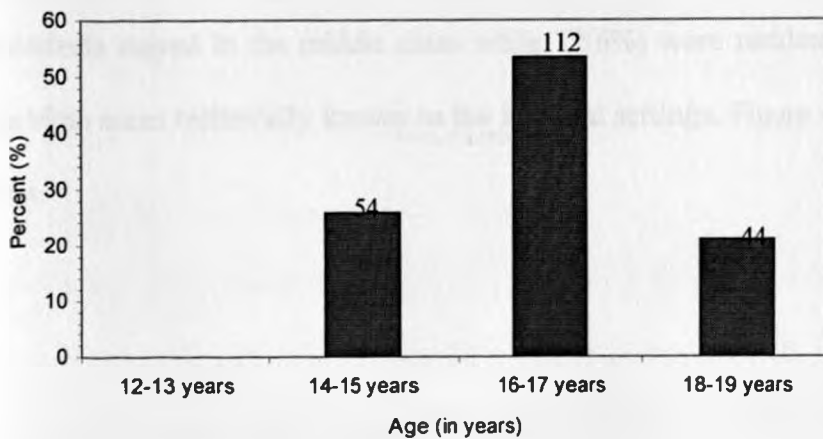
Source: Research data

Figure 4.3 depicts that there were no respondents within the 12 -13 years age group. There was no student in the age bracket of 12-13 years because most of those who fell in this age bracket had not yet joined high school. 54 (25.7 %) of the respondents were aged 14-15 years. 112 (53.3 %) and 44 (21 %) of the study participants were in the 16-17 and 18-19 years age brackets respectively. The mean age was 16.9 years (SD= 1.36). In the researcher's opinion, the low response to participants in the 18-19 years age bracket could be because most of the students in secondary schools in Nairobi complete their studies when aged 17-18 years. This finding mirrors the earlier one that showed that majority of the respondents were in Forms 1 to 3. It is definite that those in the lower classes are not as aged as those in upper classes.

4.2.5 Respondents' residential areas

Whether or not the respondents' residence could have an impact on the students' usage of OSNSs was investigated. The residential areas ranged from upper class level represented by; Westlands, Parklands, Karen and Lavington; middle class represented by Eastlands, and low class represented by the slum areas.

It was found out that 137 (65%) respondents resided in the upper class area, 61(29%) respondents stayed in the middle class while 12(6%) were residents of the lower class areas/slum areas technically known as the informal settings. Figure 4.4 summarizes these results.

Figure 4.4: Respondents' residence
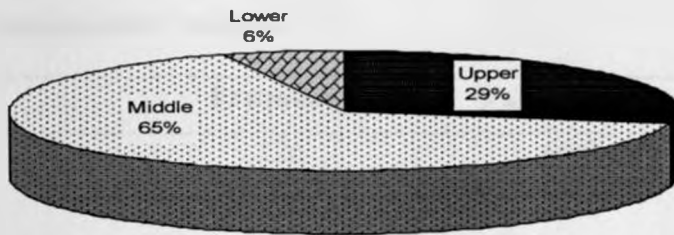
Source: Research data

From the above findings, it is evident that more than half (65%) of the residents indicated that they resided in middle class areas, and slightly more than a quarter stayed in upper class areas of Nairobi. This finding is supported with the earlier findings in which slightly over half of the respondents indicated that they studied in private schools which charge higher fees than public schools. This is a strong economic indicator that shows that the respondents come from families which are economically advantaged. Thus, their access to Internet and consequently use of OSNSs could be high whether at home on their computers/family computers, on their Web-enabled phones or in the private schools in which they attend.

4.2.6 Respondents' religion

A question in the questionnaire asked respondents to state their religious backgrounds in terms of Christians (Catholics or non-Catholics), Muslims, Buddhists and Akorino among others. The findings revealed that 126(60%) respondents were Muslims; Catholics were 60(28.6%) while the Protestants were 22(10.5%). The other religions were represented by

86

2(0.9%) respondents, who indicated that they belonged to the *Akorino* church which is considered a traditional African religion. This is shown in table 4.2

Table 4.2: Respondents' religion

Religion	Frequency	Valid Percent
Muslims	126	60.0
Catholics	60	28.6
Protestants	22	10.5
Traditional	2	0.9
Total	**210**	**100.0**

Source: Research data

These findings of religious affiliations of respondents showed that more than half of the respondents were Muslims. This could be attributed to the fact that out of the six (6) schools under study, two (2) (Muslim Academy -Boys and Muslim Academy- Girls) were run by the Islamic system. Hence, majority of the students in these schools were Muslims. In addition, Eastleigh High School was also located in a predominantly Muslim setting within Nairobi's Eastleigh Estate. For further analysis of this variable, respondents were categorized into two groups, namely; Muslims and Christians. In this case, Muslims had a total of 126 (60%) respondents and Christians attained 82(40%) respondents. This is summarized in Figure 4.5.

Figure 4.5 Respondents' religion

Christians 40%   Muslim 60%
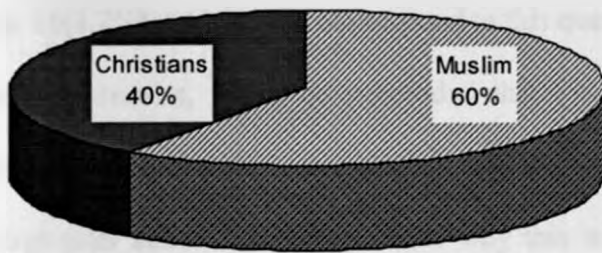
Source: Research data

4.2.7 Mass media used by respondents

The researcher carried out an investigation to find out the influence of the mass media on the students' usage of OSNSs. The mass media ranged from television, radio, newspapers, and magazines to phones and the internet. Figure 4.6 reveals the results.

Figure 4.6: Mass media
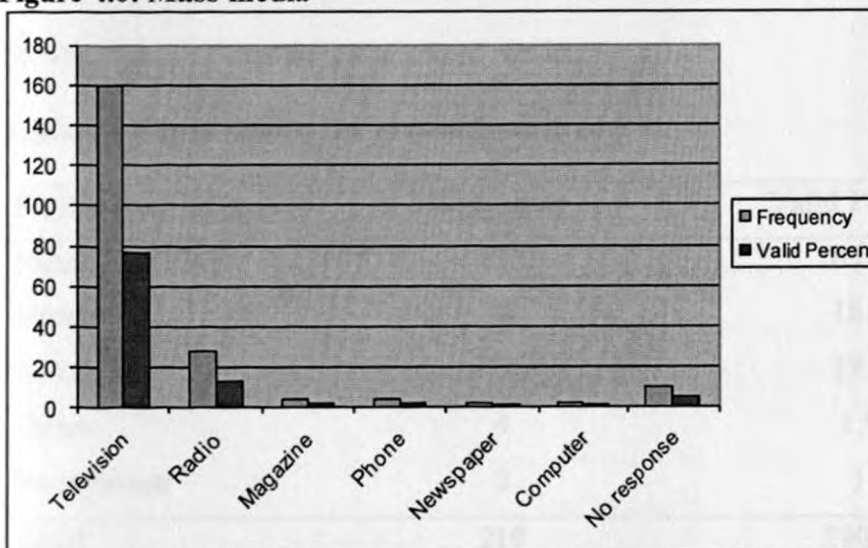
Source: Research data

The findings show that 160(76.2%) used Television as their mass medium, 28(13.3%) listened to the radio while less than 4(1.9%) indicates those who used the magazine and the phone and 2(1%) shows those who used the newspaper and the computer as mass media. 10(4.7%) students did not respond to this question.

From these results, it can be concluded that Television was the most popular mass medium used among the respondents as influenced by the time of viewership in the evenings after school. On being asked why this was the case, they said most of their favourite programmes were aired in the evenings after their school time. They also mentioned that radio was not popular with them because their preferred programmes are aired during the day when they are in school. The respondents also noted that they used mobile phones for own personal reasons like chatting online but not as mass media.

4.2.8 The person(s) the respondents lived with

One question required the respondents to name the people they lived with in order or the researcher to establish whether or not this had any influence on the students' use of OSNSs. Table 4.3 has the summarized results.

Table 4.3 The person(s) the respondents lived with

Person lived with	Frequency	Valid Percent
Father and Mother	138	65.7
Mother	38	18.1
Guardian	28	13.3
Father	4	1.9
No response	2	1
Total	**210**	**100.0**

Source: Research data

89

Table 4.3 reveals that 138(66.3%) respondents who took part in the study stayed with their fathers and mothers, 38(18.3%) stayed with their mothers, while 28(13.5%) with their guardians and 4(1.9%) stayed with their fathers. Two respondents forming one percent of the total population did not give their responses on this question.

From the findings, it can be concluded that more than half of the students in Nairobi secondary schools stayed with both their fathers and mothers. This means that the students get all the fatherly and motherly attention they would require hence in terms of educational and professional backgrounds the two are able to influence the life of their child/children.

4.2.9 Highest level of education of the person(s) respondents lived with.

For the purpose of analyzing the data to this variable, the researcher considered the findings presented in section 4.2.8. In this regard, the education levels are considered for 176 mothers, 142 fathers and 28 guardians. For further analysis, the education level was categorized as primary, secondary and tertiary. The findings are presented in Table 4.4

Table 4.4 Highest education level

Education level	Father		Mother		Guardian	
	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)
None	1	0.7	6	3.3	9	32.1
Primary	12	8.4	16	9.1	6	21.4
Secondary	19	13.4	20	11.4	3	10.7
Tertiary	93	65.5	86	49.0	3	10.7
No response	17	12.0	48	27.2	7	25.0
Total	**142**	**100.0**	**176**	**100.0**	**28**	**100.0**

Source: Research Data

Table 4.4 reveals that there were 142 fathers, 176 mothers and 28 guardians in total. Further observations show that 1(0.7%) father had not attained any formal education. Also, 6(3.3%) and 9(32.1%) mothers and guardians respectively had not gone to school. At the primary level, there were 12(8.4%) fathers, 16(9.1%) mothers and 6(21.4%) guardians. Those who had gone up to secondary school were 19(13.4%) fathers, 20(11.4%) mothers and 3(10.7%) guardians. Those who had attained post secondary education were 93(65.5%) fathers, 86(49%) mothers and 3(10.7%) guardians. Furthermore, those whose students did not give any responses were 17(20.0%) fathers, 48(27.2%) mothers and 7(25%) guardians.

From the findings, it can be concluded that more than half (65.5%) of the fathers and nearly half (49%) of the mothers had attained tertiary education. Among those who did not have any education, only one father and six mothers were cited as nine guardians led the group. It follows therefore that most of the fathers and mothers under this study had had tertiary education implying that they were educated enough to influence their children in the use of OSNSs, by either encouraging its use or discouraging it.

These findings have a bearing to the results in section 4.2.9 where more than half of the students interviewed (66%) stayed with their fathers and mothers thus bringing their highest education levels higher than that of guardians.

4.2.10 Occupations of the person(s) the respondents stayed with

Having analyzed the highest level of education, it was imperative for the researcher to investigate the occupations of the people the respondents stayed with. The occupations included businessmen, medical practitioners, bankers, teachers, civil servants, engineers, house keepers and farmers among others. The results are summarized in Table 4.5

Table 4.5 Occupation of persons lived with

Occupation	Father		Mother		Guardian	
	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)
Business	41	29.0	33	18.8	6	21.4
Medical practitioner	14	10.0	29	16.5	0	0
Banker	12	8.5	19	10.8	2	7.1
Teacher	23	16.1	38	21.6	6	21.4
Civil servant	33	23.2	37	21.0	4	14.3
Engineer	8	5.6	3	1.7	0	0
Farmer	4	2.7	2	1.1	4	14.3
House keeper	0	0	4	2.2	2	7.1
No response	7	4.9	11	6.3	4	14.4
Total	**142**	**100.0**	**176**	**100.0**	**28**	**100.0**

Source: Research data

Table 4.5 shows that out of the 142 fathers, 41(29%) of them were businessmen, 14(10%) were medical practitioners, 12(8.5%) were bankers while 23(16.1%) were teachers. The civil servants, engineers and farmers were 33(23.2%), 8(5.6%) and 4(2.7%) respectively. It is also observed that no father was a house keeper while 7(9.6%) fathers had their

children not giving their (fathers') occupations. Seven students did not give the occupations of their fathers.

The table also reveals that of the 176 mothers 33(18.8%) were business women, 29(16.5%) were medical practitioners and 19(10.8%) were bankers. 38(21.6) were teachers followed closely by 37(21%) civil servants. There were 3(1.7%) engineers, 2(1.1) farmers and 4(2.2) housekeepers who were mothers. 11(6.3%) mothers did not receive any response from their students.

Further observations are that out of the 28 guardians in questions, 6(21.4%) engaged in business, another 6(21.4%) were teachers while a tie of 4(14.3%) was witnessed in the civil service and farming occupations. In addition, 29(7.1%) guardians were bankers and another 2(7.1%) were house keepers. 4(14.4%) guardians did not have any response from the respondents.

Further analysis revealed a total of 131(92%) fathers having relatively good jobs ranging from businessmen to engineers as mothers in the same occupations amounted to 159(90%), with the remaining being farmers and house keepers. The guardians who had relatively good jobs were 18(64%).

From these findings, it can be concluded that nearly all the people the respondents stayed with had relatively good jobs that kept them going. The findings presented in 4.2.5 on residential areas of respondents and those in 4.2.8 on education level of parents and guardians greatly influenced the analysis of this section. It is evident that since more than half of the parents and guardians resided in middle class areas besides having satisfactory educational backgrounds, it follows logically that the same parents are the ones with the relatively good occupations. In relation to this study, it implies that since the custodians

were relatively rich, they could have a great impact on their children's use of OSNSs by affording facilities such as internet enabled phones and computers that could consequently make use of OSNSs by students possible.

4.2.11 Economic status of the parent(s) /guardian(s)

This was assessed based on the parents'/guardians' approximate monthly income. These earnings ranged from less than Ksh.20, 000 to Ksh.21, 000-40,000, Ksh.41, 000-Ksh.60, 000, Ksh. 61,000-KSh. 80,000, Ksh. 81,000-Ksh.100, 000 and Ksh.100, 000 and above. The results are shown in table 4.6

Table 4.6 Income level

Income in Ksh.	Father		Mother		Guardian	
	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)
Don't know	124	87.0	150	85.2	15	53.6
101 and above	4	2.8	5	2.8	0	0
81,000-100,000	2	1.5	3	1.7	0	0
61,000-80,000	3	2.2	2	1.1	3	10.7
41,000-60,000	1	0.8	2	1.1	2	7.1
21,000-40,000	0	0	0	0	1	3.6
Less than 20,000	1	0.8	4	2.4	2	7.1
No response	7	4.9	10	5.7	5	17.9
Total	142	100.0	176	100.0	28	100.0

Source: Research data

From Table 4.6, it can be seen that 4(2.8%) fathers earned a monthly salary of more than Ksh.100, 000, 2(1.5%) earned between Ksh. 81,000-100,000 while 3(2.2%) and 1(0.8%)

94

earned between Ksh. 61,000-80,000 and Ksh.41, 000-60,000 respectively.1 (0.8%) father was said to be earning less than Ksh. 20,000. 7(4.9%) fathers did not receive the responses from their children. Those fathers whose children did not know their monthly earnings amounted to 124(87%).

Furthermore, it is observed that out of the 176 mothers in question, 5(2.8%) earned a monthly salary of more than Ksh. 100,000. Those who earned between Ksh. 81,000 and 100,000 were 3(1.7%) while a tie of 2(1.1%) mothers was experienced in those earning between Ksh.61, 000 and 80,000 and Ksh. 41,000 to 60,000. No mother or father earned between Ksh.21, 000 and 40,000. 4(2.4%) mothers earned less than Ksh. 20,000 per month. While 10(5.7%) mothers were not represented in this area, 150(85.2%) of them had their children being ignorant about their earnings.

Further observations also reveal that no guardian earned more than Ksh.81, 000.3(10.7%) earned between Ksh.61, 000 and 80,000, 2(7.1%) were between Ksh. 41,000 and 60,000 while 1(3.6%) mother earned between Ksh. 21,000 and 40,000. The less than Ksh.20, 000 monthly earners were 2(7.1%) guardians. Whereas 5(17.9%) guardians did not receive any response from the respondents, 15(53.6%) of them had their children lacking knowledge of their monthly earnings.

These findings reveal that from the respondents who knew their parents' or guardians' monthly earnings, more than half of them (parents and guardians) earned more than Ksh.60, 000. For instance out of the 11 responses on knowledge of fathers' income, 9(82%) fathers represented by the 9 respondents earned more than Ksh.60, 000.

Similarly, out of the 16 who knew how much their mothers earned, 10(59%) mothers represented by the 10 students earned more than 60,000. Also out of the 8 guardians who were represented by 8 students who knew their income, 3(38%) of them earned more than 60,000.

From these findings it can be concluded that more than half of the parents and guardians in Nairobi who have children in Nairobi high schools earn relatively good monthly incomes. By Kenyan standards any earner of more than Ksh.60, 000 leads a relatively good life, lives in middle class areas and has satisfactory educational background (Census 2009). These findings are also justified by those findings explained in 4.2.5 on residential areas, 4.2.9 on education level and 4.2.10 on occupations. The findings in 4.2.5 and 4.2 9 also justify these findings.

4.3 Internet access characteristics of the respondents

In this section, the researcher investigated the respondents' ownership of internet access tools, most commonly used internet access points, length of time spent on internet, and the time spent per week on internet. These are the sub-headings under which internet access characteristics are analyze

4.3.1 Ownership of Internet access tools

Respondents' ownership of internet enabled computers, mobile phones and modems were assessed in this area. The results are in Fig. 4.7.

Fig. 4.7 Ownership of internet access tools
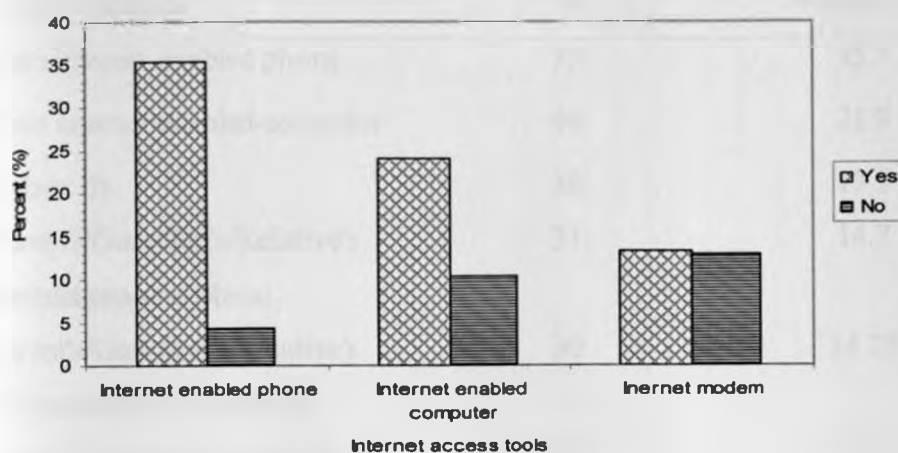
Source: Research data

The findings reveal that 35.2% owned internet enabled phones followed by 24% with internet-enabled computers. 14% had mobile phone modems. This therefore follows that most of the students' online communication was through their internet-enabled phones, which were relatively affordable to them. These results conform to CCK's report, which shows the mobile telephone industry greatly increasing internet use in Kenya. The report further tables that 19 million (more than 50% of Kenyans) are mobile phone subscribers with more than 60% of them being internet enabled. Out of these 19 million, nearly 80% are youths (CCK (2010).

4.3.2 Most commonly used Internet access points

Respondents were asked to highlight their internet access points and the results are shown in Table 4.7.

Table 4.7 Internet accessibility

Point of access	N	Percent (%)
Own internet enabled phone	75	35.7
Own internet enabled computer	46	21.9
Cybercafe	36	17.1
Parent's/Guardian's/Relative's internet enabled phone	31	14.7
Parent's/Guardian's/Relative's internet-enabled computer	30	14.28
Friend's internet enabled phone	28	13.3
School computer lab	20	9.52
Friend's internet enabled computer	15	7.14
Total	281	100

Source: Research data

Table 4.7 shows that there were multiple responses from each respondent thus forming a total of 281 responses and not 210, which is the total number of respondents.

The table further reveals that students forming 35.7% of the population accessed internet from their own internet enabled phones. Those who had internet enabled computers followed with 21.9% while the ones who accessed internet in cybercafés stood at 17.1%. Respondents who used their custodians' or relatives' internet enabled phones formed 14.7% of the respondents. Those who accessed internet on parents' and / or relatives' internet enabled computers stood at 14.3%. Friends' internet enabled phone users were 13,3% while school computer users formed 9.5% with the friends' internet enabled computer users reaching 7.1%. This is because as noted earlier in 4.3.1, nearly all the respondents had internet-enabled mobile phones that they used to access internet on.

4.3.3 Length of time the respondents have been using on internet

The respondents were also asked to give their responses on the length of time they had been spending on the internet. The results are presented in Figure 4.8.

Figure 4.8 Length of time on internet
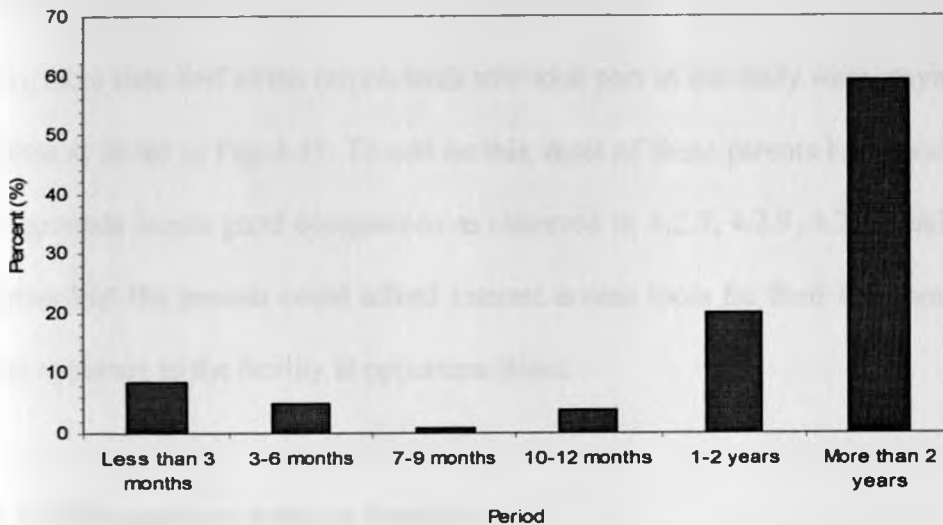
Source: Research data

Figure 4.8 shows that at the time of this study, 18(8.6%) respondents had spent less than 3 months on internet, 10(4.8%) had spent 3-6 months. Those who had taken 7-9 months were 2(0.9%) while 8(3.8%) respondents had spent 10-12 months.42 (20%) and 124(59%) respondents had so far spent 1-2 years and more than 2 years respectively. A total of 6(2.9%) respondents did not give their responses on this. The mean (M) time and Standard deviation (SD) were, M=19.3, SD=7.29.

As established in Fig.4.8 more than half of the respondents (60.8%) had spent more than two years on internet. Indeed, it can be further deduced that majority of the respondents noted that they had been using the internet for one year and above. The findings also reveal that there is rapid internet growth as years advance. These results are similar to Synovate's findings showing that daily and weekly internet usage in Kenya have doubled in the last two years as monthly usage grew by over 80% in the same period (Synovate 2010)

Also, more than half of the respondents who took part in the study were staying with both parents as noted in Fig. 4.11. To add on this, most of these parents had good educational backgrounds hence good occupations as observed in 4.2.5, 4.2.9, 4.2.10 and 4.2.11.This implies that the parents could afford internet access tools for their children thus giving them exposure to the facility at opportune times.

4.3.4 Time spent per week on internet

One question in the questionnaire required the students to state the length of time, in hours, per week they spent on the internet. The results are given in Figure 4.9.

Figure 4.9 Time (hours) spent per week on internet
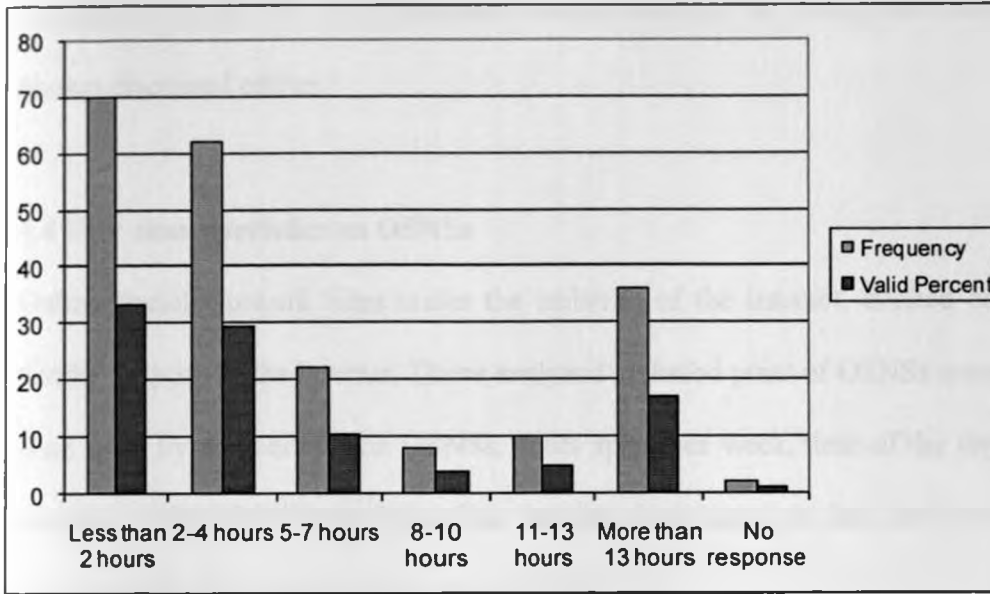
Source; Research data

The results in Fig. 4.9 reveal that in a week, 70(33.7%) respondents spent less than two hours accessing the internet. 62(29.8%) spent 2-4 hours, 22(10.6%) spent 5-7 hours while 8(3.8%) used 8-10 hours. Those who spent 11-13 hours and more than 13 hours were 10(4.8%) and 36(17.3%) respondents respectively. 2(1%) respondents left this question unanswered.

Further observations are that 154 respondents forming nearly three quarters of them spent less than 7 hours per week on internet. This can be estimated to one hour per day. Those who spent 8-13 hours formed a total of 18(8.6%) respondents while those that spent more than 13 hours amounted to 36(17.3%).

The mean (M) hours were 5.4 with a Standard deviation of 4.29.

These results can be explained with similar justifications in 4.3.5 in comparison with Synovate's findings showing that daily and weekly internet usage in Kenya is growing

101

rapidly (Synovate's 2010). Also Boyd (2008) argues that with 24/7 availability of internet, the youth will log on internet at least once in a day using their internet enabled phones discussed earlier.

4.4 User characteristics on OSNSs

Online Social Network Sites under the umbrella of the internet, elicited characteristics similar to those of the internet. Those analyzed included point of OSNSs access, length of time spent by respondents on OSNSs, hours spent per week, time of the day logged on, number of time OSNSs are logged on per day, time spent per day, the types of OSNSs used as well as the frequency of using OSNSs.

4.4.1 Place of OSNSs access

As one of the objectives of the study, the researcher wanted to know where the students mostly accessed their OSNSs. The results are shown in Table 4.8

Table 4.8 Place of OSNSs access

Place	Responses (N)	Percent (%)
Own internet enabled phone	130	61.9
Own internet enabled computer	102	48.5
Cybercafe	90	42.9
Friend's internet enabled phone	58	27.6
Parent's/Guardian's/Relative's internet enabled phone	52	24.8
Parent's/Guardian's/Relative's internet-enabled computer	44	20.9
School computer lab	36	17.14
Friend's internet enabled computer	32	15.2
School library	8	3.81

Source: Research data

Table 4.8 reveals that Internet enabled phones formed the students' highest trafficked media with 130(61.9%) responses. Own internet enabled computers had 102(48.5%) responses, cybercafés stood at 90(42.9%), friends internet enabled phones had 58 (27.6%) while parents'/ guardians' internet enabled phones had 52(24.8%) responses. 44(20.9%) responses accessed their OSNSs on their parents /guardians'/relatives' internet enabled computers, while school computer labs, friends' internet enabled computers and the libraries had 36(17.14%), 32(15.2%) and 8(3.81) responses respectively.

From the findings more than half of the respondents in question accessed their OSNSs on their own internet enabled phones. The results portrayed a trend of OSNSs internet access points being similar to those of internet access points in section.4.3.2. This is further explained by the many respondents who are in ownership of own internet enabled phones as observed in 4.3.1.

4.4.2 Length of time spent on OSNSs

The researcher established for how long students had been using OSNSs. The findings of the results are given in Table 4.9

Table 4.9 Time spent on OSNSs

Time	Frequency	Valid Percent
Less than 3 months	24	11.4
3-6 months	16	7.6
7-9 months	10	4.8
10-12 months	12	5.7
1-2 years	56	26.7
More than 2 years	84	40
No response	8	3.8
Total	**210**	**100.0**

Source: Research data

103

Table 4.9 reveals that at the time of the study, 24(11.9%) respondents confirmed having spent less than 3 months using OSNSs,16(7.9%) had spent 3-6 months while those who had spent 7-9 months were 10(5%). As 12(5.9%) respondents had so far spent 10-12 months, 56(27.7%) and 84(41.6%) had spent 1-2 years and more than 2 years on OSNSs respectively. 8(3.8%) ignored the question.

The mean time (M) was 16.7 with a Standard deviation (SD) of 8.0

This implies that as soon as Faceboook, the first online social networking site made its intrusion in Kenya in 2006 (Kinyanjui 2007), most young people including students began using it for communication soon after it gained popularity a few years after.

4.4.3 Time spent per week on OSNSs

The respondents were asked to give the weekly number of hours spent on using OSNSs and the results they gave are shown in Fig. 4.10.

Figure 4.10 Time spent per week on OSNSs

Source: Research data

104
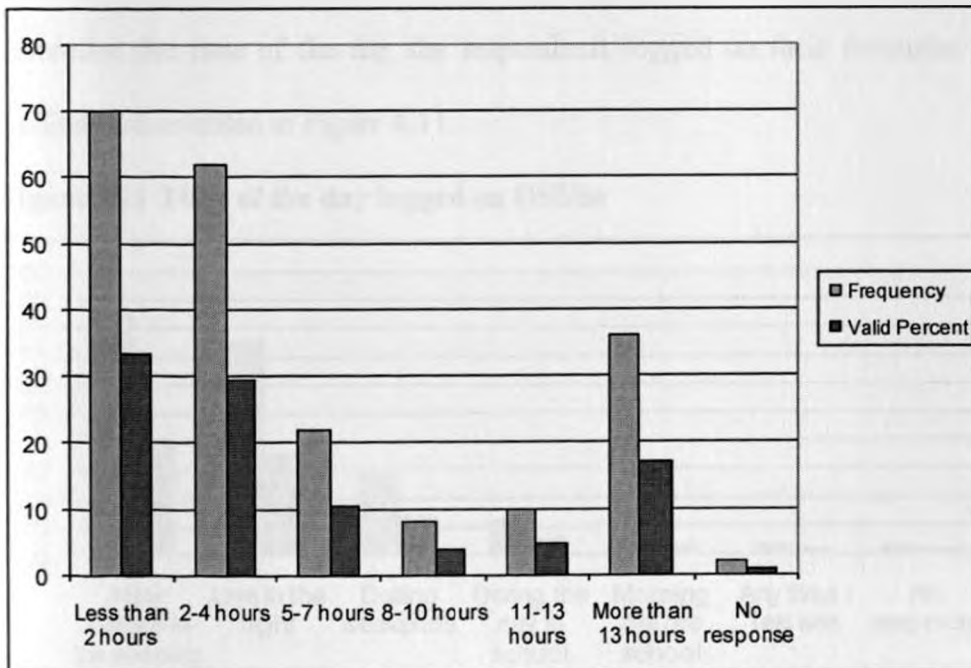
It is evident from Figure 4.10 that on a weekly basis, 70(33.3%) respondents spent less than two hours using OSNSs. They were followed by 62(29.5%) respondents that utilized the online sites between 2 and 4 hours per week. Those who spent 5-7 hours were 22(10.5%), 8-10hours were spent by 8(3.8%) respondents while those who spent 11-13 hours and more than 13 hours were 10(4.8%) and 36(17.1%) respectively. 2 (1%) did not respond to this question.

These findings are justified by those in 4.4.3 where nearly three quarters of the respondents had so far spent more than two years on OSNSs. This implies that generally, the students spent quite a considerable amount of time on social sites that could compromise study time.

4.4.4 Time of the day to log on OSNSs

Upon investigating the weekly hours spent on OSNSs, the researcher also sought to determine the time of the day the respondents logged on their favourite OSNSs. The findings are revealed in Figure 4.11.

Figure 4.11 Time of the day logged on OSNSs
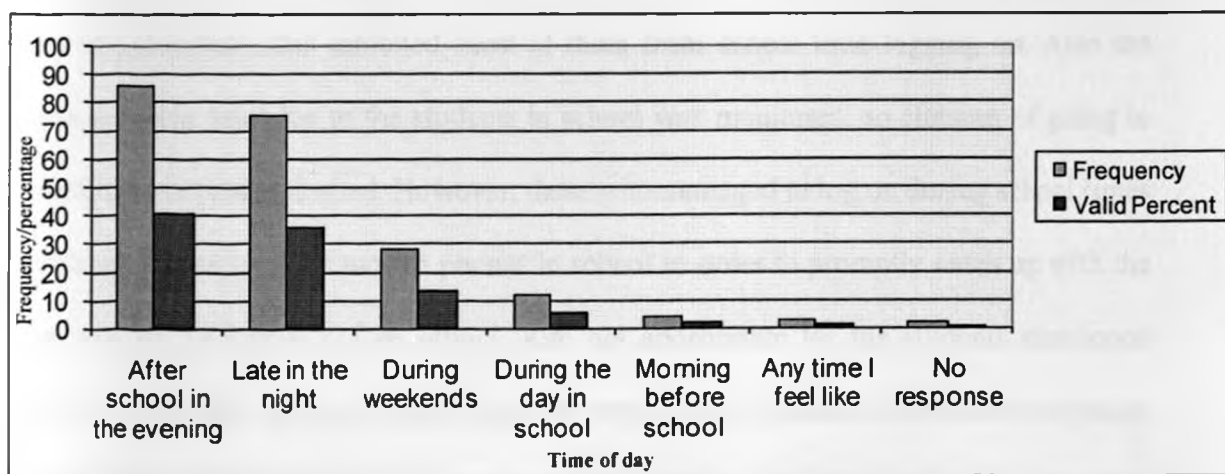
Source: Research data

Figure 4.11 reveals that 86(41.0%) of the population under study mostly logged on their favourite OSNSs after school in the evening. They were followed closely by 75(35.7%) students who logged on late in the night. Those who logged on during weekends were 28(13.3%) while 12(5.7%) logged on during the day in school. Low responses were seen in those who logged on in the morning before school and those who did it time of choice. They amounted to 4(1.9%) and 3(1.4%) respectively. 2(1.4%) respondents did not mention when they logged on.

The results imply that nearly half of the respondents logged on their favorite social sites after school in the evenings while more than a third logged on late in the night. This is because since the respondents were day scholars, they could comfortably log on their social sites in the evenings after schools as well as late in the nights. Also weekends were relatively preferred for the respondents were away from school during this time. The numbers reduced when it came to those who logged on during the day in school because none of the schools in question allowed their students to possess mobile phones in schools; therefore, this inhibited most of them from school time logging on. Also the internet made available to the students in school was monitored, so chances of going to the sites were totally limited. However, those who managed to log on during school times confessed sneaking their mobile phones in school in order to promptly catch up with the latest news. Mornings before school were not appropriate for the students mentioned being limited with the short time utilized for preparation for school. The lowest responses were among those who logged on any time they felt like. This they said was not possible

with most of them because some of them felt like logging on during the day in school but were restricted by the school rules. So the safest time was in the evenings after school and late in the nights. Two respondents did not answer this question.

4.4.5 Number of times that the respondents logged on OSNSs

In response to the number of times on an average day that students logged on to the OSNSs, the results are given in Table 4.10

Table 4.10 Number of times to log on.

No. of times	Frequency	Percent (%)
Once	77	36.7
Twice	68	32.3
Three	34	16.2
Four	15	7.2
More than 5 times	9	4.3
No response	7	3.3
Total	**210**	**100.0**

Source: Research data

The results show that 77(36.7%) students logged on only once in a day. Those who logged on twice were 68(32.3%), 34(16.2%) logged on thrice while 15(7.2%) logged on four times and 9(4.3%) logged on more than five times in a day. 7(3.3%) respondents did not give their feedback on this.

The findings in 4.4.4 have a bearing to the analysis of the number of times the respondents logged on the OSNSs. It follows therefore that since more than three quarters (77%) of the respondents noted logging on in the evenings and during the nights, this

raised the figures of those who logged on once and twice in a day. The ones who logged on once mainly did it in the evenings after school while those who did it twice utilized the evenings after school and the nights. Those who logged on three times, four times and more than five times are the ones who mentioned doing it during school times, weekends and any time they felt like.

4.4.6 Time spent per day on OSNSs

The researcher investigated the time the respondents spent per day on OSNSs. See Figure 4.12 for the results.

Figure 4.12 Time spent per day on OSNSs
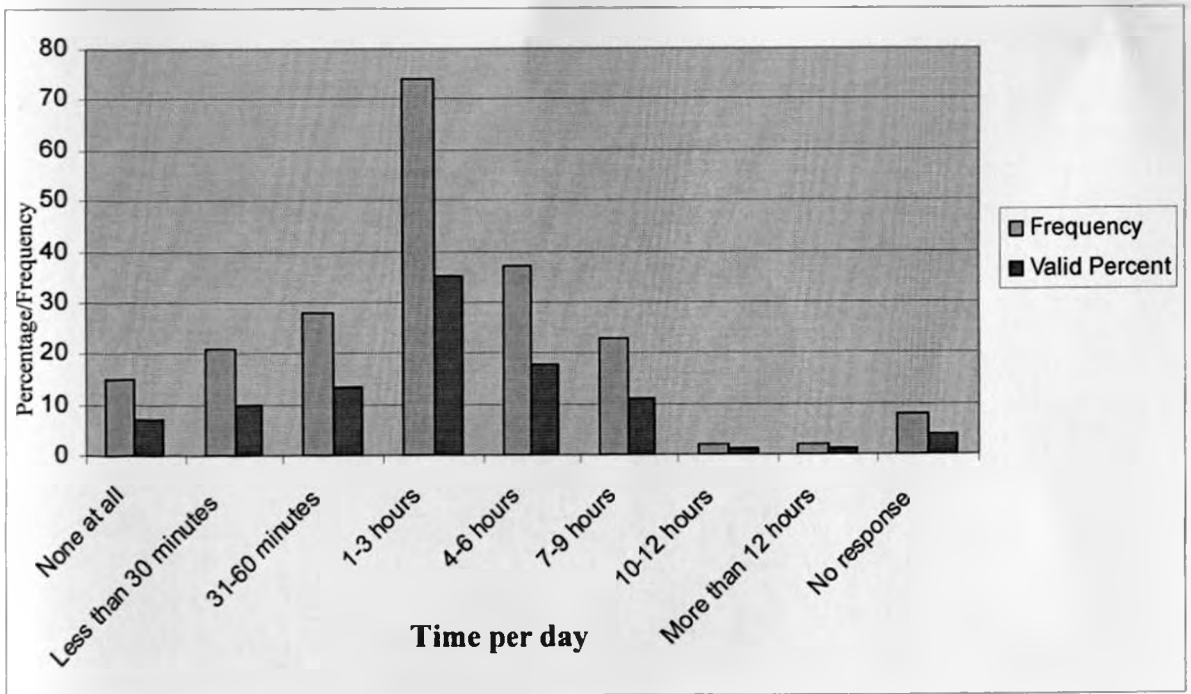
Source: Research data

From Figure 4.12, it is observed that 15(7.1%) respondents did not spend any time on OSNSs during the day while 21(10%) spent less than 30 minutes. Those who spent 31-60

minutes were 28(13.3%). 74(35.2%), 37(17.6%) and 23(11%) spent 1-3 hours, 4-6 hours and 7-9 hours respectively. Those who spent 10-12 hours and more than 12 hours were 2(1%). 8(3.8%) respondents did not give their responses.

It is evident from the results that more than two-thirds (35%) of the respondents spent 1-3 hours followed by half of them (17.6%)) who spent 4-6 hours on OSNSs per day. The high responses in these categories were attributed to the observations made in 4.4.4 and 4.4.5 where the respondents noted that they mainly logged on in the evenings after school for about one hour and late in the night for another hour or two. This was dependent on the amount of homework they had. Less homework meant longer time on OSNSs.

4.4.7 Online Social Network Sites used by students

Based on the various types of OSNSs available on the market, the researcher investigated which ones were popular among the respondents. See the findings in Figure. 4.13.

Figure 4.13 OSNSs used by students
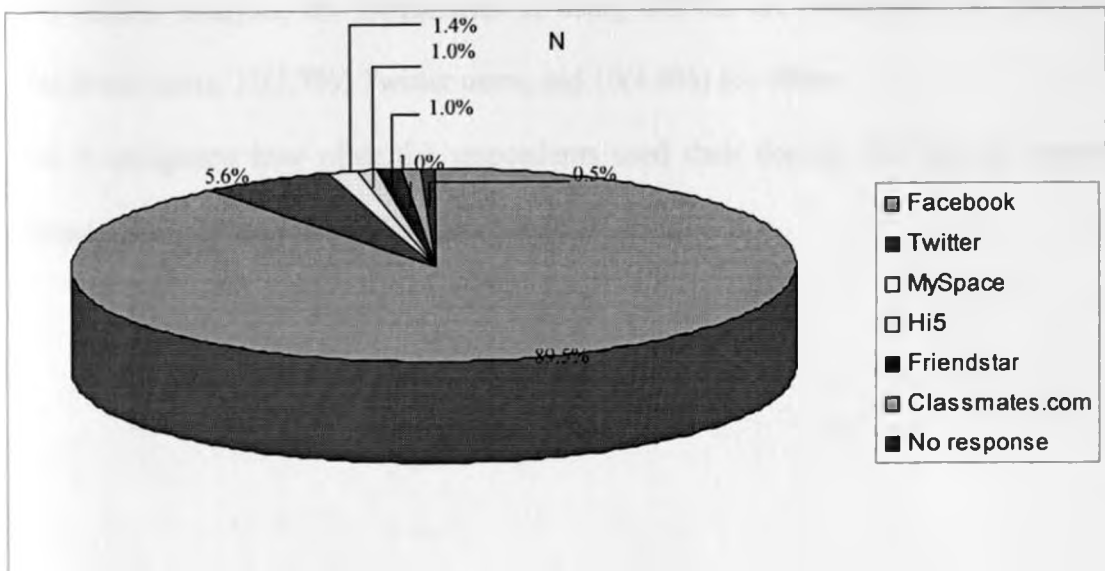
Source: Research data

Figure 4.13 shows that at the time of the study, 188(89.5%) students used Facebook, 12(5.6%) used Twitter, 3(1.4%) used MySpace as 2(1%) students in each case used Hi5, Friendstar and Classmates.com. 1(0.5%) student did not respond to this question.

From the results, it is evident that the highest response was witnessed among Facebook users. Indeed, in nearly every ten students, nine of them used Facebook while only one used Twitter. The other social sites were not popular among the students.

The high response on the use of Facebook was attributed to the fact that signing up on Facebook was simple, free of charge and guaranteed users some sense of privacy Kinyanjui (2007). He also notes that this site has become popular countrywide attracting users of various age groups ranging from 12-45 year olds. Synovate (2010) research findings also indicate that approximately 80,000 Kenyans are registered Facebook users with a majority of them being youths.

4.4.8 Frequency of using OSNSs

For further analysis, the frequencies of using OSNSs are considered for 188(89.5%) Facebook users, 12(5.7%) Twitter users, and 10(4.8%) for others.

On investigating how often the respondents used their desired OSNSs, the researcher found out the following results shown in Table 4.11.

Table 4.11 Frequency of using OSNSs

Frequency	Online Social Network Sites					
	Facebook		Twitter		Others	
	F	%	F	%	F	%
I'm always connected	149	79	8	68	5	50
Once a day	23	12	2	17	4	40
A few times a week	12	7	0	0	0	0
A few times a month	2	1	0	0	0	0
No response	2	1	2	17	1	10
Total	**188**	**100**	**12**	**100**	**10**	**100**

Source: Research data

Table 4.11 shows that out of the 188 facebook users, 149(79%) respondents were always connected, 23(12%) used facebook once a day while 12(7%) used it a few times in a month. 2(1%) facebook users did not give their responses on this. On the other hand, out of the 12 Twitter users in question, 8(68%) respondents were always connected while 2(17%) used it only once in a day. No respondent used it a few times a week and a few times a month. Two respondents forming 17 percent of twitter users did not answer this question. On the other social sites, 5(50%) respondents out of the 10 in question were always connected while 4(40%) used them once in a day. A few times a week and a few times a month did not receive any response from the respondents while 1(10%) respondent did not give their response on this question.

From the findings, high responses were witnessed among students who were always connected. For instance, more than three quarters (79%) of facebook users were always

111

connected and nearly 7 out of every 10 twitter consumers (68%) were always connected while half (50%) of the other social site users were always connected. These high responses were due to the findings in 4.4.4 where more than half of the respondents logged on their sites more than once in the evenings after school and late in the nights. Even those who logged on over the weekends reported being always connected. Also, the teens' irresistible need to connect with their peers coupled with the development of 24/7 accessibility to technology and internet makes it their greatest influence to their full time connection on these sites (Fodeman et. al., 2009).

4.5 OSNSs users' Profile

One area that the respondents were required to give their responses on was on the account information they had on their preferred social sites. The profile information ranged from the birth date to e-mail address, relationship status, personal photos, likes and interests, religious views, favorite quotations, current city/town, school currently attended, home town, mobile phone contacts, former school attended, political views, parents'/guardians' contacts, and parents'/guardians' account details among others.

4.5.1 Information included on the account profile

Table 4.12 has the findings on the information that the respondents put on their accounts.

Table 4.12 Profile information

Profile information	Response	Percent (%)
Birth Date	92	43.8
Email address(es)	77	36.6
Relationship status	67	31.9
Personal photo(s)	63	30.0
Likes and interests	61	29.0
Religious views	58	27.6
Favourite quotations	55	26.1
Current city/town	52	24.7
High school currently attended	43	20.4
Home town	38	18.1
People am interested in	37	17.6
Telephone/ mobile phone contacts	31	14.8
Former school(s) attended	28	13.3
Political views	27	12.9
Parents/ guardians contacts	8	3.8
Parents/ guardians account details	7	3.3
Any other(specify)	2	0.95

Source: Research data

Table 4.12 shows that 43.8% of the responses included birth dates in the profile information, 36.6% indicated e-mail addresses, and 31.9% showed their relationship status while 30% displayed their personal photos. Also 29% indicated likes and interests followed by 27% showing religious views. Favorite quotations, current city/town and high school currently attended had 26%, 24.7% and 20.4% respectively. 18.1% showed home town, 14.8% showed mobile phone contacts while 13.3% indicated former school attended. Parents'/ guardians' contacts and account details had formed the least information on profile information with 3.8% and 3.3% respectively

From the findings, it is evident that the respondents preferred including only personal information such as birth dates, e-mail addresses, relationship status and likes and interests. They had little to do with their parents or guardians when it came to Online Social Networking.

This reveals that students' profile information contains things they enjoy sharing with their peers and age mates as influenced by factors like age, class and peer group influence among others. The results yield similar findings by Boyd, (2008) who observed that teens have more or less same interests and thus form peer groups or friendships that can meet their social needs. Friendship, for instance, plays a significant role in the lives of most teens. Friends influence each other's activities, interests, behavior and outlook (Boyd, 2008).

4.5.2 Frequency of updating account profiles

After finding out what information is in the respondents' profiles, the researcher investigated the frequency at which students changed or updated their account profiles. The results are summarized in Table 4.13 below.

Table 4.13 Frequency of account profile(s) updates

OSNS	Rarely	Often	Very often	Total score
Facebook	42	24	31	183
Twitter	15	10	6	53
MySpace	13	6	3	34
Hi5	8	5	5	33
Friendstar	2	1	2	10

Source: Research data

Table 4.13 reveals that Facebook received the highest number of responses (183) regarding the updating or changing of the account profiles on it. It was followed by Twitter with 53 responses, then MySpace with a score of 34. Hi 5 and Friendstar were the least with 33 and 10 scores respectively. This follows from the proven fact that Facebook, among the other OSNSs, is the mostly used social site.

4.5.3 Number of OSNSs friends

Regarding the number of friends on the respondents' desired social sites, the researcher gathered the findings summarized in Fig. 4.14

Figure 4.14 Number of friends on OSNSs
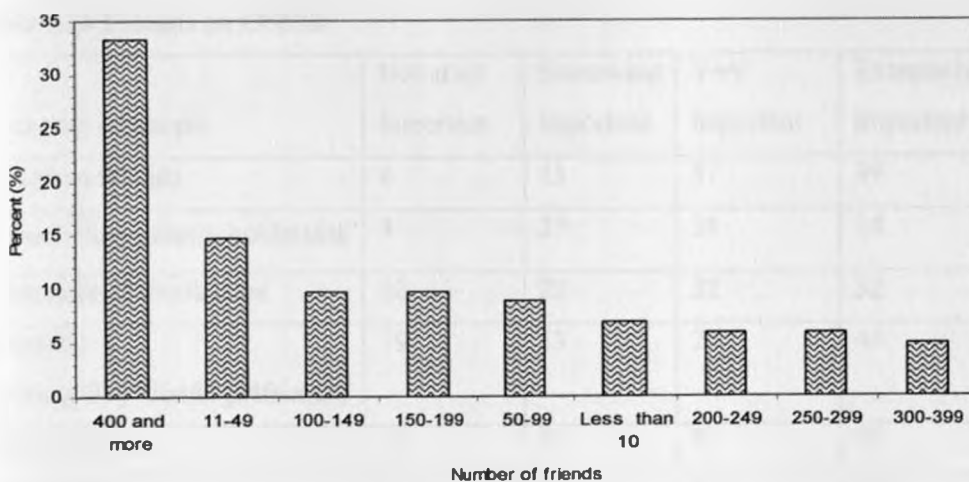
Source: Research data

Fig. 4.14 shows that 68(33.3%) students had more than 400 friends on their favourite social sites. Those who had friends ranging from 300-399 formed the smallest group of 10(4.9%) students. The results thus reveal that at the time of the study, many students had

already made many online social friends due to the popularity of these social sites at that point in time. This is important to this study as it depicts that since the respondents had many friends, most of their online activities would revolve around the friends as they influenced them to use the social sites.

4.5.4 Categories of friends on OSNSs

The respondents were required to provide the rating on the importance of categories of friends on OSNSs. In this regard, the findings revealed that high school students preferred to interact more with their age mates as opposed to people outside their age brackets. The results are in Table 4.14

Table 4.14 Friends on OSNSs

Category of people	Not at all important	Somewhat important	Very important	Extremely important	Total score	Rank
Longtime friends	4	13	37	39	297	1
Former classmates/schoolmates	3	27	38	28	283	2
Classmates/Schoolmates	10	22	32	32	278	3
Romantic partners(Boyfriends/girlfriends)	19	13	20	40	265	4
Other relatives	13	29	27	23	244	5
New friends	13	42	23	18	238	6
Parents/Guardian	32	18	12	24	200	7
Teachers	71	8	6	4	121	8

Source: Research data

Table 4.14 reveals that longtime friends formed the largest group of friends on the respondents' friends list with a total score of 297. Former classmates and schoolmates followed closely with a total of 283 scores. The third group was of classmates and

116

schoolmates who amounted to 278 scores. Romantic partners were at the fourth position with 265 scores. Other relatives and new friends were at position five and six with scores of 244 and 238 respectively. Parents/guardians and teachers were trailing in the seventh and eighth positions with 200 and 121 scores respectively.

From these findings it is evident that the respondents preferred to have friends and classmates in their friends' category. This is because as seen earlier, the youths, who in this study are the high school students, are influenced in decision making by other youths who are their peers.

4.5.5 Online Friendship making methods

Having found out the number of online friends the students had, the researcher was prompted to investigate their online social friendship making methods. The findings of the results are summarized in Table 4.15.

Table 4.15 Online friendship making methods

Friendship making method	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total score	Rank
Through online chatting	17	4	11	21	29	287	1
By them inviting me online	16	9	12	21	26	284	2
Offline interaction with them	11	6	9	25	22	260	3
Through other online friends	18	6	10	31	13	249	4
By offline interactions with their friends	14	13	15	22	13	238	5
By inviting them through my profile	28	14	13	15	12	215	6
By inviting them through my e-mail address	43	12	10	12	12	205	7

Source: Research data

From Table 4.15, it is evident that most of the respondents with a score of 287 made their friends though online chatting. These were followed closely by 284 scores which showed that these made their friends by being invited online. 260 scores revealed that they made their friends through offline interactions. The lowest score of 205 showed that they made their friends by inviting them to their e-mail addresses. This implies that since the inception of online networking, email lost its popularity since many people including youths use OSNSs Synovate (2010).

4.5.6 First meeting point of OSNSs friends

Having analyzed the preferred online relations of students, the researcher sought to investigate the point of convergence of these people with the respondents. See the results in Table 4.16

Table 4.16 Place of meeting OSNSs people

Place	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total score	Rank
In my previous school	9	4	13	29	32	332	1
In my current school	11	6	8	23	38	329	2
Through a friend/friends	9	6	9	35	27	323	3
On internet	17	8	11	30	21	291	4
In the neighborhood estate	15	15	4	28	22	279	5
On a date	26	11	15	15	19	248	6
Through my parents(s)/ relatives/guardians	26	16	7	22	12	227	7
In a cybercafe	27	13	12	16	14	223	8
While traveling	21	12	16	16	13	222	9
At my place of worship	25	13	13	17	12	218	10
At home	13	8	8	11	8	137	11

Source: Research data

The findings in Table 4.16 show that most students met their online relations in their previous schools. These formed a score of 332. Those who met in their current schools followed closely with 329 scores and those who met through friends had 323 scores. The internet, which received a score of 291, was relatively significant in influencing the meeting of these people. Students' homes, places of worship, cybercafés as well as dating places also influenced the respondents' meeting with their desired online relations. Those who met at home formed the least category with 137 scores.

This implies that students didn't find homes and worship areas as conducive for social networking. Since most of their relations were schoolmates and former schoolmates, it follows therefore that schools were the best places for their meeting.

4.5.7 Number of OSNSs group that the respondents belong to

The researcher also analyzed the respondents' membership of online social groups. See Fig. 4.15 for the results.

Fig. 4.15 Students membership of online social group(s)

Source: Research data

119
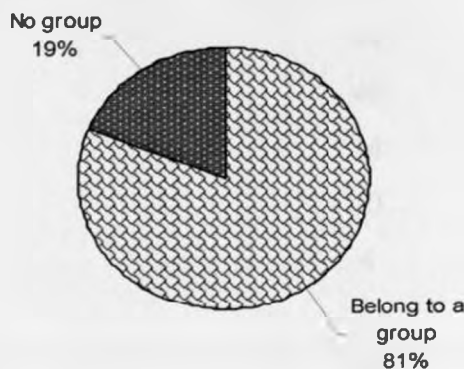
Fig. 4.15 reveals that 170(81%) respondents belonged to an online social group while those who did not belong to any group were 40(19 %) students.

From the results it can be concluded that in ten students, nearly eight of them belonged to a group. This is justified by the earlier on observed fact in 2.7 stating that teens have a tendency of forming groups and therefore tend to socialize with their age mates and/ classmates. This implies that they have more or less same interests and thus form peer groups or friendships that can meet their social needs (Boyd, 2008).

4.5.8 Number of online groups

On finding out that more than three quarters of the respondents belonged to a social group, the researcher was prompted to investigate the respondents' number of online groups. This was measured against the 170 respondents who belonged to a social group as explained in 4.5.8. See Table 4.17 for results.

Table 4.17 Social groups of respondents

Social groups	Frequency	Valid Percent
15 groups and more	48	28.0
12-14	44	26.0
9-11	40	24.0
6-8	14	8.0
3-5	10	6.0
Less than 3	4	2.0
No response	10	6.0
Total	170	100.0

Source: Research data

From Table 4.17 it is evident that 48 (28%) respondents belonged to more than 15 social groups. This group was closely followed by 44(26%) respondents who belonged to 12-14 groups. Those with 9-11 groups were 40(24%) while those of 6-8 groups were 14(8%). 10(6%) respondents had 3-5 groups while those of less than 3 groups were made up of 4(2%) respondents. Ten respondents forming six percent of those belonging to a social group did not give their response on this.

From the findings, it can be concluded that the more the number of groups, the higher the responses. These findings are attributed to the earlier on analysis in 4.5.8 which showed that nearly all the respondents in question belonged to a social group.

4.6 Uses and motivations of OSNSs

This study identified various uses to which students in secondary schools put their OSNSs. A total of 27 use statements, under various dimensions, were presented to the respondents. The dimensions of use were communication, information seeking, developing and maintaining online social interactions, entertainment, coping with peer pressure and escape from problems. The respondents were instructed to agree/disagree with each of these use statements based on a 5 point Likert-scale (that's 1= "Strongly Disagree", 2= "Disagree", 3= "Neutral", 4= "Agree" and 5= "Strongly Agree").

A mean score (M) of more than 4.50 means that respondents strongly agree with the use statement, between 3.50 to 4.50 means they agree, between 2.50 to 3.50 means they are undecided/neutral, between 1.50 to 2.50 means they slightly disagree and between 0 to 1.50 means they strongly disagree. A standard deviation (SD) of more than 1 indicates a significant variability in responses obtained and vice-versa for the SD of less than 1.

For Spearman's rank correlation coefficient; 0.00 means that there is absolutely no relationship, 0.00 + or − 0.20 implies that there is slight/almost negligible relationship, 0.21 + or − 0.40 means low correlation, 0.41 + or − 0.70 stands for moderate correlation, 0.71 + or − 0.90 depicts high correlation, 0.91 + or − 0.99 represents very high correlation and + or − 1 denotes perfect relationship.

Table 4.18 has results on the uses of OSNSs as ranked from the main use to the least.

Table 4.18 Uses of OSNSs

Use	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total score	Rank
Communicate with my classmates	4	2	11	29	44	377	1
Entertain myself	7	2	6	29	45	370	2
Interact with classmate/ schoolmates	8	4	7	24	45	358	3
Maintain contact with long time friends	8	2	8	26	43	355	4
Get to know others	7	3	13	40	28	352	5
Make new friends	7	3	13	35	30	342	6
Talk with other people on what is going on.	10	5	9	34	30	333	7
Keep touch with people I've no time to see	11	9	5	27	35	327	8
Get up to date information	10	9	11	28	28	313	9
Communicate with my romantic partner(s)	21	3	11	20	34	310	10
Keep touch with relatives	18	11	14	29	17	283	11
Post or receive photos	11	12	16	25	20	283	11
Follow up what peers are doing	18	8	13	25	21	278	12
Communicate with members	20	16	7	23	22	275	13
Find out forthcoming events	17	10	21	25	15	275	13
Gossip	23	11	12	16	25	270	14
Give or receive advice on personal matters	18	14	20	14	21	267	15
Look for potential romantic relationship partner(s)	33	4	11	10	29	259	16
Form alliances with others	22	9	17	21	16	255	17

Escape real world problems	26	14	13	19	17	254	18
Know about myself	29	10	19	11	18	240	19
Find information on other institutions	28	17	9	19	14	235	20
Forget about school or other unpleasant chores	24	14	12	19	14	234	20
Keep secrets from parents/guardians	32	15	9	9	21	230	21
Access information from various sources all over the world	12	6	8	19	19	219	22
Interact with teachers	58	6	10	8	5	157	23
Advertise sell or buy products	57	10	5	6	5	141	24

Source: Research data

Table 4.18 reveals the various uses of OSNSs among their users. It is evident from the table that at the time of conducting the study, the students mainly communicated with their classmates on interesting subjects like friendships and relationships. They also said by so doing, they found the social sites being their source of entertainment since by logging on, boredom was killed and they exchanged interesting ideas.

MySpace and Facebook, for instance, provided the social infrastructure to allow teens to communicate, socialize, share information and do all the things they relish about hanging out with friends. These findings were similar to those of (Boyd, 2008). Most importantly, social networking sites offered students the opportunity to create a positive self-image. The profiles gave them a chance to create the image of themselves that they wanted people to see by putting their best qualities "out there." This shows that the online user cares about his/her reputation and (to a certain extent) what people think about him/her.

Some respondents highlighted that using the social sites gave them the opportunity to link up with long time friends and acquaintances thus reviving lost friendships and follow up what their peers were doing. While other students sited that getting up to date information

123

was a use they sufficiently utilized the OSNSs for, others mentioned that it also gave them the chance to keep in touch with the people they did not have time to see. These findings echoed those of Tynes (2006) According to him, making friends and renewing old ones is easy. Thus, meeting people and staying connected with classmates and friends is a major benefit of social networking site among secondary students (Tynes 2006)

Exchanging photos or images as well as communicating with romantic partners did not pass unnoticed since some students said the social sites enabled them to perform these tasks. Some uses such as gossiping, escaping from real life problems or forgetting about school or other unpleasant chores were also among the uses of the OSNSs.

On the other hand, OSNSs were not mainly used by students in advertising, selling or buying products, although this is a task that is commonplace in the contemporary world.

4.6.1 Frequency of task performance

The respondents were asked how frequently they performed certain tasks on their social sites. See Table 4.19 for results.

Table 4.19 Frequency of task performance

Task	Very often	Often	Rarely	Total score	Rank
Post messages	28	25	28	162	1
Read profiles	34	17	26	162	1
Post photos/images	15	24	41	134	2
Post new discussion topics	14	23	39	127	3

Source: Research data

124

Table 4.19 shows that the frequently performed tasks were posting messages and reading of profiles that had a score pf 162 responses each. The tasks of posting photos / images and discussing of new topics were the least performed forming 134 and 127 responses respectively.

This can be concluded that the respondents mostly engaged in chatting as a way of socializing compared to sending photos. These findings are similar to Kinyanjui's (2007) in which he notes that teenagers mainly adopt the use of OSNSs to chat.

4.6.2 Respondents' participation in OSNSs

The respondents were also asked about their participation in the OSNSs groups. The findings are in Table 4.20.

Table 4.20 Participation in OSNSs groups

Task	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total score	Rank
Reads wall/discussion board	11	4	15	24	19	255	1
Reads and writes on wall/discussion board	13	9	8	27	15	238	2
Reads, writes and starts new topics on wall/discussion board	20	8	8	13	22	222	3
Rarely visit profiles	21	9	13	16	14	212	4
Mostly reads, sometimes write on wall/discussion board	9	3	7	14	21	197	5

Source: Research data

125

From Table 4.20, it can be seen that the respondents engaged a lot in reading wall / discussion boards. This category formed the highest number of respondents with a score of 255. This group was followed by those who read and write on wall/discussion board with 238 responses. 222 responses indicated those who read, wrote and initiated new topics on their walls. The smallest group was that of those students who mostly read and sometimes wrote on wall/discussion board with 197 responses.

It was concluded that the respondents fantasize in reading walls/discussion boards since it is an interesting task to perform than writing and initiating new topics on the same.

4.6.3 People interacted with on OSNSs

The respondents were asked to state the people they interacted with on OSNSs. See Table 4.21 for the results.

Table 4.21 People students interacted with

Category of people	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total score	Rank
Former classmates/ schoolmates	2	1	6	37	42	380	1
Communicate with members of the online group(s) that I belong to.	10	6	3	22	49	364	2
Classmates/ schoolmates	8	7	8	34	34	352	3
Longtime friends	12	5	13	33	28	333	4
Romantic partners (Boyfriends/Girlfriends)	23	5	16	14	31	292	5
Other relatives	18	19	16	21	15	263	6
Strangers	35	16	17	9	13	219	7
Parents/ Guardian	37	18	13	8	8	184	8
Teachers	56	14	8	6	4	152	9

Source: Research data

Table 4.21 reveals that the respondents mostly interacted with their former classmates (380 scores), members of their online groups (364 scores), classmates (352), long time friends (332) and romantic partners (292 scores). Relatives received 263 scores, followed by 219 for strangers and 184 for parents and guardians. Teachers were the least with 152 scores.

The students did not regard their relatives, strangers, parents and teachers as categories of people to socialize with on the OSNSs. Tynes (2006) says that meeting people and staying connected with classmates and friends is a major benefit of social networking site among secondary students (Tynes 2006)

4.6.4 Topics of conversation

With regards to the topics of conversation the students engaged in, the researcher found out the following. See Table 4.22

Table 4.22 Topics of conversation the students engaged in.

Topics	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total score	Rank
Friends and friendships	4	6	6	44	29	355	1
T.V programmes	10	4	10	26	39	347	2
Music	10	9	3	21	44	341	3
General life in school	10	7	17	30	26	325	4
Romantic relationships	18	5	13	18	36	319	5
Sports	13	11	13	22	31	317	6
School gossip/vibe	14	8	14	22	30	310	7
Religious matters	22	13	13	21	22	281	8
Classmate assignments	24	16	16	17	18	262	9
Personal problems	27	10	12	26	14	257	10
Family members	20	22	21	14	13	248	11
Health	23	21	13	16	15	243	12
Teachers in school	28	15	12	17	16	242	13
Radio programs	30	17	11	15	15	232	14
Parents	35	17	16	10	12	217	15
Politics	48	16	7	7	8	169	16

Source: Research data

127

Table 4.22 highlights that students in high school mainly talked about friends and friendships, T.V programmes, music, general school life, romantic relationships and sports. Politics, issues to do with parents or guardians, teachers, health issues and family members were not common topics of discussion among the students. This follows from the earlier on collected data that the students interact with peers hence discuss the peer related issues like relationships and school matters. Also because they use Television so much as their media compared to Radio and others, their topics of conversation thus revolve around such matters.

4.6.5 Motivations for using OSNSs

Regarding motivations of using OSNSs, the researcher gathered the findings in Table 4.23

Table 4.23 Motivations of using OSNSs.

Motivation	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total score	Rank
Is simple and easy to use	3	2	10	37	35	360	1
Is easier to contact people via online than talking, calling or posting a letter	10	4	3	23	48	359	2
Is enjoyable	8	4	4	31	41	357	3
Is exciting	6	4	14	22	38	334	4
Interactive and provides instant feedback	6	3	11	27	36	333	5
Is also used by friends and acquaintances	12	6	8	25	36	328	6
Contains a lot of information on a wide range of issues or topics relevant to me	10	8	12	32	26	320	7
Gives me pleasure in communicating	14	7	10	27	28	306	8
Allows 24 hour communication	15	9	12	22	29	302	9
Makes me be at par with my peers	15	6	15	25	23	287	10
Gives me sense of belonging to a group	13	18	12	21	23	284	11

128

Can disseminate multi media information	10	8	20	24	20	282	12
Makes me express feelings well	20	6	11	24	24	281	13
Makes me less idle	26	10	9	19	24	269	14
Gives me identity in life	20	14	15	21	17	262	15
Removes feelings of loneliness	24	10	7	18	25	262	15
Is time saving	21	12	13	18	21	261	16
Used not by my parent(s)/ Guardian(s)	22	12	12	22	18	260	17
Is anonymous	25	13	16	16	15	238	18
Makes me feel restless if I don't use it	33	15	12	12	13	212	19
Accords me up to date information	6	4	2	23	18		20
Is also used by my parents(s)/ guardians(s)	41	13	9	13	1 0	196	21

Source: Research data

Table 4.23 shows the various reasons that prompted students to use the social sites of their choice. Among them were the idea of the simplicity and ease of use of OSNSs, hence easier and faster to contact people via online than it is for offline communication. Closely related to this is the time factor where individuals found these sites appropriate time economizers. One is able to send or receive information within a very short time by a simple touch of a button (Ridings et al, 2004).

While others mentioned that social sites contained a wide range of issues to discuss, others were quick to note that it gave them pleasure in communicating for it allowed them limitless communication needs. Others said it made them be at par with their peers hence had that sense of belonging with them. On asked why, the following were some of the responses given:

''If you are not on Facebook, you have lost touch with reality. I mean everyone is on it, why not? I can't imagine a life without it''

"All my friends are on Facebook, I had no choice."

"Its ease of use and ability to put people back in regular touch with old friends has in fact given it the nickname 'crack book' .It's the best!"

To add on that, some said personal space and proximities have encouraged many to use the sites. The users are encouraged by the fact that their communicating online is confidential in that there is need to sign in with secret passwords and identification for one to access their accounts. The users are assured of their personal space not being infringed by any malicious party.

Finally, relative advantage also influenced the youths in adopting and using online social networks. This involves the degree to which a social network site is better than the traditional media forms like radio, television or newspaper in terms of media gratification and use. The advantages may be measured in terms that matter to those users like economic advantage, social prestige, convenience or satisfaction (Les Robinson, 2009).

4.6.6 Experiences on using OSNSs

Although social networking may be beneficial to its users in terms of meeting their communication as well as social needs, it is also known to pose some unpalatable challenges and incidents to the users. While teens are spending more and more time on social networking sites like Facebook and MySpace, they don't seem to be aware of the long-term personal havoc they could create with a click of a button (Ellison, Steinfield & Lampe 2007).

With this in mind, the researcher was prompted to investigate the negative ramifications of using this medium to the users. See Table 4.24 for the results.

Table 4.24 Experiences on using OSNSs

Effect	Responses (N)	Percent (%)
I have been targeted by communication involving money	16	4.61
I have been asked for my personal information, by strangers	57	16.43
I have been approached by a stranger who wanted a romantic r/ship	58	16.71
I have been approached by an acquaintance who wanted a romantic r/ship	46	13.26
I have received pornographic material from strangers	20	5.76
I have received pornographic material from acquaintances	20	5.76
An acquaintance has used obscene language with me	29	8.36
A stranger has used obscene language with me	33	9.51
I have been insulted by strangers	29	8.36
I have been insulted by acquaintances	17	4.90
I have received threats of bodily harm from strangers	15	4.32
I have received threats of bodily harm from acquaintances	4	1.15
Other(specify)	3	0.86
Total	347	100.00

Source: Research data

The findings in Table 4.24 show that most students have been affected in one way or another for using the OSNSs. 58(16.71%) students, for instance, had been approached by strangers who wanted relationships with them, 57(16.43%) students had been asked for their personal information by strangers while 46(13.26%) had been approached by acquaintances who wanted friendship relationships with them. Receiving of pornographic materials, insults as well as abusive language from both strangers and acquaintances were also some of the serious things experienced by the users of OSNSs.

This has been made possible by the fact that users disclose too much. Privacy implications associated with online social networking depend on the level of identifiability of the information provided, its possible recipients and its possible uses.

131

Even social networking websites that do not openly expose their users' identities may provide enough information to identify the profile's owner.

In this study, most respondents used Facebook followed by Twitter sites which not only fail to take adequate steps to protect user privacy but also offer fairly easy processing with no identification required thus leading to identity theft or impersonation (Mazer 2007

Divulging information can also lead to identity theft, paedophilic acts and stalking (Ellison, Steinfield & Lampe 2007).

When asked if any of these had ever happened to them, the following were some of the responses the respondents gave;

'I was once asked for my personal information by a stranger, though I did not respond. '

'Somebody asked me to give him my parents' account details promising to pay my school fees, which I did and eventually landed my parents in trouble. My parents advised me to stop online networking. '

'My desk mate received fake photos from an old dad who had purported to be a young guy seeking a romantic relationship with her. It was ugly..... '

Among the other negative impacts of this habit was the over reliance on these sites by the students at the expense of their academic performance (See Fig. 4.25 and 4.26). Too much of their usage breeds serious repercussions like moral decadence when they stay all

day and night chatting and posting photos; dismal academic performance when they prioritize social life at the expense of academic (Doug Fodeman and Marje Monroe 2009). In the study, some respondents admitted spending too much time in the evenings only to be overtaken by events in academics. One student said;

'There is no way I can open a book to read in the evening before logging on my Facebook. I must be updated always…it takes me 2 hours every evening.'

Two hours for a student is quite a long time that can be well utilized in books.

4.6.7 Respondents' feelings towards OSNSs

The researcher ventured into analyzing the feelings of the students towards OSNSs and gathered the results summarized in Table 4.25 below:

Table 4.25 Feelings towards OSNSs

Feeling	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total score	Rank
I am proud of being on OSNs	8	7	17	29	27	324	1
I like associating myself with OSNSs	12	3	12	35	25	319	2
I would be disappointed if use OSNs were banned	15	9	6	19	36	307	3
OSNSs are part of daily activities	16	19	9	17	25	274	4
They have become part of my daily routine	27	10	9	24	18	260	5
I feel I am part of the OSNSs community in school	17	16	11	15	23	257	6
They offer solutions to most of my problems	33	13	12	11	19	234	7
I feel out of place when I don't log on to OSNSs for a day	33	13	8	15	18	233	8
They give me all I need	39	12	11	9	14	202	9
I do not have any other means of communication	39	22	11	6	7	175	10

Source: Research data

133

Table 4.25 reveals the feelings and perceptions held by students towards OSNSs. It is evident that this business of social networking has taken center stage in the youths' lives. On asked how they felt about it, most students said they were proud of taking part in the whole activity. Some said since making its debut in Kenya in 2006(Synovate 2010), life to them had changed completely. Online networking had become part of their daily routine. One respondent said,

"I always look forward to reaching home fast from school. You know we are not allowed to carry phones to school…"

Some respondents mentioned that although there are other means of communication including offline means, they felt social networking was the best in meeting immediate communication and social needs.

4.7 Conclusion

In this chapter, data collected from the field has been presented. The data generally indicates that there is rapid growth in the use of OSNSs by students as influenced by various socio-economic and communication factors. The social sites were reported to not only be beneficial but also harmful to the users if misused or not used properly.

CHAPTER FIVE

DISSCUSSION OF FINDINGS AND CONCLUSIONS

5.1. Introduction

This chapter presents the discussion of the research findings as well as the general conclusions with regards to the set objectives of the study, as well as recommendations for further research. The research questions posed in Chapter one have been answered by presenting the findings of this study. General conclusions regarding each question have also been made.

5.2. Discussion

Under this section, demographic profiles of respondents and their use of OSNSs have been discussed in detail then each research question answered based on the data gathered and discussed in Chapter four. The results of the findings are consequently presented as: communication and socio-economic variables influencing the students' adoption and use of OSNSs, the motivational factors behind use of the social sites, uses of the sites as well as the impacts of using OSNSs on the teenagers in high school.

5.2.2 Communication variables

With regards to the reasons and needs related to communication that have made teenagers plunge into the fast growing use of Online Social Networking Sites, the researcher found out that variables such as the age, internet, social networking tools and need to communicate, among others greatly influenced the teenagers' use of OSNSs.

The findings of the results revealed that a majority of the students in high school communicated a lot with their friends, classmates and schoolmates or former schoolmates who fell in the same age brackets. This borrowed heavily from Lasswel (1948) who presented a five-part communication model (Sender-Message-Channel-Receiver-Effect). This, he breaks it down to the process of international communication as WHO says WHAT to WHOM In which CHANNEL and with what EFFECT. The model is interpreted as:

WHO   -   a sixteen year old form three student

WHAT   -   latest movie on a television

TO WHOM   -   a former schoolmate

CHANNEL   -   Facebook

EFFECT   -   to exchange ideas

According to these findings, the adolescents did not engage their parents, guardians or teachers in their profiles for social networking due to the wide age gap hence non-compatibility in the content of discussion. More than half of the students (53.3%) for instance, were of ages between 16 and 17 years (See Fig.4.3). This implies that the students preferred to chat or communicate online among members of their age groups who had more or less similar feelings, emotions, perception and attitude. Ridings and Gefen (2004) held the same sentiments.

The internet also played a great role in satisfying the students' communicational needs. The findings showed that the students' accessibility to internet was high. 35.2% of them

owned internet enabled phones while 24% of them had internet-enabled computers (See Fig. 4.17). Indeed, six out of every ten respondents noted that they had taken more than two years using the internet (See Fig. 4.18). This implies that the internet as a communication variable really influenced the students' social networking.

Similarly, the findings revealed that relative advantage and the availability of the highly trafficked OSNSs such as Facebook, Twitter and MySpace among others greatly influenced the students' adoption of the social networking habit. This encompassed the degree to which a social network site was better than the traditional media forms like radio, television or newspaper in terms of media gratification and use. The advantages were measured in terms that mattered to those users like economic advantage, social prestige, convenience or satisfaction (Les Robinson, 2009). Among those who participated in the research, 81% belonged to online group(s) (See Fig. 4.29) in which they communicated with their members effectively. Based on these results, Facebook as a medium of communication for instance, had 58.2 % of its users (See Fig.4.23). In fact students are spoilt for choice as the other social media like Twitter and MySpace try to compete with Facebook. 18.2% of the students for instance had joined Twitter while 13.5% were on MySpace.

5.2.3 Socio-economic variables

Based on the findings of the study, it was noted that social and economic experiences and realities moulding the students' personalities, attitudes and lifestyles greatly influenced their communication in the society. Among the various social parameters discussed were

137

social settings such as schools, homes and cybercafes; professional, income and educational backgrounds of parents and guardians; religious affiliations as well as students' friendships and socialization orientations.

To begin with, the results of the findings showed that social places like schools and homes offered students opportunities to interact with others socially. Schools for instance formed the highest place where students met their OSNSs relations (See Table 4.11), even though it is also evident that day scholars did not utilize much of their school time on OSNSs because mobile phones were not allowed in schools and also the internet available to them in schools was monitored. On the same breath, it was also noted that nearly half of the students who took part in the study mostly logged on their social sites in the evenings after school, late in the night and any time they felt like, meaning some of them possessed internet-enabled gadgets in school settings (See Fig. 4.22).

Cybercafes also, as social places of meeting and accessing internet, were seen as having influenced some students' adoption and use of OSNSs. Some of them mentioned that they met their online friends in cybercafes.

Also, the professional, educational as well as the income level of parents and guardians influenced the students' use of OSNSs. The findings of the results showed that most of the parents had a relatively good source of income with well paying jobs and also, most of them had reached university level of education (See Figures 4.8, 4.9, 4.11, 4.12, and 4.13). This made it possible for the parents to afford internet enabled tools such as computers on which some students logged on their favourite social sites.

138

Finally, students' friendships, peer group influence and social interactions played a great role in influencing their use of OSNSs. The findings of the results showed that the students' need to be part of the online community and be at par with friends and former schoolmates made them adopt this habit at a faster rate.

5.2.4 Motivational factors prompting teenagers to use OSNSs

Various factors that contributed towards students' use of social media were measured against traditional mass media like radio, TV, newspapers and other offline communication means. The findings of the results revealed that most of the students were driven by factors like: the simplicity and ease of use of the social networks, ease to contact people via online than offline means, is enjoyable and exciting, is interactive and provides prompt feedback, ability to offer 24 hour communication, need to have a sense of belonging to a social group, ability to disseminate multi-media information, making them express feelings well, the sites gave the identity, eliminated feelings of loneliness an accorded them up to date information.

5.2.5 Uses of OSNSs among students in high schools

The motivational factors driving teenagers to use social media prompted the researcher into analyzing the usefulness of social networking on the target audience. The results revealed that many students used the online sites for a number of reasons like: maintain contact with long time friends /former school mates, make new friends, look for potential romantic partners, keep in touch with people they have no time to see, communicate with

the members of the online groups they belonged to, entertain themselves, get up to date information and to catch up on the latest (what they call hottest) topics at hand.

5.2.6 Impacts of OSNSs on students using

Based on the findings in section four, the researcher observed that even though social networking is of great use to its users, its negative ramifications cannot be underestimated. The results revealed that some teenagers who used the social sites were faced with problems related to privacy as well as academic implications. For instance some respondents noted that they had been targeted by communication involving money, some had been asked to disclose personal information to strangers, others had been exposed to pornographic literature while others had even been abused and given bodily harm and threats from strangers and even acquaintances.

On academic matters, the findings revealed that some students over-relied on social networking so much that it encroached into their academic field. It was noted in section four that a majority of the students spent at least two hours every evening after school to log on the sites. Such a period of time could well be utilized in studying. More so, the topics of discussion were based on social issues like friendships and fashion and not academic ones.

5.3 Conclusion

In examining the socio-economic and communication factors influencing the teenagers in high school to use OSNSs, this research study employed two theories: TAM and

Diffusion of innovation theory. Findings have revealed that although online social networking is diffusing at a fast rate, many other people have not yet adopted this technology. These are what Rogers (1995) called the persistent skeptics (laggards). Such people tend to be suspicious of innovations and change agents. To add on this, some of those who are already using it need to maximize its potential for quality results. However, its usefulness and ease of use are the primary reasons why teenagers adopted this technology.

Evidently, this study calls for further research to delve into mechanisms of making this technology relevant to its users and other potential users. Consequently, there is need to put in place checks and balances on online social networking so as to avoid a social catastrophe or enhance it further to maximize its use as to reap its positive benefits.

5.4 Recommendations for future research

This study was limited to only the communication and socio-economic variables that influenced teenagers to use OSNSs. Some issues such as the dynamics and intricacies of virtual communication were considered as not being within the scope of the study, hence were uncovered. Such issues would make reliable propositions for other researchers thus forming implications for further research. Such pertinent issues that may require further examining include the following:

-The objectives and research questions of this project could remain constant while altering the focus to another target audience like adults. Presently, there have been cases of adults using social sites to do business such as online banking as well as buying and

selling goods. It would be healthy for future research to investigate the feelings and attitudes of online social businesspersons towards technologies like online networking.

-To add on this, further research could also venture into investigating motivations driving individuals to use the technology shifting focus on another sector like politics. For instance, in the contemporary times social sites are known to provide avenues of people posting messages and comments about their favourite political candidates.

-Further research could also be carried out to investigate comparative analyses of social media and traditional media in enhancing communication among their users. This owes to the findings earlier on revealed that presently online social networks are becoming Kenya's preferred online destinations as opposed to traditional media Synovate (2010).

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APPENDIX 1: RESEARCH QUESTIONNAIRE COVERING LETTER

Dear Respondent

I am Nancy Auma Makokha, a final year student pursuing a Masters degree in Communication Studies in the School of Journalism and Communication Studies, University of Nairobi. I am currently undertaking a research entitled;

'Socio-economic and communication factors influencing the use of Online Social Network Sites among the teenagers in Kenya: A survey of High School students in Nairobi' I have recruited you into this study because as a user of Online Social Network Site(s), you have important information that can help me accomplish this research.

In the context of this research, the term *'Online Social Network Sites'* (OSNSs) refers to web-based / internet based sites that allow individuals (such as you) to interconnect through certain relationships such as friendship, co-working or information exchange.

Kindly assist me by completing this questionnaire. The questionnaire will take you 10-30 minutes to complete. Any information provided will be confidential and will be used purely for academic purposes. Your duly filled questionnaire should be handed to your class teacher *three (3) days* after delivery to you.

If you have any questions regarding this questionnaire please contact the undersigned.

Name of researcher: **Nancy Auma Makokha**

Mobile phone: **0722429564**

Email: **nancie.auma@gmail.com**

APPENDIX 2: <u>RESEARCH QUESTIONNAIRE FOR STUDENTS</u>

Please tick in the appropriate box (√) that represents your response or fill in the blanks with the appropriate information.

SECTION A: GENERAL INFORMATION

1. In which school are you?

   Jamhuri High School ☐   Huruma Girls Secondary ☐

   Muslim Academy Boys ☐   Muslim Academy Girls ☐

   Eastleigh Boys Secondary ☐   Kianda School (Girls) ☐

2. In which class are you?

   Form 1 ☐   Form 2 ☐

   Form 3 ☐   Form 4 ☐

3. What is your gender?

   Male (Boy) ☐   Female (Girl) ☐

4. What is your age in years?

   12-13 ☐   14-15 ☐   16-17 ☐   18-19 ☐

5. What is your religion?

   Christianity (Catholic) ☐   Traditional ☐

145

Christianity (Protestant) ☐	Buddhism ☐
Islam ☐	Other (Specify) _____

6. Which mass medium do you **mostly** use?

Radio ☐	Television ☐	Any other (please specify) _____
Newspaper ☐	Magazine ☐	

SECTION B: PARENTS' / GUARDIAN'S INFORMATION

7. Indicate the person you live with. (*Please select only one option*).

Father ☐   Mother ☐   Father and Mother ☐   Guardian ☐

8. What is the highest level of education attained by your parent(s) or guardian(s)?

(Please tick in the appropriate box based on your answer in question 7 above).

Education level	Father	Mother	Guardian
None			
Primary			
Secondary			
College			
University			

9. What is the main occupation of your parent(s) or guardian(s)? (*Please tick in the appropriate box or fill in the appropriate box based on your answer in question 8 above*).

Occupation	Father	Mother	Guardian
Civil servant			
Banker			
Teacher			
Medical practitioner			
Farmer			
Any other(Please specify)			

10. What is the approximate monthly income of your parent(s) or guardian(s)?

Income class	Father	Mother	Guardian
Low class			
Middle class			
Upper class			
Don't know			

SECTION C: INTERNET ACCESS

11. Indicate your ownership of the following internet access tools. *(Please tick in the appropriate box)*

Internet access tools	Response	
	Yes	No
Internet-enabled computer		
Internet enabled phone		
Mobile phone modem		

12. Where do you **mostly** access the internet from? *(Please don't select more than five categories that apply to you).*

Cybercafe ☐

Friend's internet -enabled phone ☐

Friend's internet -enabled computer ☐

Own internet -enabled computer ☐

Own internet-enabled phone ☐

Parent's/ Guardian's/Relative's internet -enabled computer ☐

Parent's/ Guardian's/ Relative's internet-enabled phone ☐

School computer lab ☐

School library ☐

Any other (Please specify). ☐

13. For how long have you been using the internet?

Less than 3 months ☐   3-6 months ☐   7-9 months   ☐

10-12 months   ☐   1-2 years   ☐   More than 2 years ☐

14. 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   ☐   11-13 hours ☐   More than 13 hours ☐

SECTION D: ONLINE SOCIAL NETWORK USER PROFILE

15. Where do you **mostly** access Online Social Network Site(s) from? *(Please don't select more than five categories that apply to you)*

Cybercafe   ☐

Friend's internet -enabled phone   ☐

Friend's internet -enabled computer   ☐

Own internet -enabled computer   ☐

Own internet-enabled phone   ☐

Parent's/ Guardian's/Relative's internet -enabled computer   ☐

Parent's/ Guardian's/ Relative's internet-enabled phone   ☐

School computer lab   ☐

School library   ☐

Any other (Please specify). ☐

16. For how long have you been using Online Social Network Site(s)?

Less than 3 months ☐	3-6 months ☐	7-9 months ☐
10-12 months ☐	1-2 years ☐	More than 2 years ☐

17. On average, how many hours per week do you spend using Online Social Network Site(s)?

Less than 2 hours ☐	2-4 hours ☐	5-7 hours ☐
8-10 hours ☐	11-13 hours ☐	More than 13 hours ☐

18. What time of the day do you log on Online Social Network Sites(s)?

Morning before school ☐	During the day in school ☐
After school in the evening ☐	Late in the night ☐
Any time I feel like ☐	Any other (please specify) _____

19. On an average day, how many times do you log onto Online Social Network Site(s)?

No time at all ☐	Once ☐	Twice ☐
Three ☐	Four ☐	More than five times ☐

20. On a typical day, about how much time do you spend on Online Social Network Site(s)?

None at all ☐	Less than 10 minutes ☐	11-30 minutes ☐
31-60 minutes ☐	1- 3 hours ☐	4-6 hours ☐
7-9 hours ☐	10-12 hours ☐	More than 12 hours ☐

21. Which of the following Online Social Network Sites do you use? *(Tick all options that apply to you).*

Facebook ☐ MySpace ☐ Twitter ☐

2go ☐ Classmates.com ☐ Hi5 ☐

Any other (Please specify) _____

22. How often do you use the Online Social Network site(s) you selected in **Question 21** above? *(Please tick all the appropriate boxes that apply to you).*

Frequency of use	Online Social Network Sites					
	Facebook	MySpace	Twitter	2go	Hi5	Other(s) Specify
A few times a month						
I'm always connected						
A few times a week						
Multiple times a day						
Once a day						

23. What information have you included in your account profile(s) on the Online Social Network Sites that you use? *(Tick all options applicable to you).*

Birth date ☐ High school currently attended ☐

Former school(s) attended ☐ Relationship status ☐

Personal photo(s) ☐ Telephone/ Mobile phone contacts ☐

E-mail address (es) ☐ Favourite quotations ☐

Parent(s)'/guardian(s)' contacts ☐ Parent(s)'/Guardian(s)' account details ☐

Current city/town ☐ Likes and interests ☐

Religious views ☐ Political views ☐

150

Home town ☐ People I am interested in ☐

Any other (Please specify) _____

24. How often do you change/update your account profile(s) on the Online Social

Network Site(s) that you use?

Frequency of change	Online Social Network Sites					
	Facebook	MySpace	Twitter	Friendstar	Hi5	Other(s) Specify
Very often						
Often						
Rarely						

25. About how many Online Social Network Sites' friends do you have?

Less than 10 ☐   11-49 ☐   50-99 ☐

100-149 ☐   150-199 ☐   200-249 ☐

250-299 ☐   300-399 ☐   400 and more ☐

26. For each of the four Online Social Network sites' new friendship making methods

stated 1-8, tick the box that best represents the methods you use.

(Indicate your response based on the following scale: 1= Strongly disagree, 2=

Disagree, 3=Neutral/No response, 4=Agree and 5=Strongly agree)

No	I make new friends on Online Social Network Site:	Response				
		1	2	3	4	5
1	By inviting them through my e-mail contacts					
2	By inviting them to my profile					
3	By them inviting me online					
4	Through offline interactions with their friends					
5	Through offline interactions with them					
6	Through online chatting					
7	Through other online friends					
8	Any other(please specify)					

27. How important are the following categories of Online Social Network Sites' people to

you?

No	Category of people	Response			
		Not at all important	Somewhat important	Very important	Extremely important
1	Classmates/Schoolmates				
2	Former classmates/schoolmates				
3	Longtime friends				
4	New friends				
5	Other relatives				
6	Parents/guardians				
7	Romantic partners (Boyfriends/ Girlfriend)				
8	Teachers				

28. For each of the following statements numbered 1-12, tick the box that best represents where you first met the Online Social Network Sites' people that you selected in question 28 above. Indicate your response based on the following scale:

1= Strongly disagree,   2=Disagree, 3=Neutral/No response, 4=Agree, 5= Strongly agree

No.	I first met the person(s):	Response				
		1	2	3	4	5
1	At home					
2	At my place of worship					
3	In a cybercafé					
4	In my current school					
5	In my previous school					
6	In the neighborhood estate					
7	On a date					
8	On internet					
9	Through a friend/friends					
10	Through my parent(s)/relatives/guardians					
11	While traveling					
12	Any other(Please specify)					

29. Do you belong to any Online Social Network Sites' group(s)?

Yes ☐   No ☐

If Yes, go to questions 31-33 and proceed with section E, if no, skip questions 31-33 and proceed to section E.

30. How many Online Social Network Sites' groups do you belong to?

Less than 3 groups ☐   3-5 groups ☐   6-8 groups ☐

9-11 groups ☐   12-14 groups ☐   15 groups and more ☐

153

31. How often do you perform each of the following tasks in the online groups that you have joined?

Task	Very often	Often	Rarely
Post photos/images			
Post messages			
Post new discussion topics			
Read the profiles			

32. Which of the following best describes your participation in the Online Social Network Sites' groups you have joined?

Indicate your response based on the following scale: 1= Strongly disagree, 2= Disagree, 3=Neutral/No response, 4=Agree and 5=Strongly agree

No.	Activity	Response				
1	Mostly reads, sometimes write on wall/discussion board	1	2	3	4	5
2	Rarely visit profiles					
3	Reads and writes on wall/discussion board					
4	Reads wall/discussion board					
5	Reads, writes and starts new topics on wall/discussion board.					

SECTION E: USES AND MOTIVATIONS OF USING ONLINE SOCIAL NETWORK SITES

33. For each of the statements numbered 1-27, tick the box (es) that best represent(s) your own uses of Online Social Network Sites.

Indicate your response based on the following scale: 1= Strongly disagree, 2= Disagr, 3=Neutral/No response, 4=Agree and 5=Strongly agree

No.	I use of Online Social Network Site(s) to:	Response				
		1	2	3	4	5
1	Access information from various sources allover the world.					
2	Advertise, sell or buy products.					
3	Communicate with members of the online group(s) that I belong to.					
4	Communicate with my romantic partner(s)					
5	Communicate with my classmates					
6	Entertain myself					
7	Escape from real world problems					
8	Find information on other schools or institutions					
9	Find out about forthcoming events					
10	Follow up what peers are doing					
11	Forget about school or other unpleasant chores					
12	Form alliances with others					
13	Get to know others					
14	Get up-to-date information					
15	Give or receive advice on personal matters					
16	Gossip					
17	Interact with classmate/schoolmates					
18	Interact with teachers					
19	Keep in touch with people I've no time to see					
20	Keep in touch with relatives					
21	Keep secrets from parents/guardians					

155

22	Know about myself					
23	Look for potential romantic relationship partner(s)					
24	Maintain contact with long time friends					
25	Make new friends					
26	Post or receive photos					
27	Talk with other people on what is going on.					

34. For each of the following categories of people numbered 1-9 tick the box that best represents the people whom you interact with on the Online Social Networks Sites.

Indicate your response based on the following scale: 1= Strongly disagree, 2= Disagree, 3=Neutral/No response, 4=Agree and 5=Strongly agree

No	Category of people	Response				
		1	2	3	4	5
1	Classmates/schoolmates					
2	Former classmates/schoolmates					
3	Longtime friends					
4	New friends					
5	Other relatives					
6	Parents/guardians					
7	Romantic partners(Boyfriend/Girlfriend)					
8	Strangers					
9	Teachers					

35. For each of the following categories of topics of conversation on Online Social Network Sites numbered 1-16, tick the box that best represents the topics that you are mostly engaged in with your online friends.

Indicate your response based on the following scale: 1= Strongly disagree, 2= Disagree, 3=Neutral/No response, 4=Agree and 5=Strongly agree

156

No	Category of topic of conversation	Response				
		1	2	3	4	5
1	Classmates assignments					
2	Family members					
3	Friends and friendships					
4	General life in school					
5	Health					
6	Music					
7	Parents					
8	Personal problems					
9	Politics					
10	Radio programmes					
11	Religious matters					
12	Romantic relationships					
13	School gossips/vibes					
14	Sports					
15	Teachers in school					
16	T.V programmes					

36. For each of the statements numbered 1-22, tick the box that best represents the

reasons that motivate you to use Online Social Network Site(s).

Indicate your response based on the following scale: 1= Strongly disagree, 2=

Disagree, 3=Neutral/No response, 4=Agree and 5=Strongly agree.

No.	I use of Online Social Network Site(s) because it:	Response				
1	Accords me up-to-date information	1	2	3	4	5
2	Allows 24 - hour communication					
3	Can disseminate multi-media information					
4	Contains a lot of information on a wide range of issues or topics relevant to me					
5	Give me identity in life					

6	Gives me pleasure in communicating					
7	Gives me the sense of belonging to a group					
8	Is easier to contact people via online than talking, calling or posting a letter.					
9	Is also used by my friends and acquaintances					
10	Is also used by my parent(s)/guardian(s)					
11	Is anonymous					
12	Is enjoyable					
13	Is exciting					
14	Is simple and easy to use					
15	Is time saving					
16	Is interactive and provides instant feedback					
17	Is not used by my parent(s)/guardian(s)					
18	Makes me be at par with my peers					
19	Makes me express my feelings well					
20	Makes me feel restless if I don't use it					
21	Makes me less idle					
22	Removes my feeling of loneliness					

37. From your experience of Online Social Networking, which of the following events have you personally encountered? *(Please tick all options that apply to you).*

I have been targeted by communication involving money ☐

I have been asked for my personal information, by strangers ☐

I have been approached by a stranger who wanted a romantic relationship ☐

☐

I have been approached by an acquaintance who wanted a romantic relationship

☐

I have received pornographic material from strangers

I have received pornographic material from acquaintances ☐

An acquaintance has used obscene language with me ☐

158

A stranger has used obscene language with me ☐

I have been insulted by strangers ☐

I have been insulted by acquaintances ☐

I have received threats of bodily harm from strangers

I have received threats of bodily harm from acquaintances ☐

Other (*Please specify*) _____

38. For each of the statements numbered 1-10, tick the box that best represents the feelings that you have towards Online Social Network Site(s).

Indicate your response based on the following scale: 1= Strongly disagree, 2= Disagree, 3=Neutral/No response, 4=Agree and 5=Strongly agree.

No	I like using Online Social Network Site(s) because:	Response				
		1	2	3	4	5
1	I am proud of being on OSNSs					
2	I do not have any other means of communication					
3	I feel I am part of the OSNSs community in school					
4	I feel out of place when I don't log on to OSNSs for a day					
5	I like associating myself with OSNSs					
6	I would be disappointed if use of OSNSs were banned					
7	OSNSs are part of my daily activities					
8	They give me all I need					
9	They have become part of my daily routine					
10	They offer solutions to most of my problems					

Thank you for your co-operation

APPENDIX 3: REGISTERED SECONDARY SCHOOLS IN NAIROBI

Private Schools

1. Aga Khan High
2. Agbon School
3. Akiba School
4. Allen Grove School
5. Allumini Academy
6. Almadrasa S.B
7. Ananda Marga
8. Apostolic Car2mel Girls
9. Arya Boys` Secondary
10. Arya Girls Secondary
11. Balkhan High School
12. Beverly School
13. Brightstar Academy
14. Brookhouse School
15. Brookshine Secondary
16. Nairobi Pentecostal
17. Calvary High
18. Charity Students` Centre
19. Church Army School
20. Compassionate Academy
21. Compuera Academy
22. Consolata School
23. Crescent Girls
24. Crown of Hope Education Centre
25. Dima College
26. Don Bosco School
27. Enna School
28. Exeter Academy
29. Forest View Academy
30. F.P.K Good hope
31. Frames of Mind
32. Friends School Dandora
33. Gitu Academy
34. Global Vision School
35. Glory Secondary, Kibera
36. Godrich Girls
37. Good Samaritan School
38. Good Shepherd Dandora
39. Guru Nanak Secondary
40. Imprezza Secondary
41. Jagiet Academy
42. Karengata Academy
43. Kariobangi South
44. John Paul 11 Mixed
45. Karen South
46. Karura S.D.A
47. Kasarani Academy
48. Kayole Girls Twilight
49. Kenya College
50. Kenya Muslim Academy
51. Khalsa Girls
52. Kianda School
53. Kibra Academy
54. Kibera Academy
55. Kibera Glory School
56. Kitisuru Boys
57. Korogocho Girls
58. Kyuna Academy
59. La Verne
60. Le Pic School
61. Light Academy
62. Lill Vision High School
63. Loreto Convent Msongari
64. Loreto Convent Valley Road
65. Lorna Waddington
66. Makini School
67. Malezi School
68. Marion Preparatory
69. Mashimoni High
70. Maths and Science Academy
71. Millenium Academy
72. Meridian Girls
73. Mogra Star Academy
74. Mother of Mercy
75. Nairobi Muslim Academy
76. Necta Line

160

77. Ngara Queens Academy
78. N.P.C Academy
79. New Jogoo Girls High
80. Oshwal Boys
81. Oshwal Girls
82. Outering Education Centre
83. Pan African
84. Precious Girls
85. Queen of Apostles Seminary
86. R.G.S School
87. Racecourse Secondary
88. Rasul Al Akram
89. Riara Springs Girls
90. Ridgeways School
91. Riruta Central School
92. Riverside Academy
93. Ruaiveld High
94. Robin School
95. Satelite Star Academy
96. Satelite Starehe Mixed
97. S.C.L.P Samai School
98. Scola Secondary
99. S.G.G.S Starlit Academy
100. S.S.D Secondary
100. Sharda High School
101. Shauri Moyo Muslim
102. Shepherd Hill
103. Shilce Secondary Kawangware
104. St. Benedict Thome
105. St. Bernard School
106. St. Alloysius Gonzanga
107. St. Catherine's Mt. View
108. St. Charles Mutego
109. St. Debora Girls
110. St. Dominic Savio's
111. St. Edward's High
112. St. Elizabeth Karen
113. St. Eunice
114. Stephjoy School
115. St. Florence Girls
116. St. Gabriels
117 St. Gladys Girls
118. St Hannah's Preparatory
119. St. Hannah's Boys
120. St. Joan Senior
121. St. John's High
122. St. Justino
123. St. Martin's Kibarage
124. St. Mary's Academy
125. St. Mary's Jogoo Road
126. St. Mary's School
127. St. Mary's Sportsview
128. St. Mary's Viwandani
129. St. Mathew Kayole
130. St. Nicholas Senior
131. St. Paul Mixed
132. Strathmore School
133. Sunflower Academy
134. Sunshine School
135. Swaniland School
136. Tasia Hill
137. Temple Road High
138. Twilight School
139. Vinespring Girls
140. Waithaka Riverside
141. Wakulima Secondary
142. Wamy School
143. Welkim Academy
144. Westpark Study Centre
145. Marion Preparatory
146. Wiltrue Education Centre
147. Wiltrue School

Public Schools

1. Aquinas High School
2. Baba Dogo Secondary
3. Buruburu girls
4. C.H.H.U Secondary
5. Dagoreti High
6. Dagoreti Mixed
7. Dandora Secondary
8. Dr. Mwenje Secondary
9. Drumvale Secondary
10. Eastleigh High
11. Embakasi Girls
12. Embakasi Garrisone
13. Highridge Secondary
14. Highway Secondary
15. Hospital Hill
16. Huruma Girls
17. Jamhuri High
18. Jehova Jire
19. Kahawa Garrison
20. Kamiti Secondary
21. Kamukunji Secondary
22. Kangemi Secondary
23. Karen Secondary
24. Kayole Secondary
25. Kayole South
26. Kenya High
27. Lang`ata Barracks
28. Langata High
29. Lavington Secondary
30. Lenana School
31. Maina Wanjigi
32. Makongeni Secondary
33. Moi Forces Academy
34. Moi Nairobi Girls
35. Muhuri Muchiri Secondary
36. Murang`a Road Secondary
37. Mutuini Secondary
38. Nairobi Milimani Secondary
39. Nairobi School
40. Ndururuno Secondary
41. Nembu Girls
42. Ngara Girls
43. Nile Road Secondary
44. Ofafa Jericho
45. Olympic Secondary
46. Our Lady of Fatima Secondary
47. Our Lady of Mercy South B.
48. Our Lady of Mercy Shauri Moyo
49. Parklands Arya Girls
50. Parklands Boys
51. Pangani Girls
52. Peter Kibukosya
53. Pumwani Boys
54. Pumwani Girls
55. Ruaraka Secondary
56. Ruai Girls
57. Ruthimitu Girls
58. Ruthimitu Mixed
59. Starehe Boys Centre
60. Starehe Girls
61. St. Gerge`s Girls
62. State House Girls
63. St.Teresa`s Boys Secondary
64. St. Teresa`s Girls Secondary
65. Uhuru Secondary
66. Upper Hill School
67. Ushirika Secondary

162

APPENDIX 4: SIXTY BOYS' AND GIRLS' DAY SECONDARY SCHOOLS IN NAIROBI

BOYS' SCHOOLS	GIRLS' SCHOOLS
1. Aquinas High School	1. Huruma Girls
2. Kangemi Secondary	2. St. Eunice Girls
3. St. Teresa's Boys' Secondary	3. Our Lady of Mercy South B
4. Jamhuri Secondary	4. Parklands Arya Girls
5. Murang'a Road Secondary	5. Korogocho girls
6. Eastleigh High	6. Ruai Girls
7. Uhuru Secondary	7. Pumwani Girls Secondary
8. Ruthimitu Boys	8. Nile Road Secondary
9. Arya Boys	9. Our Lady of Mercy Shauri Moyo
10. Muslim Academy-Boys	10. Arya Girls
11. Ofafa Jericho	11. Kianda School
12. Highway Secondary	12. Muslim Academy-Girls
13. Rasul Al Akram	13. St. Glady's Girls
14. St. Mary's Boys	14. St. Florence Girls
15. St. Edward's High	15. Khalsa Girls
16. Strathmore School	16. Loreto Convent Valley Rd
17. New Jogoo Road Boys	17. Loreto Convent Msongari
18. Oshwal Boys	18. St. Teresa's Girls
19. St. Dominic Savio's	19. Ruthimitu Girls
20. St. Gabriel's	20. Khalsa Girls
21. St. John's High	21. Kayole Girls Twilight
22. Shepherd Hill	22. Lily Academy
23. St. Mathew High Kayole	23. Oshwal Girls
24. Good Shepherd Dandora	24. Riara Spring Girls
25. Wonderland	25. St. Debora Girls
26. John Paul High	26. Apostolic Carmel Girls
27. Don Bosco Secondary	27. New Jogoo Girls High
28. St. Bernard School	
29. Parklands Arya Boys	
30. Temple Road High	
31. Wakulima Boys	
32. Welkim Academy	
33. Kibra School	