INFLUENCE OF SOCIAL MEDIA ON DEVIANT BEHAVIOUR AMONG SECONDARY SCHOOL STUDENTS IN LANGATA SUB-COUNTY, NAIROBI COUNTY, KENYA.

WILFRED MUSILA MUIA

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DECLARATION

I declare that this Research Project Report is my original work and has not been presented for a degree in any other university.

Signature …… Date ……

Wilfred Musila Muia

Registration No. **E56/70614/2013**

This Research Project has been submitted with our approval as University Supervisors:

Signature…… Date……

1. Professor Lucy W. Kibera, PhD
   Professor of Education
   Department of Educational Foundations
   School of Education

Signature…… Date……

2. Ms. Alice Masese
   Lecturer
   Department of Educational Foundations,

DEDICATION

I dedicate this research work to my son Johnson Mutuku and my wife Beecham Jendeka, for their contribution in making the research a success.

ACKNOWLEDGEMENTS

I acknowledge the almighty God for showering me with his blessings throughout the research work. I also acknowledge the tremendous contributions of my supervisor Prof. Lucy Kibera and Ms. Alice Masese in making the research work a success. I also acknowledge the moral support and words of encouragement from my friends and colleagues.

ABSTRACT

Social media use by youth in secondary schools is on the raise with an increasing number of students accessing WhatsApp, Twitter, Instagram, Facebook and other social sites. While such social networking is beneficial to students, the way they are occasionally used, time spent, things learned and shared on the sites are shocking. Research has associated this to availability of many electronic types of equipment such as smart phones, computers, internet and lack of monitoring of their use by students. The research sought to determine the influence of social media on deviant behaviour among secondary school students in Langata Sub-County in Nairobi. The specific research objectives sought to; investigate the effects of social media on drug and substance abuse among secondary school students; assess the effects of social media on cyber bullying among secondary school students; establish the influence of social media on acts of violence among secondary school students and evaluate the influence of social media on sexual behaviour among secondary school students. The findings of this study will benefit secondary school administrators by highlighting the relationship between the use of social media and deviant behaviour among students and shall also offer secondary school administrators with knowledge and insights to guide in the formulation of policies and procedures to guide ethical usage of the social media. Educational practitioners too will find the study results useful in designing intervention strategies that are more holistic and inclusive of all stakeholders. The research was guided by a descriptive research design. The target population for the research was students in Form One and Form Three students in secondary schools within Langata sub-county. The total sample size for the research was 336 respondents comprising 168 Form One as well as 168 Form Three students. Data for the research was collected using a semi-structured questionnaire. The collected data was edited and coded into SPSS 22 for descriptive analysis in the form of frequencies and percentages. The findings were presented in tables, charts and bar graphs. Results from the research showed that use of social media among secondary school students was prevalent and especially WhatsApp with 90% and 98% usage among Form One and Form Three students respectively. The analysis from research data also indicated that social media strongly influenced sexual practices of secondary school students with 23.8% and 43.8% agreement among Form One and Form Three students respectively. Further data indicated a strong agreement that social media contributed to violence among students as well as on drug and substance abuse due to peer pressure with 63.2% and 64.4% agreement among Form One and Form Three students respectively. Results also revealed agreement among respondents that social media has increased cases of molestation and cyber bullying among Form Ones and Form Threes with 45.2% and 51.7% respectively. On the basis of the findings of this study, it can be concluded that social media usage should be regulated and/or monitored in order to counter negative social behaviours attributed to its use at tender age. Further research should investigate the extent to which teachers are aware of the influence of social media on deviant behaviour and/or the role of school curriculum in eradicating deviant behaviour among secondary school students.

TABLE OF CONTENTS

DECLARATION ..... **ii**

DEDICATION ..... **iii**

ACKNOWLEDGEMENTS ..... **iv**

ABSTRACT ..... **v**

LIST OF TABLES ..... **x**

LIST OF FIGURES ..... **xi**

LIST OF ABBREVIATIONS AND ACRONYMS ..... **xii**

CHAPTER ONE: INTRODUCTION **1**

1.1 Background to the Study 1

1.2 Statement of the Problem 4

1.3 Purpose of the Study of the study 5

1.3.1 Specific Objectives of the study 5

1.4 Research Questions 6

1.5 Significance of the Study 6

1.6 Scope of the Study 7

1.7 Limitations of the Study 7

1.8 Assumptions of the Study 7

1.9 Definition of Key Terms 8

CHAPTER TWO: REVIEW OF RELATED LITERATURE **10**

2.1 Introduction 10

2.2 Usage of Social Media Sites 10

2.3 Social Media and Drug Abuse 11

2.4 Social Media and Cyber Bullying 12

2.5 Social Media and Violence 14

2.6 Social Media and Sexual Behavior 16

2.7 Conceptual Framework 18

CHAPTER THREE: RESEARCH METHODOLOGY 20

3.1 Research Design 20

3.2 Study Location 20

3.3 Target Population 21

3.4 Sampling Procedure and Sample Size 21

3.5 Research instruments 23

3.6 Pilot Study 23

3.7 Reliability 24

3.8 Validity of the Research 24

3.9 Data Collecting Procedures 24

3.10 Data Analysis Techniques 25

3.11 Ethical Considerations 25

CHAPTER FOUR: DATA ANALYSIS PRESENTATION AND INTERPRETATION 26

4.1 Introduction 26

4.2 Background Information of Students 26

4.2.1 Students Response Rate 26
4.2.2 Gender of the Respondents 27
4.2.3 Age of the Respondents 27
4.2.4 Parents' Occupation. 28
4.2.5 Manifestation of Deviant Behaviors Among Students. 30
4.2.6 Use of Social Media among Secondary School Students. 33
4.2.7 Personal Use of Social Media among students. 35
4.3. Social Media and Deviant Behaviour. 37

4.3.1 Social Media and Drug and Substance Abuse by class. 37
4.3.2 Social Media and Cyber Bullying. 41
4.3.3 Social Media and Violence by Class. 44
4.3.4 Social Media and Sexual Practices 47
4.3.5 Students' suggestions on reduction of deviant behaviour among the youth. 50

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS 53

5.1 Introduction 53

5.2 Summary 53

5.2.1 Social Media and Drug and Substance Abuse 54
5.2.2 Social Media and Cyber Bullying 54
5.2.3 Social Media and Violence 54
5.2.4 Social Media and Sexual Practices 54
5.3 Conclusion 55

5.4 Recommendation 56

5.5 Suggestions for Further Research 56

REFERENCES 57

Appendix 1: Students' Questionnaire 62

Appendix 2: Research Clearance Permit 67

Appendix 3: Research Authorization 68

LIST OF TABLES

Table 3.1 Target Population..... 21

Table 3.2 Sample Size..... 23

Table 4.1 Gender of the Respondents..... 27

Table 4.2 Age of the Respondents. 28

Table 4.3 Parents' Occupation. 29

Table 4.4 Manifestation of Deviant Behaviors by Form One and Form Three Students. 31

Table 4.5 Usage of Social Media in School. 34

Table 4.6 Personal Use of Social Media among students. 36

Table 4.7 Social Media and Drug and Substance Abuse by class. 38

Table 4.8 Social Media and Cyber Bullying. 41

Table 4.9 Social Media and Violence by class. 44

Table 4.10 Social Media and Sexual Practices by class. 47

Table 4.11 Students' suggestions on reduction of deviant behaviour among the youth... 50

LIST OF FIGURES

Figure 2.1 Conceptual Framework on social Media and Deviant behaviour 18

LIST OF ABBREVIATIONS AND ACRONYMS

KSBW: A television broadcasting station in California.

SPSS: Statistical Package for Social Sciences.

U. S United States

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

Kaplan and Haenlein (2010) defined social media as the interaction among people, through which they create, share, and/or exchange information and ideas in virtual communities and networks via social media sites. According to Bertot *et., al* (2010) the concept of social media is based on four main pillars covert strengths: partnership, participation, enablement, and time. Through the use of social media, users achieve some form of sanctioning that allows a free forum for interactions (Duggan & Smith, 2013).

Social media networks are designed for the intention of communal acquaintances (Eijkman, 2009). Today's students are accessing Facebook and Twitter to connect and share information with those around them (Virkus, 2008). Social media encompasses a wide range of tools and apps such as wikis, blogs, video sites and other forms of online interactions. The widely used social media channels in Kenya are Twitter, Facebook, LinkedIn, Instagram, WhatsApp, Snap chat, online dating sites, Youtube and Viber (Social Bakers, 2013).

There is evidence that while social media is used as means of communication it can also be used to propagate deviant behavior among young people. Deviant behaviour is considered to be abnormal or antisocial if it is uncommon or different from the norm and does not conform to what society expects (Thio, Taylor, & Schwartz, 2012). Deviant behaviour among young people can be attributed to a combination of several generalized factors (Hinduja & Patchin, 2013). Ogidefa (2008) argues that leading contributing factors of youth deviant behaviors in America include the social media, the influence of

family life, widespread abuse of drugs and alcohol, the ease of access to weapons and a lack of strong punishment that exists for juvenile offenders. He further states that if this rise in aggressive acts is to be stemmed, the causes of youth violence must be determined and analyzed to determine which ones, if any can be affected by change.

Studies done in United States by (Anderson & Bushman, 2002) have shown that time spent on social media increased by 37% in 2012 compared to 2011. Further, Martinez-Prather and Vandive, (2014) point out that the usage of social media has fostered communication among teenagers. This has greatly influenced their indulgence into "Sexting" which promotes unethical sexual behaviors. A research done by Bolton, et al., (2013) on understanding "generation Y" and their use of social media sites in the United States established that, extreme usage of social media sites in the long run contributes to teenagers engagement in risky sexual behaviors. Another study by Larkin and Dwyer, (2016) on the influence of social media sites and fighting among high school girls showed that circulation of fighting videos online has an influence on the desire of young girls to engage in physical fighting with other teenagers.

Chen, Ho, and Lwin, (2016) conducted a meta-analysis of factors predicting cyber bullying perpetration and victimization in China among the youth and found out that the frequency of social media usage has had the highest influence on cyber bullying and violent acts among youth. A study by Udris (2014) on cyber bullying and online disinhibition among Japanese high school students found out that, students had a tendency to cling onto social media sites and this seems to have contributed significantly to cyberbullying.

According to Ogidefa (2008), detailed information on youth deviant behaviour is lacking in Africa and this is attributed to the absence of reliable databases. However, some of the African countries such as Tanzania, Namibia and South Africa are beginning to collect information to map future trends. Nevertheless, there is evidence of increasing law-breaking among young people. He further argued that victimization surveys in several countries, as well as qualitative observations, suggest law-breaking behaviour among young people (12-25 years) in terms of violent behaviour, drug-related and gang activity offences is increasing in developing countries at a much higher rate than in the developed countries.

A study undertaken by the Centre for Justice and Crime Prevention (2012), on the National School Violence in South Africa indicated that atleast 22.2% of high school students had experienced some form of violence. The highest form of violence meted on the high school students was found to be cyber violence and this was attributed to the high prevalence of online chatrooms and media sites. Findings from a study undertaken by Nwabueze and Aduba-Doris (2014) on the influence of social networking on secondary school students in Enugu State, Nigeria showed that extensive use of social media sites such as 2go, Facebook and Whatsapp had negatively influenced the behaviour of students.

A survey done by Philista and Arne (2015) in Kibra informal settlement found out that most of the youths in Kibra informal settlement in Nairobi, Kenya, especially boys are being recruited into criminal gangs just after completing primary school. The report further showed that due to the abject poverty in this settlement, most of the young adults start living in streets where they engage in criminal activities as well as being recruited

into street gangs. According to the report, drug abuse among secondary school students within Kibra is a common occurrence. Further, sexual immorality has been propelled by the poverty in the slum and intolerant sexual behavior has been favored by the availability of sexual imagery online. Hence, this study will contribute to the body of knowledge by establishing if any the association between social media usage and violent behavior, sexual immorality within the Kibra informal settlement.

A study by Njoki (2014) on the factors leading to antisocial behavior among youths in the Nairobi west and South C. estates, found out that the main deviant behaviors among young adults included negative sexual behaviors and cases of violence. Moreover, the availability of cyber cafes that are not well regulated have made access to ponographic materials online easy to students. She again noted that secondary school students join up estate gangs that prey the estate roads looking for young girls to engage in sexual activities with.

1.2 Statement of the Problem

There is evidence that the emergence of the social media and associated availability of sexual material has led to an increase in deviant behaviour among the youths. The ability of social media to offer discretion and a seamless sharing tool has led to the increased sexual immorality among secondary school students. Further, in some of the social media sites such as Facebook numerous groups have been set up that glorify drug abuse among secondary school students as a “cool” thing to engage in.

Due to the anonymity that one can achieve through social media interaction by using fictitious names, secondary school students in Langata Sub-County have been known to

hunt their counterparts of the opposite sex online. Sometimes students engage in extreme cyber bullying which could affect the emotional stability of the victims.

In addition, social media sites have allowed peers from the same secondary schools to form closed user groups where they arrange on how to cyber bully their rival school students and other particular individuals in online communities. Besides, through these social media groups, students have been known to communicate and share information regarding the arrangement of school strikes which have led to arson attacks and at times loss of lives of their fellow students within Langata Sub-County. This research therefore has investigated the influence of social media on deviant behaviour such as drug abuse, cyber bullying, violence and sexual behavior among secondary school students.

1.3 Purpose of the Study of the study

The purpose of this study was to find out the role of social media on deviant behaviour among secondary school students in Langata Sub-county.

1.3.1 Specific Objectives of the study

The specific objectives of this study were to:

i. investigate the effects of social media on drug abuse among secondary school students;
ii. assess the effects of social media on cyber bullying among secondary school students;
iii. establish the influence of social media on acts of violence among secondary school students and

iv. evaluate the influence of social media on sexual behaviour among secondary school students.

1.4 Research Questions

On the basis of research objectives, the following research questions were formulated to guide the study.

i. What are the effects of social media on drug abuse among secondary school students?

ii. What are the effects of social media on cyber bullying among secondary school students?

iii. How does social media influence acts of violence among secondary school students?

iv. How does social media influence sexual behavior among secondary school students?

1.5 Significance of the Study

The findings of this study will benefit secondary school administrators by highlighting the relationship between the use of social media and deviant behaviour among students. The findings of this research shall offer secondary school administrators with knowledge and insights to guide in the formulation of policies and procedures to guide ethical usage of the social media. Educational practitioners too will find the study findings useful in designing intervention strategies that are more holistic and inclusive of all stakeholders. Further the findings will provide basis for educating students on ethical usage of the social media.

1.6 Scope of the Study

The study was limited to the influence of social media in terms of sites such as Instagram, Facebook, Twitter and WhatsApp on deviant behaviour. The behaviours that include: Cyber bullying, sexual practices and images, drug abuse and violence. The study was limited to only secondary school students in Langata Sub-County in Nairobi County.

1.7 Limitations of the Study

A limitation is an aspect of the study that the researcher feels may adversely affect the results or generalizability of the results of the study, but over which he or she has no direct control (Mugenda, 2008). It may be a theoretical or practical constraint or drawback that may affect the reliability of the research findings (Kothari, 2004). Information on deviant behaviour such as sexual behaviour and drug abuse are very sensitive and therefore it is likely that some of the respondents mighty have given inaccurate information. To counter this, the researcher conducted a briefing of the respondents before they gave their responses in order to foster a mutually conducive environment for the respondents to air their opinions freely.

1.8 Assumptions of the Study

The study made the following assumptions;

a. The social media has an influence on the deviant behaviours among secondary school students.

b. All the respondents were honest in responding to the influence of social media on students' deviant behaviour.

1.9 Definition of Key Terms

Cyber Bullying: For this study, cyber bullying refers to consciously using electronic technology to communicate false, embarrassing, or hostile information to other students. Electronic technology includes devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites used by secondary school students.

Deviant behaviour: For this study deviant behaviour refers to students' behaviour which is against societies accepted norms. This includes drug and substance abuse**,** violence in schools, sexual behaviour, cyber bullying among secondary school students.

Drug: In this study a drug is any substance that, when absorbed into the body of a secondary school student, alters his or her normal body function.

Drug and Substance abuse: For this study drug and substance abuse refers to the misuse of alcohol and other illicit drugs among secondary school students.

Generation Y: This is a slang largely associated with young teenagers who are in secondary schools.

Internet: The internet is the publicly accessible network of interconnected computer networks that transmit data by packet switching using standard international procedure. For this study internet means interconnected computer technology networks transmitted and shared among secondary school students through the use of computers tablets and smart phones.

Poor Academic Performance: This denotes the failure to attain a set standard performance in a given academic evaluation such as a test or a continuous assessment by a secondary school student.

Social Media: Interaction among people, in which they create, share, and/or exchange information and ideas in virtual communities and networks through social media sites. This study focuses on negative aspects of social media among secondary school students from the following sites: Facebook, Instagram, Twitter and WhatsApp.

Sexual Behaviour: This refers to all responses or any suggestive behaviour aimed at attracting members of the opposite sex among secondary school students.

Violent Behaviour: For this study, deviant behaviour is the behavior that threatens or causes physical or emotional harm to others. It ranges from verbal abuse to the destruction of personal property among secondary school students.

Youth: For the purpose of this study youths are youngsters between ages of 13-19 who are in secondary schools.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter comprises review of related theoretical literature that underpins the study concept on social media and its likely influence of deviant behaviour among secondary school students. In reviewing related literature, the ideas of Bandura, (1977) were used in interpreting how the social environment influences behavior. The chapter also contains a conceptual framework or graphical presentation of the relationship between the study variables.

2.2 Usage of Social Media Sites

According to Social Bakers (2013) there were 1,886,560 registered Facebook users in Kenya and it ranked sixth in Africa in terms of population usage of Facebook. This has tremendously grown to over 5,000,000 users as of 2015 (Internet World Statistics, 2016). Furthermore, a report titled "How Africa Tweets" by Portland Communications and Tweetmister suggests that in the last quarter of 2014, Nairobi posted 123,078 geo-located tweets making it the sixth most active city on Twitter in the continent (Portland Communication, 2014). Further, a survey conducted by the Consumer Network in Kenya revealed that 87% of Kenyan youth use the internet to access social media (Consumer Network, 2013). This study is expected to establish the extent to which use of social media may be contributing to deviant behavior among secondary school students.

According to Bareket-Bojmel, Moran, and Shahar, (2016) the use of online media such as facebook has prompted youths to become self-derogatory as they seek the acceptance of other users online. This social derogatory has led to increasing negative social

consequences such as posting of nude photos. The authors further highlight the plight teenagers have on social media of being ridiculed due to their complexions, body shapes and weight which has led to growth of violent tendencies among children.

Patton, et al., (2014) observes that the frequent sharing of pro-school shooting videos on platforms such as instagram and whatsapp have prompted increased violence among youths. Further, the authors acknowledge that the sharing of negative comments online has led to increase in online mentions and interests which may end up provoking negative actions among users. Den Hamer, Konijn, and Keijer (2014) also state that antisocial behaviour has become common among teenagers as a result of the wider accessibility of social media networks.

2.3 Social Media and Drug Abuse

Findings from a descriptive study conducted by Gikonyo (2005) on drug abusers and parental knowledge on factors predisposing the youth to drugs and substance abuse in Nairobi, Kenya showed that people who smoke are portrayed as being either great sportsmen or socially successful, wealthy or important people. He also adds that social pressure from media and friends is a universal risk factor for substance abuse among adolescents in developed and developing countries. This research, failed to take into consideration social media aspects owing to the time differences. To mitigate this, the current study took into consideration the growth in and prevalence usage of social media and its influence on drug and substance abuse among secondary school students.

King and Stones (2013) too note that use of social media by middle school students and college students make sharing of information about use of drugs among students more

readily available. Another study done by Okombe and Ondiek (2013) on pattern of deviant behaviour among urban primary school children in Nigeria highlighted that drug abuse among teenagers has been on the rise in the recent years as a result of the advent of internet usage. The authors argue that drug users have created groups in social media networks that show partaking in drug abuse as a "cool" thing among teenagers hence increasing uptake of drugs.

A study done by Maina (2012) showed that outside their classrooms, students often use internet especially for chatting and sending videos, messages in social media sites to other students during school hours, weekends and even late at night. He further indicated that abuse of alcohol, tobacco and marijuana, mostly accessed at home and school is widely prevalent in public schools in Langata sub-county. Further findings from studies done by Sidze, Elungata'a, Maina, and Mutua, (2015) within Nairobi's informal settlements show that many of Nairobi's youths' not only from poor families, but also some from middle and upper class families are being drawn into substance abuse, sexual immorality and association with criminal gangs. However, the above study focused on youths in general; thus did not specifically take into consideration the students in secondary schools within Nairobi. Hence, in undertaking this research, focus would emphasize on how students are being lured into drug and substance abuse through the use of social media.

2.4 Social Media and Cyber Bullying

Cyber bullying is a form of bullying through electronic media, as well as mobile devices. It is the most common online risk for all teens and is a peer-to-peer risk. Cyber bullying is quite common and can occur to any young person online causing profound

psychosocial outcomes including depression, anxiety, severe isolation, and tragic suicide (Muinde, 2015). Cyber bullying is at times not taken seriously owing to the virtual aspects of it, however, with the rising trends in cyber bullying, it has attracted interest from different groups (DeHue, Bolman & Völlink, 2008). Cyer bullying has been propelled by the reduction in cost of smartphone gadgets and reduction in internet costs coupled with increased legislation promoting online privacy (Hinduja & Patchin, 2014).

A recent meta-analysis by Hinduja and Patchin (2014) showed that between 20% – 40% of adolescents reported having been a victim of cyber bullying. The majority of cyber victims do not tell their parents, and among these cyber victims, the suicidal ideation is higher than among non-victims. In addition, 16% of adolescents have admitted having perpetrated acts of cyberbullying once or more often. Findings from another study done by Alwagait, Shahzad and Alim (2015) on the impact of social media and students academic performance in Saudi Arabia showed that the negative effect of social media usage was continued cyber bullying among students.

Findings from an experiemental study conducted by Gritzalis and Stavrou, (2015) on the influence of social media on deviant behaviour among middle and high school students in Athens showed that the increasing anonymity of social networking sites such as facebook and twitter have increased incidences of cyber bullying and infringement of personal materials in online communities. The above study was done in a developed country but the current study will be conducted in a third world country and will find out if the results will be interconnected in any way.

It has been reported that in the United Kingdom more than 70% of the total youth population are on one or more social media site (ONS, 2011). In the US, at least 66% of youth use online intimidation and bullying (Rideout, Foehr & Roberts, 2010). Findings from a research study carried out by Burton and Mutongwizo (2009) on cyber bullying and electronic violence against young people in South Africa revealed that 46.8% of the youth admitted to having been victims of cyber bullying which included harassment through instant messaging and circulation of their photos and videos online. The results of the study also indicated that 69.7% of cyber bullying was perpetrated using social media platforms and other instant messaging cellular technologies. A similar study was conducted by Njoroge (2013) on the impact of social media among the youth on behavior change. Results of the study revealed that 60.3% of the youth spent atleast an average of 4-hours online within a day and that the majority of the respondents have been victims as well as perpetrators of cyber bullying. The current study will investigate whether high school students in Langata Sub-County are infected and affected by cyber bullying.

2.5 Social Media and Violence

Kirsh (2011) in his research on the impact of publicized mass murders followed by the killer's suicide in U.S stated that violence in the social media influences human behaviour in a negative manner. Studies conducted by Steve (2010) and Huesmann and Tylor (2006) on social media and violence had produced similar results. The findings of these studies strongly suggest that violence in the social media influences human behaviour in a negative manner.

Furthermore, social media use has been found to result in negative consequences on students' social and academic effort. Violence may contribute to humiliation, disinterestedness, withdrawal, poor academic performance, high school drop –out rates and even death of affected students (Ruto, 2009).

In a news publication by KSBW (2016) the use of social media application "Ogle" has been identified as a conduit for high school students making violent threats anonymously in the California state schools. This review, however, did not take into account any collection of primary data which the current research will adopt. Secondly, the above researches took place within developed countries hence their findings may not be consistent within the local context. More so, the studies failed to take into account the students as the unit of analysis.

Violent behaviour is one of the practices that have scared teachers, parents and students. Some students have had to die or suffer permanent deformities. A study undertaken by Kangare (2008) on sexual violence in Kenya asserted that violence has been going on since 1970 especially in boys' schools. In secondary schools, sexual violence has been identified as one of the most teething social problem young females are facing. Sexual violence has made children, girls and women no longer safe in their own homes, schools, work places or on roads. Both studies considered the effect of violence on academic performance and failed to consider if there is any relationship between social media and violence among secondary school students.

2.6 Social Media and Sexual Behavior

The youths represent majority of the population (Omolo, 2014). This young population is often a good target in social media sites. According to Todd (2009) the young are bombarded with videos, shows, advertisements, and movies with sexual messages. In terms of body image, the social media floods the young girls' minds with images of skinny models. This makes them feel that if they are a few pounds heavier than these images on the websites, then they are unacceptable to the society. This leads to the young girls going into far lengths in order to have better fitting bodies. With regard to sex, three out of four teenagers say that the social media content make it seem normal for youngsters their age to engage in sexual relations. Being open about sex and how they talk to their girlfriends or boyfriends about it is largely because of what they see and hear (M 'Imaita, 2011). Thus the study by Todd (200) concluded that mass media targeted adolescents in general in turn making them vulnerable to sexual involvement. This study therefore will be focusing on social media and how it has impacted on sexual behavior among secondary school students.

A recently study by Kiragu (2015) on the negative influence of social media on our communities asserted that, the increasing access to smart devices by young teenagers has enhanced their capacity to access sexual materials from the internet and share it with their peers through the widely available social network channels. He further, highlights that the privacy accorded by these social media accounts contributes to their popularity among teenagers as avenues of sharing explicit content. This, study however, did not establish the association between the social media usage and sexual behavioral practices on secondary students specifically. Earlier King and Stones (2013) posited that the nudity

and sharing of pornographic material has been on the rise in Australian schools as a result of the availability of social media channels that young adults are exposed to. The authors further note that sexual orgies are arranged among friends in the social media hence the rise in immorality among college and middle school students. This study adopted an ethnographic survey, unlike the current study which will be descriptive in nature.

A study by Kabiru and Orpinas (2009) found out that, most secondary school students within the largest Nairobi informal settlement, Kibra which is within Langata Sub County have had sexual intercourse at an early age with many confessing of having multiple sexual partners. The study further highights that most of these young adults also engage in routine sex trade within the sprawling Kibra informal settlement. From the foregoing it is evident that sexual practices are prevalent among secondary school students thus, this study will seek to identify the influence of social media on this behavior among secondary school students.

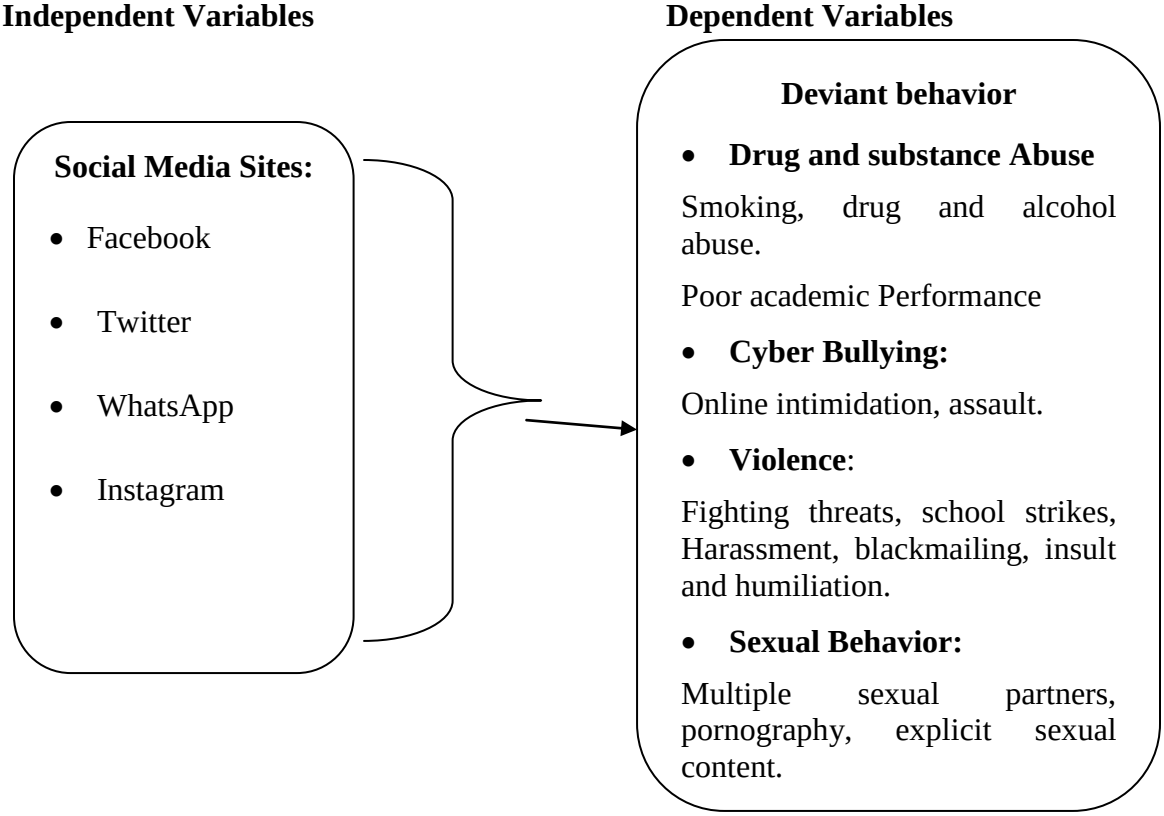
Similarly, studies by Patricia and Ndung'u (2014) and Omolo (2014) that focussed on immorality among children as young as 15 years old in estates such as Karen and Runda respectively found out that youths are engaged in drug abuse and sexual orgies. The above cited research findings have associated particular anti-social behaviour to social media. As exposed by most of these research findings, children from rich families often communicate with other youths through social media and organize parties without the knowledge of their parents. In these parties the young minors are known to engage in sex orgies and rampant drug abuses. In summary, the reviewed literature suggests that there is some element of all these four factors in social media sites. The fact that these content are readily available over the internet; it is assumed that it is available for the youths. The

youths are likely to observe and emulate it. The majority of the reviewed studies have exhibited a general lack of in-depth analysis of the influence of social media on some of the major factors of deviant behavior. Hence in general, this study will seek to solve the identified gaps and contribute to the body of knowledge.

2.7 Conceptual Framework

According to Mugenda (2008), a conceptual framework is a relationship between variables in a study showing them graphically and diagrammatically. The purpose is to help the reader quickly see the proposed relationship of concepts. The assumed relationship between social media and deviant behavior is captured in Figure 2.1 below;

Figure 2.1 Conceptual Framework on social Media and Deviant behaviour



The conceptual framework illustrated in Figure 2.1 conceptualizes a relationship between the independent and dependent variables of the research. The conceptual framework proposes a direct relationship between the social media and deviant behavior among secondary school students. The independent variable; social media is conceptualized through the usage of social media channels such as Facebook, Twitter, WhatsApp and Instagram. The dependent variables are sexual behavior, cyber bullying, violence and drug abuse which are being attributed to the usage of social media sites by secondary school students. These variables are relevant to this study because they assisted in establishing the relationship between social media and deviant behaviour.

CHAPTER THREE: RESEARCH METHODOLOGY

This chapter presents the methodology that was applied in carrying out the research. It also discusses the research design, the target population, sample size and sampling procedures, research instruments, validity and reliability of the instruments, data collection procedures, data analysis techniques and ethical consideration.

3.1 Research Design

The research used a descriptive survey design. Descriptive Survey describes without manipulation hence it is appropriate since the study seeks to describe the characteristics of a certain group, estimate the proportion of people who had certain characteristics and made predictions (Merriam & Tisdell, 2015).

3.2 Study Location

The study was carried out in Langata Sub-County within Nairobi County. The Sub-County comprises of Karen, Mugumoini, Nairobi West, South C and Nyayo Highrise Wards. It is an area with glaring contrast in living standards, ranging from the plush homes of Karen and Langata, middle-income areas like Nairobi West, Nyayo Highrise, and South C to the sprawling Kibra informal settlements, which are characterized by poor living standards. The sub-county is basically a residential region although there are a number of businesses including offices for various businesses. This Sub-County has 41 secondary schools. The secondary schools in the Sub-County range from public to high cost private ones offering either Kenyan or the British curriculum.

3.3 Target Population

The target population of study refers to the entire group of people, events, or things of interest that the researcher wishes to investigate (Simons & Hellen., 2009). The study population of this study was secondary school students in Nairobi County, Langata Sub-County. Population was drawn from both Private and Public secondary schools in the Sub-county. Further, the research targeted teachers within the selected institutions to give their views on the subject of the study.

In Kibra constituency, there were 22 secondary schools with 5819 students. Langata constituency had 19 secondary schools with 3638 students. In total Langata Sub-County had 41 secondary schools with a total of 9,457 students (Education Office, Langata Sub-County, 2016). Table 3.1 presents the distribution of the target population;

Table 3.1 Target Population

Constituency	**Schools**	**No. of schools**	**No. of Students**
Kibra Constituency	Public	3	1296
	Private	19	4523
Langata Constituency	Public	2	1191
	Private	17	2447
Totals		41	9,457

(Education Office, Langata Sub-County, 2016).

3.4 Sampling Procedure and Sample Size

Mugenda (2008) defines sampling as the process by which a relatively small number of individuals, objects or events is selected and analyzed in order to find out something

about the entire population from which it is selected. An optimum sample is the one that fulfills the requirement of efficiency, representativeness, reliability and flexibility, (Kothari, 2004).

Out of the 41 schools in Kibra and Langata Constituencies, 4 public and 8 private secondary schools were randomly selected to participate in the study giving a sample size of 12 schools. This included 2 public and 4 private secondary schools from Kibra constituency and 2 public and 4 private ones from Langata constituency. Out of the 5 public secondary schools 4 participated in the main study while the remaining one was used for pilot study because there were very few public secondary schools in the Sub-County. There were 36 private secondary schools in this Sub-County. Using simple random sampling, a sample of 4 (21%) schools out of 19 in Kibra and 4 (24%) out o 17 in Langata constituencies were selected making a total of 8 schools. This sample was satisfactory because Mugenda (2008) states that a sample size between 10% and 30% is statistically significant for a social research.

Lottery method was then employed to select 14 students in Form One and 14 in Form Three from each of the 12 schools giving a sample size of 336 students. The Form One students were used in this study because they were new to the secondary school system while the Form Threes are more conditioned to the school systems hence this would show how social media sites are progressively used in secondary schools.

In employing lottery method, the researcher sought assistance from the teachers and school administrations in sourcing admission numbers of the students. From, the pool of admission numbers, the researcher blindly picked numbers of the students who would participate in the research until the desired sample size was obtained. In total 336

students participated in the study. Table 3.2 presents the sample size distribution of the targeted respondents;

Table 3.2 Sample Size

Constituency	**Schools**	**Selected schools**	**Sample population for Students**
Kibra Constituency	Public	2	56
	Private	4	112
Langata Constituency	Public	2	56
	Private	4	112
Totals		12	336

3.5 Research instruments

The study utilized both primary data and secondary data. Primary data was collected using semi-structured questionnaires with both open and close-ended questions.

3.6 Pilot Study

To check for clarity and suitability of the instruments, a pilot study was conducted in two secondary schools within Langata Sub-County bearing similar characteristics to those used in the actual study. These included one public and one private secondary schools not participating in the actual study. After analyzing the responses of the pilot study, the questionnaires gave pointers on how to improve the validity and reliability of the research instruments by pointing on the strength and identifying items in the questionnaires that were ambiguous or unclear to respondents for elimination hence increasing the validity and reliability of the instruments.

3.7 Reliability

Mugenda and Mugenda (2003) defined reliability as a measure of degree which the research instrument gives the same results or data when repeatedly administered. To ensure that the instrument was reliable it was piloted in one private and one public secondary school in Langata Sub-County that was not participating in the actual study. The reliability of the research instruments was tested using the Cronbach alpha. All the research constructs with an Alpha score of +0.7 were considered for the study.

3.8 Validity of the Research

According to Mugenda and Mugenda, (2003) validity is referred to as the accuracy and inferences based on research results. Validity has to do with how accurately the data obtained in the study represents the variables of the study. An instrument is valid if it actually measures what the researcher intends to measure. Validity was attained by the researcher talking to respondents to clarify any ambiguous items during the pilot study. The researcher utilized expert judgement in measuring the validity of the research instrument by involving his university supervisors and other experts in the field of study to help fine tune the study tools and strategy before the actual study.

3.9 Data Collecting Procedures

The researcher personally collected the data from the target respondents where possible. Drop and pick method was also used. The questionnaires were personally administered to the sample respondents by the researcher. This method made the data collection simpler and the researcher was able to facilitate accuracy in the data collection as the method entailed a personal appeal. Upon presentation of the questionnaires the respondents were expected to fill in their responses in the provided spaces. The questionnaires collected

information based on the objectives of the study. Its content was presented into two sections: section **A** collected information regarding the respondents' demographics whereas section **B** tapped information on the four dependent variables (drug and substance abuse, sexual practices and images, violence and cyber bullying, truancy and academic performance). Likert scale was used to rate the information regarding the variables on a scale of 1-4.

3.10 Data Analysis Techniques

The data collected was analyzed quantitatively and qualitatively. It was first classified into sub-themes then edited and cleaned to reduce ambiguity. The cleaned data was then coded and analyzed using SPSS 22 programme. The data was analyzed using descriptive statistics which was based on mean scores, standard deviations, frequencies and percentages of the responses were then presented inform of tables, charts and bar graphs.

3.11 Ethical Considerations

The study addressed the ethical issues through the use of an introductory letter which explained the purpose of the study. Research participants were also informed that they were free to withdraw from the research at any stage if they felt that they no longer wanted to participate in the research. The data collected was treated with utmost confidentiality during and after the research and was used only for the intended research purpose. Most of the respondents were underage kids thus, the researcher sought the consent of parents through the school authorities. To increase the degree of confidence among the respondents, no names and personal identification details were required on the questionnaires that they filled.

CHAPTER FOUR: DATA ANALYSIS PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the findings of the research. The results of the research are presented in line with the research objectives. The first section of the chapter presents the response rate, followed by the demographics of the respondents while subsequent sections are based on the research objectives.

4.2 Background Information of Students

The researcher sought to ascertain the background information about the students by including questions that required information on their demographic characteristics. The demographic information included student's gender, age and level of education. This information was found crucial in the analysis of the influence of social media on deviant behaviour among secondary school students.

4.2.1 Students Response Rate

All the 168 questionnaires administered to the Form One students were filled and returned. This represents 100% response rate. On the other hand out of 168 questionnaires administered to the Form Three students 149 were completed and returned. This gave an approximate response rate of 88% for the Form Three students which was considered very good response rate. According to Bailey (2000), a response rate of 50% is sufficient and a response rate more than 70% is very good.

4.2.2 Gender of the Respondents

Form One and Form Three students were then required to specify their gender. The gender distribution of the respondents by gender is presented in Table 4.1

Table 4.1 Gender of the Respondents

Gender	**Form Ones**		**Form Threes**	
	N	**%**	**N**	**%**
Male	88	**52.4**	69	**46.3**
Female	80	**47.6**	80	**53.7**
Total	168	**100.0**	149	**100.0**

Findings in Table 4.1 indicate that there were more male respondents from Form Ones (52.4%) in the study compared to females with (47.6%). The results in Table 4.1 also show that 53.7% of the Form Three respondents were females while the rest (46.3%) were males.

4.2.3 Age of the Respondents

For the purposes of finding out the ages of the respondents, students were then required to indicate their ages. The data is presented in Table 4.2.

Table 4.2 Age of the Respondents.

Age	Form One Class		Form Three Class	
	N	**%**	**N**	**%**
Below 14 Years	130	**77.3**	14	**9.4**
15 Years	35	**20.8**	114	**76.5**
16 Years	3	**1.9**	21	**14.1**
17 Years	-	**-**	-	**-**
Above 17 Years	-	**-**	-	**-**
Total	168	**100.0**	149	**100.0**

The data in Table 4.2 show that 77% of the Form One students were of below 14 years of age, 21% were of 15 years of age while only 3% of the respondents were 16 years. On the other hand, results in Table 4.2 further revealed that 76.5% of the Form Three respondents were 15 years of age, 14.1% 16 years old and only 9.4% were below 14 years of age respectively. None of the students was 17 years and above.

The results from Table 4.2 tend to suggest that largest proportion of the students were within 14 and 15 years age bracket. This is within the right age for one to be in a secondary school according to a report by the Ministry of education Science and Technology (2004) which states that in Kenya secondary school education takes 4 years and is appropriate for those aged from 14 to 17 years.

4.2.4 Parents' Occupation.

Students were required to indicate the type of occupation for their parents. This was intended at establishing the extent to which parents' occupation influences the use of

social media among secondary school students in Langata Sub-county. The results are presented in Table 4.3.

Table 4.3 Parents' Occupation.

Occupation	Form Ones				Form Threes			
	Father		Mother		Father		Mother	
	N	%	N	%	N	%	N	%
Salaried Employment	108	**64.3**	115	**68.5**	129	**86.6**	113	**75.8**
Self-employed	39	**23.2**	53	**31.5**	18	**12.1**	36	**24.2**
Unemployed	21	**12.5**	-	**-**	2	**1.3**	-	**-**
Total	168	**100.0**	168	**100.0**	149	**100.0**	149	**100.0**

Results in Table 4.3 show that the largest proportion of parents for both Form One and Form three students are engaged in salaried jobs. 64.3% of the Form Ones had fathers in salaried employment and slightly bigger proportion of the mothers (68.5%) had salaried employment too. Results also showed that 31.5% of the mothers and only 23.2% of the fathers were self-employed. Lastly findings showed that 12.5% of the fathers were unemployed. The findings have further indicated that 86.6% of fathers and 75.8% of the mothers respectively had salaried employment. Results again showed that 24.2% of the mothers and 21.1% of the fathers respectively were self-employed. Finally research results showed that 1.3% of the fathers were unemployed.

These results tend to suggest that most of the Form One and Form Three parents are away and busy in either salaried employment or self-employment. This implies that they may be having sufficient money to buy smartphones and computers for their own use. They may also lacking enough time to spend with their children because they are busy at work. These findings are in line with studies done by Sidze, Elungata'a, Maina, and Mutua,

(2015) who pointed out that children from middle and upper income households have more access to smartphones and internet thus increasing their exposure to negative influence of social media.

4.2.5 Manifestation of Deviant Behaviors Among Students.

Students were requested to indicate different type's deviant behaviours that are manifested by secondary school students in Langata Sub-County. This was meant to establish the extent to which social media might have contributed towards manifestation of different deviant behaviours among secondary school student in the Sub-County. The results are summarised in Table 4.4.

Table 4.4 Manifestation of Deviant Behaviors by Form One and Form Three Students.

	Form Ones												Form Threes											
Types of Deviant Behaviour	**Cyber Bullying**		**Drug and Substance abuse**		**Bad Sexual Practices**		**Physical Violence**		**Gender Violence**		**Sexual Violence**		**Cyber Bullying**		**Drug and Substance abuse**		**Bad Sexual Practices**		**Physical Violence**		**Gender Violence**		**Sexual Violence**	
	N	**%**	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Very rare	82	**48.2**	48	**28.6**	138	**82.1**	54	**32.1**	91	**53.5**	133	**78.5**	41	**27.5**	24	**16.1**	4	**2.6**	57	**37.6**	93	**62.4**	104	**69.8**
Rare	80	**47.6**	65	**38.7**	29	**17.3**	42	**25**	42	**25**	6	**4.2**	24	**15.4**	2	**1.4**	22	**14.8**	70	**40.9**	9	**6.0**	25	**16.8**
Common	6	**4.2**	54	**32.1**	1	**0.6**	22	**13.1**	6	**4.2**	-	**-**	84	**56.4**	47	**31.5**	123	**82.6**	7	**4.7**	25	**16.8**	-	**-**
Very Common	-	**-**	1	**0.6**	-	**-**	50	**29.8**	29	**17.3**	29	**17.3**	1	**0.7**	76	**51**	-	**-**	25	**16.8**	22	**14.8**	20	**13.4**
Total	168	**100**	168	**100**	168	**100**	168	**100**	168	**100**	168	**100**	149	**100**	149	**100**	149	**100**	149	**100**	149	**100**	149	**100**

Results in Table 4.4 showed that 48.2% of the respondents from Form One agreed that cyber bullying was very rare, 47.6% agreed it was rare. Findings also showed that 38.7% agreed that drug and substance abuse was rare. However, 32.1% of the students in Form One agreed it was common. Results further revealed that majority of the respondents (82.1%) agreed that bad sexual practices were very rare. 32.1% of the Form One respondents agreed that physical violence was very rare though 29.8% of the same respondents agreed physical violence was very common. These findings are consistent with Larkin and Dwyer, (2016) who showed that there is an increase in manifestation of physical violebce among high school girls. The findings of the study also showed that 53.5% of the respondents agreed that gender violence was very rare while only 17.3% agreed it was very common. With regard to manifestation of sexual violence the majority of the respondents 78.6% of the respondents agreed that sexual violence was very rare while 17.3% agreed it was very common.

Concerning Form Three students; findings on manifestation of deviant behaviour indicated that the majority of the respondents (56.4%) agreed that cyber bullying was common, 27.5% agreed it was very rare. Findings further showed that 51% agreed drug and substance abuse was very common, 31.5% agreed it was common. Results again showed that most of the respondents (82.6%) agreed that bad sexual practices were common. 40.9% of the respondents agreed that physical violence was very rare, 16.8% of the respondents agreed physical violence was very common. The results of the study also showed that 62.4% of the respondents agreed that gender violence was very rare while only 14.8% agreed it was very common. With regard to manifestation of sexual violence the majority of the respondents (69.8%) agreed that sexual violence was very rare while

13.4% indicated that it was very common. Above findings are in line with Ogidefa (2008) stated that common youth deviant behaviors in America include the widespread abuse of drugs and alcohol, the ease of access to weapons and sexual immorality. The above findings are also supported by Bolton, et al., (2013); who showed that extreme usage of social media increases manifestation of risky sexual behaviors.

These results indicate that as students progressed from Form One to Form Three class, manifestation of deviant behaviour increases. This is evident mostly on drug abuse where 0.6% of the Form One indicated that it was very common while 51% of the Form Threes indicated that it was very common among them. Also in regard to cyber bullying only 4.2% of Form Ones indicated it was common against 56.4% of Form Three students. This shows that students in upper classes tend to engage more in deviant behaviour.

4.2.6 Use of Social Media among Secondary School Students.

Different media sites are used by secondary school students. This study sought to investigate the level of use of different media sites. The results are presented in Table 4.5.

Table 4.5 Usage of Social Media in School.

	Form Ones								Form Threes							
Usage of Social Media	**Facebook**		**Instagram**		**Twitter**		**WhatsApp**		**Facebook**		**Instagram**		**Twitter**		**WhatsApp**	
	N	**%**	N	**%**	N	**%**	N	**%**	N	**%**	N	**%**	N	**%**	N	**%**
Daily	66	**39.3**	168	**100**	88	**52.4**	157	**93.5**	81	**54.4**	119	**80**	71	**47.7**	146	**98**
Weekly	60	**35.7**	-		20	**11.9**	11	**6.5**	59	**39.6**	30	**20**	1	**0.7**	3	**2**
Rarely	42	**25**	-		60	**35.7**	-	**-**	8	**6**	-		71	**47.7**	-	**-**
Not Used at all	-	**-**	-		-	**-**	-	**-**	-		-		6	**39.9**	-	
Not aware of it	-	**-**	-		-	**-**	-	**-**	-		-		-		-	**-**
Total %	168	**100.0**	100.0	**168**	168	**100.0**	168	**100.0**	149	**100.0**	149	**100.0**	149	**100.0**	149	**100.0**

Results from the research revealed that students use four social media sites. All the Form One respondents agreed that within their school Instagram is used daily, 93.5% agreed WhatsApp is used daily, 39.3% agreed that Facebook is used daily while 52.4% used Twitter daily as shown in Table 4.5. These findings tend to resonate with the work of Serende (2015) who sought to determine factors influencing choice of social media network sites among high school students in Nairobi County. The author noted that social media network sites could be harnessed by policy makers and school administrators as avenues of positive behaviour changes due to their affinity with students. On the other hand findings, of Form Three students suggest that, 98% of the respondents agreed that within their school WhatsApp is used daily followed by Instagram with 80%, Facebook (54.4%) and Twitter (47.7%). From these findings, it is clear that some social media sites such as the Instagram are more preferred by the Form One than the Form Three students. However, generally the findings indicate that social media usage among Form Three students was more common compared to the Form One students. Above findings are in agreement with Social Bakers (2013) and Internet World Statistics (2016) who pointed out that there is an increase in Facebook registration and Twitter usage in Kenya.

4.2.7 Personal Use of Social Media among students.

This was aimed at getting personal information about how individual secondary students got involved in the use of different social media sites. Table 4.6 presents the data on the personal use of social media among the students.

Table 4.6 Personal Use of Social Media among students.

	Form Ones								Form Threes							
Personal Use of Social Media	**Instagram**		**Facebook**		**Twitter**		**WhatsApp**		**Instagram**		**Facebook**		**Twitter**		**WhatsApp**	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Very often	36	**21.4**	36	**21.4**	5	**3**	152	**90.5**	83	**55.7**	75	**50.3**	34	**22.8**	118	**79.2**
Often	28	**16.7**	20	**12.5**	57	**33.9**	-	**-**	7	**4.1**	22	**14.8**	1	**0.7**	30	**20.1**
Rarely	22	**13.1**	51	**29.8**	-	**63.1**	1	**0.6**	17	**11.4**	8	**5.4**	64	**43.0**	1	**0.7**
Not used at all	82	**48.8**	61	**36.3**	106	**-**	15	**8.9**	42	**28.8**	44	**29.5**	50	**33.5**	-	**-**
Total	168	**100.0**	168	**100.0**	168	**100.0**	168	**100.0**	149	**100.0**	149	**100.0**	149	**100.0**	149	**100.0**

The analysis revealed that 48.8% of the Form One respondents did not use Instagram at all while only 21.4% used it often. The results also showed that 36.3% did not use Facebook at all, while only 21.4% used it very often. The majority of the respondents (63.1%) rarely used Twitter while only 33.9% used it often. Results in Table 4.6 also showed that the majority (90.5%) of the respondents used WhatsApp very often while only 8.9% did not use it at all. These findings are in line with Social Bakers (2015) who indicated there is growing level of penetration of Facebook and Twitter within the country as the preferred social networking site.

The study findings showed that the majority (55.7%) of the Form Three respondents used Instagram very often while only 28.8% did not use it. The results also showed that the majority (50.3%) used Facebook very often, while only 29.5% did not use it at all. On the other hand 22.8% of the respondents used Twitter very often while only 33.5% did not use it at all. Results in Table 4.6 also showed that the majority (79.2%) of the Form Three respondents used WhatsApp very often while only 0.7% used it rarely.

On the whole the findings indicate that as students progress with their schooling there is an increase in personal usage of social media sites. This was indicated by the variances between Form One and Form Three personal usage of Instagram which had 21.4% usage among Form Ones and 55.7% usage among Form Three students. The findings are also in consistent with Jäntti (2015) who noted that young youth in Nairobi are increasing their usage of social media networks.

4.3. Social Media and Deviant Behaviour.

Students were requested to indicate the extent to which they agreed or disagreed with various statements with regard to social media and its influence on different deviant behaviours among secondary school students. The responses are summarized in the Tables 4.7, 4.8, 4.9 and 4.10.

4.3.1 Social Media and Drug and Substance Abuse by class.

Students were required to provide information to give their opinion with regard to the influence of social media on drug and substance abuse among secondary schools within Langata sub-county. Their responses are as summarized in table 4.7 by their class.

Table 4.7 Social Media and Drug and Substance Abuse by class.

Statements on Drug and Substance Abuse	Form Ones								Form Threes							
	Strongly Disagree		Disagree		Agree		Strongly Agree		Strongly Disagree		Disagree		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
The sharing of pro-drugs messages in social media sites has increased the abuse of drugs among secondary school students.	0	**0**	21	**12.5**	36	**21.4**	111	**66.1**	3	**2**	14	**9.4**	58	**38.9**	74	**49.7**
Through sharing of pictures in social media sites while abusing drugs, among secondary school students has actively put pressure on others to idolize smoking.	7	**4.2**	0	**0**	108	**64.3**	53	**31.5**	23	**15.5**	3	**2**	76	**51**	47	**31.5**
Lack of monitoring of social media sites usage by school authorities has led to the creation of pro-drug use groups in secondary schools.	58	**34.5**	21	**12.6**	74	**44**	15	**8.9**	49	**32.9**	7	**4.7**	32	**21.5**	61	**40.9**
Lack of monitoring of social media sites usage by security agencies has led to the creation of pro-drug use groups in secondary schools	71	**42.2**	1	**0.6**	92	**54.8**	4	**2.4**	24	**16.1**	3	**2**	88	**59.1**	34	**22.8**
Due to fear of intimidation by other secondary school students, some students actively engage in drug abuse to fit into the social media cliques.	0	**0**	51	**30.4**	36	**21.4**	81	**48.2**	0	**0**	23	**15.5**	58	**38.9**	68	**45.6**
Peer pressure forces most students to abuse drugs	49	**29.1**	2	**1.2**	4	**2.4**	113	**67.3**	20	**13.4**	3	**2**	30	**20.1**	96	**64.5**
Peer pressure forces most students to engage in alcohol abuse	49	**29.1**	1	**0.6**	12	**7.1**	106	**63.2**	20	**13.4**	0	**0**	60	**40.3**	69	**46.3**

The findings in Table 4.7 reveal that with regard to the sharing of pro-drugs messages in social media sites has increased the abuse of drugs among secondary school students the majority (66.1%) of the Form One respondents strongly agreed, 21.4% agreed, while only 12.5% disagreed. The research results in the Table also confirmed that with regard to Form Three students to the sharing of pro-drugs messages in social media sites has increased the abuse of drugs among secondary school students 49.7% strongly agreed, 38.9% agreed, while only 9.4% disagreed. This confirms that most students are influenced negatively by the pro-drugs messages that are shared through

social media sites. The findings concur with King and Stones (2013) who pointed out that social media has increased sharing of information on drug abuse among middle school students.

Results also showed that with regard to sharing of pictures in social media sites while abusing drugs among secondary school students has actively put pressure on Form One students to idolize smoking with 64.3% stating that they agreed, 31.5% strongly agreed while only 4.2% strongly disagreed. On the other hand 51% of the Form Three students agreed with the statement, 31.5% strongly agreed and 15.4% strongly disagreed. These results are also in line with Okombe and Ondiek (2013) who indicated that there has been a growing pattern of drug abuse after the advent of the internet among teenagers.

In addition, 44% of the Form One students said that lack of monitoring of social media sites usage by school authorities had led to the creation of pro-drug use groups in secondary schools but 34.5% strongly disagreed. However 40.9% of the Form Three respondents strongly agreed while 32.9% strongly disagreed. A larger proportion of the students from both Form One and Form Three students seem to attribute abuse of drugs due to easy access to social media sites contents on drugs because they are not monitored or regulated.

The findings have further revealed that fear of intimidation by other secondary school students, influenced drug and substance abuse. Thus 48.2% of the Form One students strongly agreed, 21.4% agreed while only 30.4% disagreed that of intimidation by other students influenced students to drug and substance abuse. Similarly 45.6% of the Form three students strongly agreed, 38.9% agreed while only 15.4% disagreed with the statement that “fear of intimidation” by other secondary school students, led

to drug and other substances abuse. These results portray a situation in which students who may not want to use drugs felt threatened or coerced by their peers hence they end up giving in because they do not want to be at loggerheads with them.

The results on whether peer pressure forces most students to abuse drugs and other substances indicated that 67.3% of the Form One respondents strongly agreed, while 29.2% of the respondents strongly disagreed. Further with regard to the same statement 64.4% of the Form Three respondents strongly agreed but only 13.4% of the respondents strongly disagreed. These findings suggest that most students abuse drugs and other substances because they want to please be or feel like their peers and as a way of helping them remain in their friendship.

Findings in Table 4.7 also showed that peer pressure forced most students in Form One to engage in alcohol abuse and thus 63.2% of them strongly agreed, while 29.2% strongly disagreed. Findings in Table 4.7 also showed that 46.3% of the Form Three respondents of the respondents strongly agreed, while only 13.4% strongly disagreed with the statement that "peer pressure forces most students to abuse alcohol". These findings are consistent with Ruan & Kaye (2016) who observed that social media sites have fuelled the abuse of prescription drugs among youths. The authors also noted the increasing advertisement of Alcohol and Drug related shows in social media sites has fuelled the excitement for their consumption. The results of this study are also in line with the observation of Gikonyo (2005) who pointed out that there is an increase of drug abuse among youth in Nairobi which has been enhanced by peer pressure and imitation of celebrities.

Findings in the Table 4.7 suggest that there is a tendency of most secondary school students to abuse drugs and other substances. Social media content on drug and

substance abuse seem to have influenced both Form one and Form Three students negatively.

4.3.2 Social Media and Cyber Bullying.

Students were required to give their own opinions on the influence of social media on Cyber Bullying. This was aimed at establishing how the social media use contributes to cyber bullying among secondary school students. The findings are summarized in Table 4.8.

Table 4.8 Social Media and Cyber Bullying.

Statements on Cyber Bullying	Form Ones								Form Threes							
	Strongly Disagree		Disagree		Agree		Strongly Agree		Strongly Disagree		Disagree		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Majority of cyber bullies are mostly secondary school students.	55	**32..7**	60	**35.8**	53	**31.5**	0	**0**	21	**14.1**	72	**48.3**	53	**35.6**	3	**2**
Cyber bullying is increasingly becoming popular especially because perpetrators go unpunished.	71	**42.2**	39	**23.2**	29	**17.3**	29	**17.3**	28	**18.8**	66	**44.3**	35	**23.5**	20	**13.4**
Cyber bullying tendencies among secondary school students extend to their day to day social activities.	57	**33.9**	46	**27.4**	36	**21.4**	29	**17.3**	44	**29.5**	13	**8.7**	71	**47.7**	21	**14.1**
Cyber bullying is increasingly becoming fashionable for most secondary school students.	50	**29.8**	29	**17.3**	41	**24.4**	48	**28.5**	23	**15.4**	19	**12.8**	68	**45.6**	39	**26.2**
Over usage of the social media has led to a decline in academic performance among secondary school students as most time is spent on the social media rather than on books.	66	**39.3**	21	**12.5**	33	**19.6**	48	**28.6**	80	**53.7**	7	**4.7**	27	**18.1**	35	**23.5**
Usage of social media among secondary school students during class time reduces student concentration leading to poor academic performance.	69	**41.1**	24	**14.3**	50	**29.8**	25	**14.9**	75	**50.3**	33	**22.1**	25	**16.8**	16	**10.8**

With respect to cyber bullies 35.7% of the Form One respondents disagreed, 31.5% agreed and 32.7% strongly disagreed that “most of the cyber bullies” are secondary school students. Findings also showed that among Form three respondents, 48.3% disagreed, 35.6% agreed while only 14.1% strongly disagreed with the view that “most of the cyber bullies” are secondary school students. Although some respondents seem to deny that most secondary school students are cyber bullies, there is considerable agreement among both Form Ones and Form Threes that over 30% of the students have been involved in the act of cyber bullying. The results are in agreement with those of Njoroge (2013) who notes that on average youth spend atleast 4-hours online and that majority of them have been victims or perpetrators of cyber bullying.

The students were further asked to indicate whether cyber bullying is becoming popular. Among the Form One respondents 17.3% strongly agreed and 17.3% agreed while among Form Three respondents 23.5% agreed, 13.4% strongly agreed, while only 18.8% strongly disagreed with that cyber bullying was becoming popular among student. The results seem to suggest that cyber bullying is more popular with higher classes at secondary school level of education.

The research findings revealed that cyber bullying tendencies among secondary school students were manifested in their day to day social activities. Form One and Form Three respondents were in agreement with the statement. Thus 21.4% and 47.7% among the Form one and Form Three students agreed respectively suggesting that cyber bullying is more prevalent among the Form Threes.

The results on the view that “cyber bullying is increasingly becoming fashionable” in most secondary school students have indicated that 28.5% of the Form One

respondents strongly agreed, 24.4% agreed and 29.8% strongly disagreed with the statement. The findings also revealed that among Form three students of the respondents 45.6% agreed, 26.2% strongly agreed and 15.4% strongly disagreed with the view "cyber bullying was increasingly becoming fashionable". These results tend to suggest that Form Threes enjoy and practice cyber bullying more than the Form Ones. Results are also in agreement with a study done by Hinduja and Patchin (2014) which showed that 16% of adolescents had admitted having perpetrated acts of cyberbullying once or more often.

Finally, students' responses as to whether social media influenced their academic performance in Table 4.8 revealed that 28.6% of Form One students strongly agreed and 19.6% agreed while 23.5% and 18.1% of Form Three students strongly agreed and agreed respectively. These results are in agreement with (Muinde, 2015); (DeHue, Bolman & Völlink, 2008) who pointed out that reduction in cost of smartphones had fuelled usage of social media which in turn has ultimately contributed to deviant behavior and loss of concentration in academic work.

The investigation on whether use of social media reduced student concentration leading to poor academic performance revealed that 29.8% and 14.9% among the Form One respondents agreed and strongly agreed respectively with the statement. On the other hand, among the Form Three respondents, 16.8% and 10.8% agreed and strongly agreed also to the statement that social media reduced students' concentration leading to poor academic performance respectively. A larger proportion of the Form Ones than the Form Threes seem to be in agreement with this statement suggesting that social media may be having more negative effects on the academic performance of lower secondary school classes than upper classes. These findings are

also in agreement with the research of Alwagait, Shahzad and Alim (2015) who showed that social media impacts academic performance among students.

4.3.3 Social Media and Violence by Class.

Students were also asked to point out how social media influenced violent behaviour among secondary school students. This was in order to find out the relationship between social media use and violent behaviour. The findings are presented in Table 4.9.

Table 4.9 Social Media and Violence by class.

Statements on Violence	Form Ones								Form Threes							
	Strongly Disagree		Disagree		Agree		Strongly Agree		Strongly Disagree		Disagree		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Through social media sites such as World star hip hop fight compilations are widely shared thus promoting violent behavior among secondary school students such as assault of their minors in school.	61	**36.3**	20	**11.9**	25	**14.9**	62	**36.9**	43	**28.9**	7	**4.7**	42	**28.2**	57	**38.3**
Formation of gangs in secondary schools.	58	**34.5**	25	**14.9**	85	**50.6**	0	**0**	44	**29.5**	8	**5.4**	92	**61.7**	5	**3.4**
Involvement in school strikes.	58	**34.5**	4	**2.4**	102	**60.7**	4	**2.4**	43	**28.9**	8	**5.3**	67	**45**	31	**20.8**
Fighting.	54	**32.1**	7	**4.2**	86	**51.2**	21	**12.5**	21	**14.1**	25	**16.8**	94	**63.1**	9	**6**
Molesting others.	61	**36.3**	2	**1.2**	76	**45.2**	29	**17.3**	45	**30.2**	5	**3.3**	77	**51.7**	22	**14.8**
Rebelling against authority.	61	**36.3**	2	**1.2**	105	**62.5**	0	**0**	45	**30.2**	5	**3.4**	97	**65.1**	2	**1.3**
Burning school property	54	**32.1**	38	**22.6**	51	**30.4**	25	**14.9**	22	**14.8**	47	**31.5**	46	**30.9**	34	**22.8**
School strikes	55	**32.7**	8	**4.8**	101	**60.1**	4	**2.4**	24	**16.1**	27	**18.2**	68	**45.6**	30	**20.1**

The research data presented on the Table 4.9 show that social media sites such as World star hip hop fight, compilations are widely shared thus promoting violent behavior among secondary school students in terms of assault of their minors in

school. Some 36.9% of the Form Ones strongly agreed, 14.9% agreed 36.3% strongly disagreed. On the other hand that social media sites promote violent behaviour, 38.3% of the Form Three students strongly agreed, 28.2% agreed and 28.9% strongly disagreed with the same statement. The findings seem to suggest that many secondary schools are influenced negatively by the violent behaviour displayed in social media sites. Slightly more Form Three students than Form Ones seem to have been influenced hence explaining why there might be more manifestation of violent in secondary schools. Studies conducted by Steve (2010) and Huesmann and Tylor (2006) on social media and violence had produced similar results.

With regard to increased sharing of violent videos on social media and promotion of antisocial behavior such as formation of gangs in secondary schools, the results have shown that 50.6% of the Form one respondents agreed, and 34.5% strongly disagreed with the statement. The results also indicated that among Form three respondents 61.7% agreed while 29.5% of the respondents strongly disagreed with the view that social media promoted formation of gangs. It is evident from these findings that more Form Threes than Form Ones seem to be influenced negatively by videos shared in social media. This may be attributed to their age difference.

The research findings also showed that increased sharing of violent videos online on social media contributes to school strikes with the Form One respondents at 60.7% agreeing and 34.5% strongly disagreeing. Among the Form Three respondents 45% agreed while 28.9% strongly disagreed that sharing of violent videos online on social media increased the involvement in school strikes. These findings are in line with the observation of Kirsh (2011) on publicized mass murders in the US and increase in adoption of violent behaviors.

With response as to whether playing violent video games online and in social media sites created a culture of violent behavior the results have revealed that 51.2% of the Form One respondents agreed that it fuelled fighting, 45.2% agreed it increased molestation of others, 62.5% agreed it increases rebellion against authority, 30.4% agreed it contributed to burning of school property while 60.1% agreed it contributed to strikes. Among Form three respondents 63.1% of them agreed it fuelled fighting, 51.7% agreed it increased molestation of others, 65.1% agreed it increases rebellion against authority, 30.9% agreed it contributed to burning of school property while 45.6% agreed it contributed to strikes. These results point out that playing of violent video games in social media made students violent. These findings agree with those of Steve (2010) and Huesmann and Tylor (2006) that social media influences human behaviour in a negative manner.

4.3.4 Social Media and Sexual Practices

Students were asked to indicate whether social media influenced their sexual behaviour and practices. The results are contained in Table 4.10.

Table 4.10 Social Media and Sexual Practices by class.

Statements on Sexual Practices	Form Ones								Form Threes							
	Strongly Disagree		Disagree		Agree		Strongly Agree		Strongly Disagree		Disagree		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Multiple sexual partners.	57	**33.9**	52	**31**	37	**22**	22	**13.1**	43	**28.9**	40	**26.8**	52	**34.9**	14	**9.4**
Watching and Sharing Pornographic materials.	70	**41.7**	11	**6.5**	28	**16.7**	59	**35.1**	23	**15.4**	30	**20.2**	31	**20.8**	65	**43.6**
Most secondary school students are adopting sexual habits such as multiple sexual partners which are glorified in social media sites	21	**12.5**	60	**35.7**	28	**16.7**	59	**35.1**	4	**2.7**	51	**34.2**	40	**26.8**	54	**36.3**
Most secondary school students are adopt nudity habits when they see them being glorified in social media sites.	50	**29.8**	20	**11.9**	96	**57.1**	2	**1.2**	21	**14.1**	5	**3.4**	115	**77.2**	8	**5.3**
Some organizations actively pushing their adverts online have promoted sexual practices such as nudity among secondary school students.	50	**29.7**	31	**18.5**	85	**50.6**	2	**1.2**	20	**13.4**	34	**22.8**	86	**57.7**	9	**6.1**
Sexual images are widely shared across social media sites.	21	**12.5**	51	**30.4**	40	**23.8**	56	**33.3**	4	**2.7**	44	**29.5**	41	**27.5**	60	**40.3**
Secondary school girls have been increasingly posting nude photos in a bid to get online acceptance.	28	**16.6**	64	**38.1**	70	**41.7**	6	**3.6**	28	**18.8**	55	**36.9**	29	**19.5**	37	**24.8**
Secondary school students adopt nudity displayed in social media sites in order to achieve social acceptance among other students	50	**29.8**	35	**20.8**	77	**45.8**	6	**3.6**	20	**13.4**	41	**27.5**	50	**33.6**	38	**25.5**

Research results in Table 4.10 show that with regard to availability of sexual content in social media sites has increased sexual practices among secondary school students, 33.9% of the Form One and 46.3% of the Form Three students strongly disagreed that social media contributes to multiple sexual partners respectively.

The results also revealed that watching and sharing of pornographic materials had negative influence on students' sexual behaviour. 35.1% of the Form One and 43.6% of the Form Three respondents strongly agreed respectively. This tends to suggest that most students are watching pornographic materials in social media sites. The practice seems to be more among the Form Threes than among the Form Ones students. These findings seem to agree with a study done by Todd (2009) who concluded that the youths are constantly bombarded with videos, shows, advertisements, and movies with sexual messages on social media platforms.

In respect to social media and its influence on secondary school students' sexual behaviour in terms of adopting sexual habits such as multiple sexual partners which are glorified in social media sites, Form One and Form Three students strongly agreed with 35.1% and 36.3% respectively. Again results have shown that Form One and Form Three students adopt nudity habits when they see them being glorified in social media sites by 57.1% and 77.2% agreeing with the statement respectively. The influence seems to be less among the Form Ones and more among Form Three students. This may be attributed to the level of exposure to social media, that is social media through smart phone may be easily accessible to students in higher classes in secondary schools. These findings are in agreement with those of Kiragu (2015) which pointed out that usage of smart devices has expanded exposure to sexual materials among young adults.

The results of the study have further indicated that some organizations actively pushing their adverts online have promoted sexual practices such as nudity among secondary school students. Some 50.6% of the Form Ones and 57.7% of the Form Three respondents respectively were in agreement with the statement that online on

"nudity" encouraged bad sexual practices. This suggests that most students in higher classes are more influenced than those in lower classes in secondary schools.

The results indicated that sexual images are widely shared across social media sites by Form One and Form Three respondents with 33.3% and 40.3% strongly agreeing respectively. More Form Three students seem to have been influenced by the than the Form Ones in adopting sexual images displayed by social media.

The results of the study have again indicated that secondary school girls have been increasingly posting nude photos in a bid to get online acceptance. Thus 41.7% of the Form One agreed while 24.8% of the Form Three students strongly agreed that secondary school are girls increasingly posting their nude photos as a way of looking for online acceptance.

Finally, secondary school students adopted nudity displayed in social media sites in order to achieve social acceptance among other students. Some 45.8% of the Form One agreed while 33.6% of the Form Three respondents displayed nudity in social media sites in pursuit of social acceptance by other student colleagues.

The findings also showed that social media through the use of its content, influences secondary school students negatively. Most secondary school students especially girls seem to have been imitating social media content on the mode of dressing which exposes them indecently and watching pornography. This is in agreement with the observation by King and Stones (2013) who posited that the nudity and sharing of pornographic material has been on the rise schools as a result of the availability of social media channels that young adults are exposed to.

4.3.5 Students' suggestions on reduction of deviant behaviour among the youth.

Finally students were required to suggest ways of reducing cases of deviant behaviour among the youth. The findings are presented in Table 4.11.

Table 4.11 Students' suggestions on reduction of deviant behaviour among the youth.

Student' Suggestions on Reduction of Deviant Behavior	Form Ones		Form threes	
	N	%	N	%
Increased changes to school policies restricting the use of smart Phones.	-	-	2	**1.3**
Regular Guidance and counseling.	59	**35.1**	48	**32.2**
Better punishment for perpetrators on deviant behaviours.	6	**3.6**	11	**7.4**
Better parenting at home.	38	**22.6**	36	**24.2**
Involvement of students in decision making within schools.	5	**3**	8	**5.4**
Parents and teachers controlling the time spent on social media by students.	1	**0.6**	-	-
Teachers to engage students in useful academic activities in social media sites.	4	**2.4**	-	-
Parents and teachers should provide better role models for imitation by students.	40	**23.8**	32	**21.5**
Creation of awareness on better ways to use social media by students.	8	**4.7**	7	**4.7**
Better policies among social media sites on content sharing.	7	**4.2**	5	**3.4**
Total	**168**	**100**	**149**	**100**

The results in Table 4.11 revealed that 35.1% of the Form Ones and 32.2% of the Form Threes respectively suggested that regular guidance and counseling would be the best way to reduce deviant behaviour among secondary school students. Further, 22.6% and 24.2% of the Form One and Form Three respondents respectively were for the opinion that better parenting would guide students to reduce deviant behaviours. The findings also showed that 23.8% of the Form Ones and 21.5% Form Three students needed better role models within their environment. They suggested that

Parents and teachers should provide better role models for them to imitate. Only 1.3% of the Form Three respondents suggested that changes to school policies would reduce deviant behaviour. The results also showed that 6.5% and 4.7% of the Form One and Form Three respondents suggested that creation of awareness on better ways to use social media by students would reduce deviant behaviour. Findings also indicated that 4.2% of the Form Ones and 3.4% of the Form Three students suggested that better policies among social media sites on the content shared would help in eradicating deviant behavior. The results of the study also indicated that 3.6% of the Form One and 7.4% of the Form Three student suggested that better punishment for perpetrators would help in reducing deviant behaviours among students. Results of the study shown on Table 4.11 also indicated that only 0.6% of the Form Ones suggested that parents and teachers controlling the time spent on social media among teenagers would help in reducing deviant behavior.

The findings in Table 4.11 are vital pointers to parents, guardians and teachers to what students feel about deviant behaviours, their causes and what they think should be done to reduce them. Most students from both Form One and Form Three suggested guidance and counseling, having good role models within their environment and good parenting as key ways measures reduction of deviant behaviours. Students would also prefer better ways of punishing perpetuators of deviant behaviour, getting involved in decisions that concern them and creating awareness on the use of social media sites. A very small proportion of students in Form One suggested that there was need to control the time they spent in social media as a way of controlling deviant behaviour among them. This means that most students do not like the deviant behaviours manifested in those among them and would be happier if some measures were put in

place to reduce it but they would prefer being allowed to spend as much time as they want in social media.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study examined the influence of influence of social media on deviant behaviour among secondary school students in Langata Sub-County in Nairobi, Kenya. The main research objectives included to investigate the effects of social media on drug abuse, assess the effects of social media on cyber bullying, establish the influence of social media on acts of violence and evaluate the influence of social media on sexual behaviour among secondary school students. This chapter presents the summary of findings, the conclusion and recommendations of the study.

5.2 Summary

The results of the research the study indicate response rate among Form Ones was 100% while that of the Form Threes was 88% response among Form threes. 52% were females respondents among form Ones while 53.7% of the respondents among Form Threes were male. Findings showed that 77% of the respondents in Form One were of below age 14 while 76.5% of the respondents in Form three were at least 15 years of age.

The research findings further confirm that the majority of the secondary school students have access to social media. In terms of usage WhatsApp 90.5% among Form One students and 98% among Form Three students and Facebook 39.3% and 54% among Form Ones and Form Three students respectively) were among the most highly utilized by students. The results also suggest that Twitter usage is low among teenagers. According to personal usage of social media within schools analysis, Form Ones often used twitter at 3% and Form Threes students at 22.5%.

5.2.1 Social Media and Drug and Substance Abuse

The findings related to the objective on the usage of social media sites and their influence on behaviour have revealed that sharing of pictures among friends who smoked or drunk alcohol was not extensive among Form One students (21.4%) against Form Three student with (49.7%). The findings further suggest that increase in drug abuse among students was attributed to peer pressure at 63.2% agreement among Form One and 64.4% among Form Three students.

5.2.2 Social Media and Cyber Bullying

Responses collected showed a trend where classes' unite to form groups which are used to serve purposes of bullying lower class members or other schools. The findings showed high agreement among respondents that social media usage has contributed to poor academic performance of students as indicated by their agreement at 36.3% and 36.2% among Forms One and Form Three respondents respectively.

5.2.3 Social Media and Violence

The findings have strongly suggested that social media has contributed to growing violence among students. This was confirmed by 60.7% agreement among Form One students in contrast to 45.6% agreement by Form Three students that social media contributed to violence among the youth in schools. The study findings have also indicated that there is a growing trend of online molesting and bullying of students. Thus 24.4% of the Form One and 45.6% of the Form Three respondents respectively were in agreement with the statement that social media did influence bullying among students. This is largely being executed through use of WhatsApp and Facebook sites.

5.2.4 Social Media and Sexual Practices

In relation to social media usage and sexual practices and images the study findings showed a high level of agreement across respondents. This was supported with 23.8%

and 43.6% by the Form One and Form Three students respectively. The findings of the research in addition showed a high agreement among respondents that young girls are seeking acceptance among their colleagues and the public at large by seeking validation in their social media postings with Form Ones respondents showing an agreement of with this view at 41.7% while the Form Three students concurred at 24.8%.

5.3 Conclusion

On basis of the findings discussed above it can be concluded that social media usage should be regulated and/or monitored in order to counter negative social behaviours attributed to social media at tender age. Therefore, school authorities should engage students more closely in order to get information on and assist in behaviour modification. The guidance and counselling departments should be at the forefront in adopting social media channels as a new way of routinely advising and mentoring students. In relation to social media influence on sexual practices and images the study noted negative significant influence of social media sites such as WhatsApp and Instagram which are normally used in sharing of videos and images on sexual behaviour. There is need for students to be advised on how to utilize these sites in the right away in order to avoid being lured into negative behaviours. Further the research established that social media use contributes significantly to the growing trends sexual favours being offered for money and other social considerations hence there is need to develop better guidance and counselling programs. The study also noted that social media contributes to the growing alcoholism and smoking of Bhang and Shisha. This was evident from the responses obtained that indulgence in smoking and alcoholism was triggered by online videos and images that lure the young students. The research also noted to some extent social media has contributed to the growing violent

behaviours among students most notably school strikes and arson attacks. Despite lack of comprehensive surveillance of online cyber bullying due to confidentiality and anonymity of perpetrators the research findings have shown that social media users among the students have experienced some form of cyber bullying especially from members of senior classes.

5.4 Recommendation

The research recommends that school administrators and policy makers should be more involved in monitoring and guiding students on their engagements in social networks. More so, institutions should leverage on the affinity of social networks to students and set up accounts that students can interact through. Using such accounts the school management can be able to guide students on behavioral changes as well as check on any deviant cases. The researcher also recommends that guidance and counselling departments as well as parents should engage the young students especially girls on behavioral modification that can help them avoid being lured into the negative sexual practices that are now emerging locally.

5.5 Suggestions for Further Research

i. To examine the role of the guidance and counselling departments in mitigating deviant behaviour among secondary school students.

ii. To investigate the role of the education curriculum in eradicating deviant behaviour among secondary school students.

iii. To investigate the extent to which teachers are aware of the influence of social media on deviant behaviour among secondary school students.

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Appendix 1: Students' Questionnaire

Dear respondent,

I am a student from the University of Nairobi pursuing a Master degree in Educational Foundations. I am currently conducting a research on "Influence of social media on deviant behavior among secondary school students in Langata Sub-County, Nairobi County". You have been selected as a respondent. I therefore, request your help in filling the attached questionnaire with regard to acquiring data to solve the research problem. The result of this study will be used for academic purposes only and the information provided will be treated strictly confidential. Therefore do not write your name anywhere in this questionnaire.

PART. A: DEMOGRAPHICS.

1. Gender of the respondents?

Female ☐ Male ☐

2. What is your age bracket?

Below 14 years ( ) 15 years ( )

16 years ( ) 17 years ( ) Above 17 years ( )

3. What is your level of education?

Form One ( ) Form Three ( )

4. Please indicate your parents' occupation

Type of Occupation	Father	Mother
Salaried Employment		
Self-employed		
Unemployed		

5. How common is the manifestation of the following deviant behaviors among secondary school students within your school? **Use a scale of 1-4 where 4= Very common, 3 = Common, 2=Rare, 1=Very rare.**

Types of Deviant Behavior	4	3	2	1
(a). Drug and substance abuse				
(b). Cyber Bullying				
(c). Bad sexual practices.				
(d). Types of Violence				
(i). Physical Violence				
(ii). Gender Violence				
(iii). Sexual Violence				

6. Which of the following social media sites do secondary students in your school use most? Tick the relevant column.

Social Media Sites	Daily Usage	Once Weekly	Rarely	Not used at all	Not aware of it
Instagram					
Facebook					
Twitter					
WhatsApp					

7. How often do you personally use the following social media sites? Tick in the appropriate column.

Social Media Sites	Very often	Often	Rarely	Not used at all
Instagram				
Facebook				
Twitter				
WhatsApp				

Part B: Social media and deviant behavior among secondary school students.

Please indicate the extent to which you agree with the following statements with regard to social media and deviant behaviour among secondary school students by using a scale of **1-4 where 4=strongly agree, 3=agree, 2=disagree, 1=strongly disagree.** Indicate in the column that best describes your opinion on the question asked.

Drug and Substance Abuse	**4**	**3**	**2**	**1**
(a). The sharing of pro-drugs messages in social media sites has increased the abuse of drugs among secondary school students.				
(b). Through sharing of pictures in social media sites while abusing drugs, among secondary school students has actively put pressure on others to idolize smoking.				
(c). Lack of monitoring of social media sites usage by school authorities has led to the creation of pro-drug use groups in secondary schools.				
(d). Lack of monitoring of social media sites usage by security agencies has led to the creation of pro-drug use groups in secondary schools				
(e). Due to fear of intimidation by other secondary school students, some students actively engage in drug abuse to fit into the social media cliques.				
(f) Peer pressure forces most students to abuse drugs.				
(g) Peer pressure forces most students to engage in alcohol abuse.				

Using a scale of 1-4 where 4=strongly agree 3=agree 2=disagree 1=strongly disagree. Tick inside the box that best describes your opinion on the question asked.

Cyber bullying	4	3	2	1
(a). Majority of cyber bullies are mostly secondary school students.				
(b). Cyber bullying is increasingly becoming popular especially because perpetrators go unpunished.				
(c). Cyber bullying tendencies among secondary school students extend to their day to day social activities.				
(d). Cyber bullying is increasingly becoming fashionable for most secondary school students.				
(e). Over usage of the social media has led to a decline in academic performance among secondary school students as most time is spent on the social media rather than on books.				
(f). Usage of social media among secondary school students during class time reduces student concentration leading to poor academic performance.				

Using a scale of 1-4 where 4=strongly agree 3=agree 2=disagree 1=strongly disagree. Tick inside the box that best describes your opinion on the question asked.

Statements on violence	**4**	**3**	**2**	**1**
(a) Through social media sites such as World star hip hop fight compilations are widely shared thus promoting violent behaviour among secondary school students such as assault of their minors in school.				
(b) Increased sharing of violent videos on social media promotes antisocial behavior among the viewer's such as:				
(i). formation of gangs in secondary schools.				
(ii). involvement in school strikes.				
(c). Through playing of violent video games online, social media sites create a culture of violent behaviour secondary school students. E.g.				
(i). Fighting.				
(ii). Molesting others.				
(iii). Rebelling against authority.				
(iv) Burning school property				
(v) School strikes				

Using a scale of 1-4 where 4=strongly agree, 3=agree, 2=disagree, 1=strongly disagree. Tick against the option that best describes your opinion on the question asked.

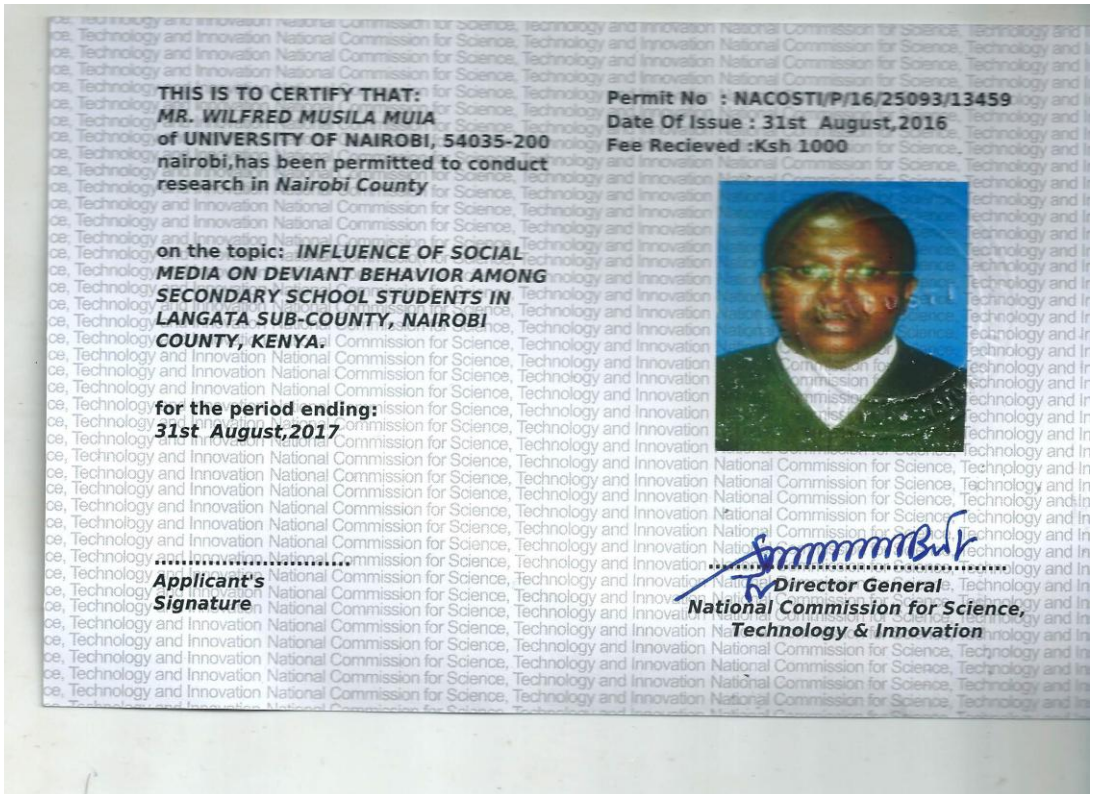
Sexual practices and images	**4**	**3**	**2**	**1**
(a). Availability of sexual content in social media sites has increased sexual practices among secondary school students such as;				
(i). Multiple sexual partners.				
(ii). Watching and Sharing Pornographic materials.				
(b). Most secondary school students are adopting sexual habits such as multiple sexual partners which are glorified in social media sites.				
(c). Most secondary school students adopt nudity habits when they see them being glorified in social media sites.				
(d). Some organizations actively pushing their adverts online have promoted sexual practices such as nudity among secondary school students.				
(e). Sexual images are widely shared across social media sites.				
(f). Secondary school girls have been increasingly posting nude photos in a bid to get online acceptance.				
(g). Secondary school students adopt nudity displayed in social media sites in order achieve social acceptance among other students.				

8. Give a suggestion that may assist reduce cases of deviant behaviour among the youth.

.....
.....
.....

Thank you for your assistance and co-operation.

Appendix 2: Research Clearance Permit



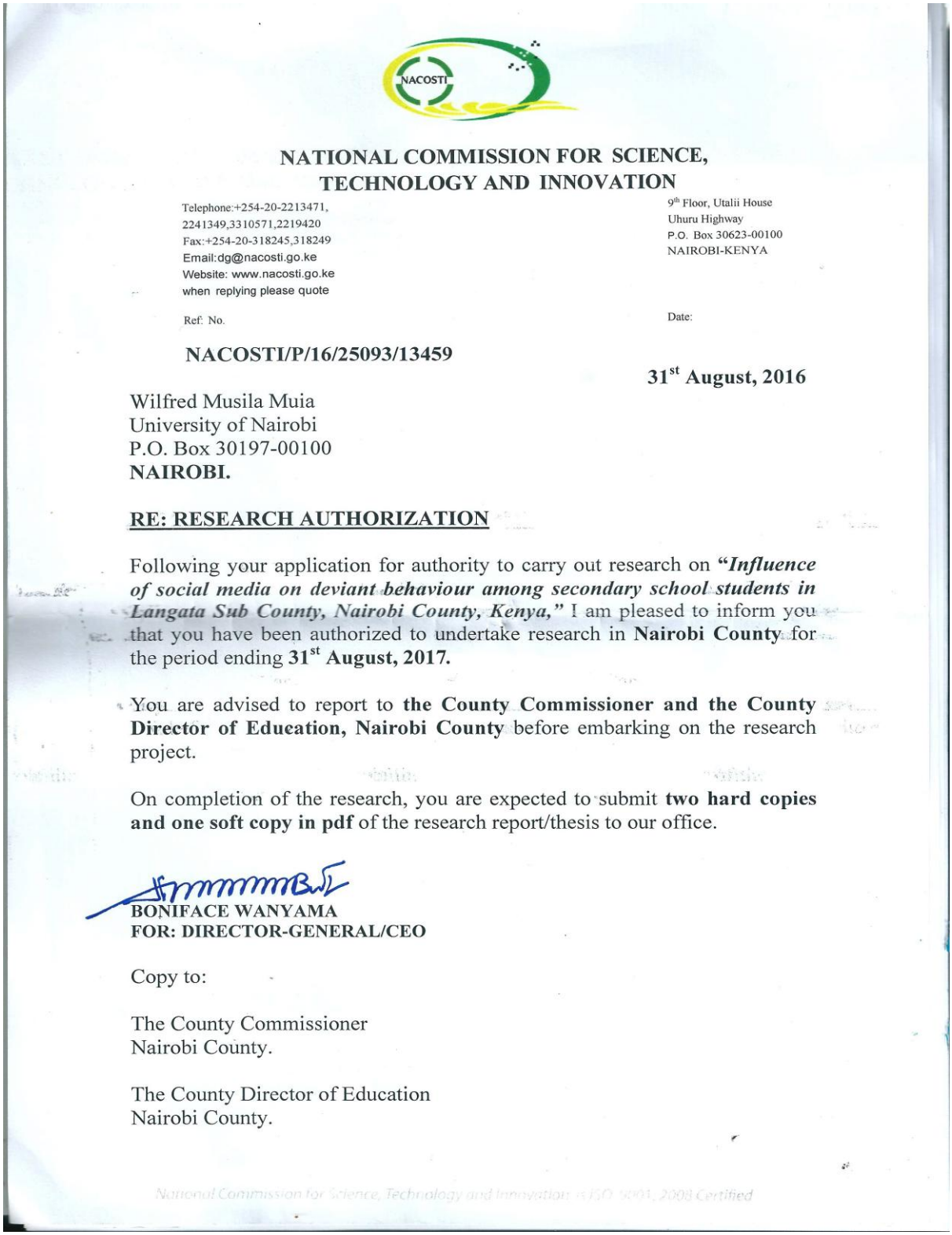
THIS IS TO CERTIFY THAT:
MR. WILFRED MUSILA MUIA
of UNIVERSITY OF NAIROBI, 54035-200
nairobi,has been permitted to conduct
research in *Nairobi County*

on the topic: *INFLUENCE OF SOCIAL MEDIA ON DEVIANT BEHAVIOR AMONG SECONDARY SCHOOL STUDENTS IN LANGATA SUB-COUNTY, NAIROBI COUNTY, KENYA.*

for the period ending:
31st August,2017

Permit No : NACOSTI/P/16/25093/13459
Date Of Issue : 31st August,2016
Fee Recieved :Ksh 1000

Appendix 3: Research Authorization



NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email:dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

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

Ref: No.

NACOSTI/P/16/25093/13459

Date:

31st August, 2016

Wilfred Musila Muia
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Influence of social media on deviant behaviour among secondary school students in Langata Sub County, Nairobi County, Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **31st August, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

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

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.

National Commission for Science, Technology and Innovation is ISO 9001, 2008 Certified