

Implications of Time Spent on Social Media on Academic Performance by Adolescents in Public Day Secondary Schools in Nakuru East Constituency, Kenya.

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ABSTRACT: Most studies in Social media indicate that about 52% of the world's population, including school going ones have been found to be frequent users of the social media networking. Despite this understanding few studies have examined the implication of media networks on academic performance of secondary school students. The purpose of this study, therefore, was to establish the implications of time spent on social media on academic performance by adolescents in public day secondary schools in Nakuru East constituency, The target population was 6632 form one, two and three students in Nakuru East constituency. A sample size of 140 was selected using stratified and purposive sampling methods. Data collection was done using questionnaires and interviews. This study observed that 88% of the respondents contacted friends and discussed trending issues while 0.7% contacted teachers and their friends on academic related issues. This indicated most adolescents' spent a substantial amount of time in discussing social issues that has potential of undermining their academic performance. The finding of this study shows that despite the fact that most schools have outlawed carrying mobile phones to schools students still found ways to sneak them in school and used them as a platform discussing social issues which could compromise their academic performance. Based on the findings the study recommends that school administrators and Teachers need to do a lot of psycho-education on the negative effects of social media instead of punishments which have met with a lot of resistance.

Keywords: Social media, Adolescents, Secondary schools, Academic Performance.

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I. INTRODUCTION

The rapid growth of social networking is indicative of its entry into mainstream culture and its integration into the daily lives of many people. This has further led to considerable media coverage of the growth of social networking, its potential positive outcomes and negative concerns about the way that some people are engaging with it (Social Networking, 2008). The emergence and popularity of social media networking in recent years have led to considerable media coverage. (Boyd & Ellison, 2013). Authors' identify six degrees, Asian avenue and live journal as the earliest SMN. Currently Facebook, twitter, Linked In and YouTube among others which command a following of about 1.4 billion, 200, 180, 120 million active users respectively (Pew Research, 2014). The above literature shows about 52% of the world population use SMN (Pew Research, 2014). Social media use is highest in American continent where about 90% of adult population uses it. Followed by Europe with about 80%, Oceania, Middle East, Asia and Africa is about 44%, 32%, 26% and 19% of adult population respectively (Simon, 2014). Social media use is least in East Timor and North Korea where only 6% and less than 1% of adult population are users of social media. South Africa has the highest social media use in Africa with 42% of adult users. This is followed by Kenya which has 32%, Egypt and Nigeria has 25% and 14% social media usage respectively (Pew research, 2014.)

The social networks of children and youth are formed in the context of their families, peer groups, schools, and neighborhood communities. Researchers studying social networks of children and adolescents have primarily been interested in the formation of friendship relations and the impact of social location on academic achievement and social development. (Shapiro & Margolin, 2014). Social networks are commonly defined as the social ties among a group of individuals, which can involve as small as two – also known as a dyad – or much larger numbers of individuals. Through these social ties, social norms can form which constitute social capital,

the resources within social groups that increase the potential for members to achieve their interests and goals. This can lead to improved academic performance as it can provide new opportunities for learning. Social media networking can be more student-centered as they can create a greater opportunity for student to student communication and collaboration (Coleman, 1990). This could create greater enthusiasm for learning amongst the adolescents. Those with low self esteem can develop when a status update shows that one did well or if others seek their friendship. SMN has both positive and negative effects that can have important implications for academic performance.

Scholars have identified several characteristics of social capital that have direct implications for the formation and function of social networks. They range from the etiquette of commenting on other peoples profiles to understanding who one does and doesn't add as a 'friend'. Social networking sites also have some pitfalls to negotiate, such as the unintended consequences of publicly posting sensitive personal information, confusion over privacy settings, and contact with people one doesn't know (Livingstone & Brake, 2010). For some adolescents, these platforms have become a way to advertise for themselves and to declare their identity in the SNS. As suggested by the European Network and Information Security Agency (ENISA), more awareness-raising and educational campaigns highlighting safe usage of SNS are needed. The rapid development of information technology has caused significant changes in the social network pattern. There are two contending perspectives on the orientation of these changes.

As the Internet expands opportunities for people to interact with others, it contributes to increases in not only intensity but also the scope of social interaction. Social media can be a stimulating tool for learning (Greenhow & Robelia, 2009). Adolescents can learn much more from their colleagues such as a national school and a county school could exchange information about their studies. This can improve their reading and learning skills especially those from poor schools (Howard, 2001; Nie, 2001; Orleans and Laney, 2000) identified these opposite perspectives with the zero-sum and non zero-sum game perspective. The former assumes that the use of media and technology is more likely to reduce the opportunity for users to engage in existing personal relations, while the latter assumes that the media and technology are more likely to expand the opportunity to engage in personal relations by increasing the demand of social interaction (Boyd, 2006) This could make them spend a lot of time surfing through the internet at the expense of their studies. From this perspective, activities in the virtual and real space are not contradictory but complementary in producing and strengthening social capital. Internet use is assumed to make up for a weak point of social capital embedded in the real space by increasing communications. A complicated network emerges from Internet interaction. This network has attributes such as cooperation, voluntariness, and sharing information Boyd (2006). These attributes are exactly coincides with the characteristics of social capital. This could help those with low self esteem to gain confidence and begin to participate in class discussions and answering classroom questions. As individuals spend more time on the Internet, it necessarily reduces available time for people to interact with parents, teachers and books (Howard, Raine & Jones 2002). Excessive engagement in social media has deleterious effect on learning and academic performance. For example if they spend much time communicating in social media, their virtual communication becomes their real world. This limits their time for vital activities such as reading, learning, developing mental and social skills.

II. LITERATURE REVIEW

2.1 Psycho- social implications of Time Spent on Social Media Network by Students

Research by Pew Internet and American Life Project (2014) found that 93% of youth aged 12-17 were online users visiting MySpace and Facebook. Further, a study by Magin & Larry (2011) concluded that adolescents spend more time on the social media networking sites than any other leisure time. Abramson (2011) also reported social media addiction among adolescents to a point that some adolescents visit their social media accounts nearly every hour. Another study established that some adolescents frequently visit their social media accounts even when classes are ongoing (Ahmed & Qazi, 2011). This implies that adolescents may not concentrate fully in their academic work because their attention is divided between their social media engagement and class attendance, which could lead to poor academic performance.

A study by Lenhart & Madden (2009) on the use of social media by school going children reported that 61% of persons aged 12-17 years had used social media networks to send messages to their friends on a regular basis. Similarly a study by Akindehin & Akindehin (2011) on the use social media by primary school children revealed that over 30 million children in primary schools use social media in the United States. The same study noted that social media is used by as high as 93% of the children Netherlands. Prior to these studies, a study by Lewis Kaufman & Christakis (2008) showed that teenagers now use social media for much of their daily preoccupation. Further, a survey done by Kist (2008) on internet access by teenagers revealed that about 90% of teenagers in the United States have Internet access, and about seventy-five percent of these teens use the Internet more than once per day. This study also showed that approximately half of all teens who have Internet access are also members of social networking sites, and use the Internet to make plans and socialize with friends.

From literature, opinions are divided as to whether adolescents should or should not use social media on a regular basis. While supporting the use of social media among adolescents, Tapscott (1998) argues that social media networking provides adolescents with the opportunity to play communicate, seek social support and share knowledge among themselves leading to psychosocial growth. On the other hand, opponents of social media use by adolescents point that social media use-especially heavy use- promotes the development of anti-social behavior in adolescents. Tapscott further argues that those who use social media less than five hours a week experienced lower cases of alcohol consumption compared to their counterparts who used internet more than 5 hours a week. The study also found significant association between heavy use of social media and the use of hard drugs. In particular among those who use social media more than 20 hours per week were found to be twice likely to be cannabis users. On the contrary, those who use social media less than 5 hours a week were reported to have less than half chance of consuming the hard drugs. Similarly, heavy use of social media has also been associated with emotional stress, weight increase, family problems, loss of friends among others.

It is clearly evident from the above literature that social media is increasingly becoming popular among adolescents. The same trend obtains for students in tertiary institutions. A study done by the New Hampshire University (2009) on the use of social media by college students concluded that most of the students spent a substantial amount of their time on social media. When asked to describe whether they were heavy, moderate or light users of social media, 63% of the students described themselves as heavy users of social media. Notably these studies have been conducted in developed countries which have different technological environment from developing countries such as Kenya. There appears a dearth of empirical data on the student's use of social media in developing countries hence the need for research in this area.

While analyzing the amount of time spent by college students on social media on a daily basis, Junco (2012) established that 10% of students spent half hour, 35% spent two hours per day and 25% spent more than two hours. Junco (2012) found no students who spent zero hours on the social networks. This implied that all students surveyed spent at least some time on the social media daily. Although this study was done at college level, it still remains relevant to the proposed study given the findings suggest that students have considered visiting social media as part of their daily routine. The fact that social media has become part and parcel of students' daily programming make it an important area of inquiry more so with regard to how it affects students performance in key areas of education. In addition it is also not clear if all students in developing countries have access to social media hence the need for conducting a study to establish the status of use of media in school environments in Kenya.

2.2 Psychosocial effects of Social Media and Academic Performance

It is Coyle and Vaughn (2008) who assert that social networks are typical characterizations of human behavior, whose aim is to fulfill the need to communicate and connect with people they know. Similarly the authors observe that social media enables individuals meet new people who share a common interest, and that such 'meetings' facilitate collaboration, participation and sharing of information and knowledge among friends in the network. Contributing on the same, Banquil & Chua (2009) point out that social media provides effective social networking opportunities and their online behavior includes building individual relationships, expanding personal network of friends, finding people who have had similar experiences, discussing common topics of interest, dating and finding potential life partners, staying connected to old friends or distant family and virtually meeting peers, including work colleagues, to discuss current issues or topics of interest. It is apparent that social media has become an integral part of individuals' lives thus occasioning the need to understand how social media affects students in their academic performance.

A study by Kabilan, Ahmad & Abidin (2010) identified a number of benefits of SNS which include increased student interactions with other students and their teachers, increased students' satisfaction with the course, and improved students' learning and writing ability. Liccardi and others (Liccardi, Pau, Massey, Kinnuen, Lewthwaite, Midy & Sakar 2007) revealed that students are socially connected with each other for sharing their daily learning experiences and discuss several topics. Students can easily contact each other with regards to school projects and assignments. It is also possible for them to work on group assignments from the comfort of their homes (Bukvova et al 2010). High achievers could tutor low achievers as they build their social relationships this could help the low achievers to shed off their shyness and participates actively in discussions however; it is also possible that they may pick on a nonacademic topic that may negatively influence them at the expense of their academic work.

Studies in the education sector focusing on the influence of the use of social media on students' performance have reported contradictory results. For example a study by Enriquez (2010) found that students who frequently use social media networking sites are likely to have 20% lower grades than their counterparts who rarely use social media networking sites. The author attributed the lower grades among students who frequently use social media to the tendency of such students to have the social media sites running on the background on their phones or computers while at the same time studying. The student is thus forced to attend

to both his/her studies and social media site at the same time, which undermines their overall performance in their studies. As is suggested here, it is possible that limited and divided attention between social media and academic work may eventually adversely affect students' academic performance, as need to concentrate fully in their studies in order for them to get the concepts right more so in technical subjects if they are to score good grades in the subjects under study.

Similarly, Banquil et al. (2009) found a continuing drop of grades among students who were frequent users of social networking sites. The author particularly noted that limited use of social media had minimally affected students' performance. However, continued and frequent use of social media negatively affected students' performance. Although the author has not particularly elaborated on how continued use of social media resulted in a drop in students' performance, the drop in performance could be probably due to negative influence such as cyber bullying from social media network friends. This implies that they have to devote more time on social media so as to reach a wide network of their friends, leaving very little time to attend to their studies. The proposed study will among other things establish how much time students spend on social media, and how this affects their performance.

A study by Rouis&Salehi (2011) focusing on the use of Face book and students' performance among undergraduate students indicated that extensive use of social media led to poor learning outcomes. Although this study focused on only one social media site-the Face book, the findings showed that unregulated use of social media adversely affected students' performance thereby lending credence to other studies with similar results. The author, however, concluded that students' performance may not be adversely affected in instances where students' can on their own regulate the use of social media. However, self regulation on social media may require a highly disciplined student to observe such self-regulations given the addictive nature of social media. From the findings of the study cited it is not clear whether self regulation is common attribute in the adolescent student. The proposed study wishes to establish whether secondary school adolescents in Kenya can apply self-regulation on the use of social media which may help minimize its adverse effects on academic performance.

While some scholars have attributed low performance among students who use social media frequently, other scholars such as Linda & Pamela (2006) have attributed it to the adversarial messages and relationships that confront users of social media. The authors understand adversarial relations as those that involve negative exchanges. According to the authors, adversarial relations cause emotional distress, anger, or indifference to the students, which negatively affect their concentration in their studies resulting in poor performance. Similarly Tuan & Tu (2013) argue that a student with an adversarial image on the social media forum has minimal chances of cultivating relationships with his/her classmates, other students as well as teachers. This further minimizes the affected students' chances of obtaining information and knowledge useful in his/her studies.

On the contrary, some studies on the relationship between the use of social media and academic performance have reported positive association between the two. Linda et al., (2006) found a positive association between use of social media and academic performance. The study established that students who frequently used the social media scored higher grades in their academic performance. On the same token, a study in a Vietnamese university reported that students using Facebook as a social media to have substantial improvement in their grades (Tuan and Tu, 2013). These studies explained good performance among social media users on the fact that it allows students to easily adapt to the social environment of the school. Arguably, if the bulk of the social network friends are part of the school community, the students are likely to engage in pro-school social networking thus adding value to their school work through sharing of knowledge. However, social media can be an obstacle to students' adaptation to their school environment if most of the network friends are drawn from outside the school.

Some scholars have examined social media in terms of how students can draw professional advice that helps them grow in their studies. Linda & Pamela (2006) conceives advice networks as those consisting of relations through which individuals share resources such as information, assistance, and guidance that are related to users' areas of study. The study reported a positive association between the use of advice networks and students' performance. However, the same study reported a negative association between the use of friendship network and students' performance. Good performance among students who use advice networks was attributed to the fact that these networks offer help to the students especially in the areas of problem solving, which enhances their performance in the traditional classroom setting. Unequivocal results from the studies on relationship between use of social network and academic performance are indicative of need for further research in this area. The proposed study seeks to shade more light on the relationship between use of social sites and academic performance in Nakuru.

A study by Griffith & Liyanage (2008) also revealed that social media networking also had a significant positive relationship with students' performance. The study noted that students through social media networking formulated group discussions to exchange ideas and communicate among themselves and their teachers. Teachers too were found to share course related materials with their students and used social media to create

student groups to collaborate on academic matters. The study concluded that this helped a great deal in enhancing students' academic performance. However, it is not clear if similar use of social media is used in Kenya and specifically students in Nakuru East Constituency. This study wishes to examine if the study replicates the same results in the Kenyan scenario.

According to Kuppaswamy & Shankar (2010) research on social networks grabs the total attention and concentration of the students and diverts it towards non educational and inappropriate actions such as useless chatting, time wasting by random searching and not doing activities that would contribute towards their academic achievement positively. This concurs with another study by Haq& Chand (2012) which concluded that SNS use has an adverse influence on student academic performance. The study noticed that males and females spent equal time on the Internet where females used SNS more, but males had more friends than females. The important difference was that SNS use had an adverse influence on males' performance than females. The authors accounted such adverse performance because males spend more time on sports and games activities than females, which caused a loss of time and a bad influence on performance. However, Hampton Sessions-Goulet, Rainie, & Purcell, (2011) in their study found that more females than males used social media .This research seeks to investigate how Adolescents boys and girls spend time on academic or non academic activities on SNS.

III. OBJECTIVE OF THE STUDY

To assess whether the amount of time spent on social media networking influences academic performance of adolescents in public day secondary schools in Nakuru East Constituency.

IV. RESEARCH QUESTION

What is the amount of time spent on social media by adolescents in public day secondary schools influences their academic performance in Nakuru East Constituency?

V. METHODOLOGY

The study used an exploratory survey research design. This design is suitable in studies that seek to tackle new problems on which little or no previous studies has been done. The target population was 6632 form one, two and three students in Nakuru East constituency. A sample size of 140 was selected using stratified and purposive sampling methods. Data collection was done using questionnaires and interviews. Descriptive statistics that was used included frequencies, percentages and mean. Data analysis was aided by use of SPSS (21 Version).

VI. FINDINGS AND DISCUSSIONS

Implications on the Amount of Time Spent by Students on Social Media

Issues investigated under this objective were the time students preferred to use social media and the amount of time student spent on social media each day.

Time of Usage of Social Media by Students

Time is a high premium resource for all learners as they engage in various activities to meet their academic goals. Therefore, there was need to establish from the students the time they use on social media given that they spend most of their times in schools. When asked to state when exactly they used social media the students had various responses. The results are shown in figure 1 below.

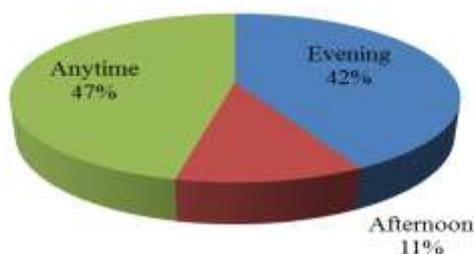


Figure 1: Time of Use of Social Media by Students

As shown in figure 1, 47% of the students reported that they used it anytime. Some or 42% of the students indicated that they used the social media in the evening. About 11% of the students reported that they used social media in the afternoon. Figure 4.7 above is a summary of the results on the time students use social media networking. The fact that nearly a third of the students confirmed that they used social media in schools (figure 2), it was important to know the time they used social media while in schools.

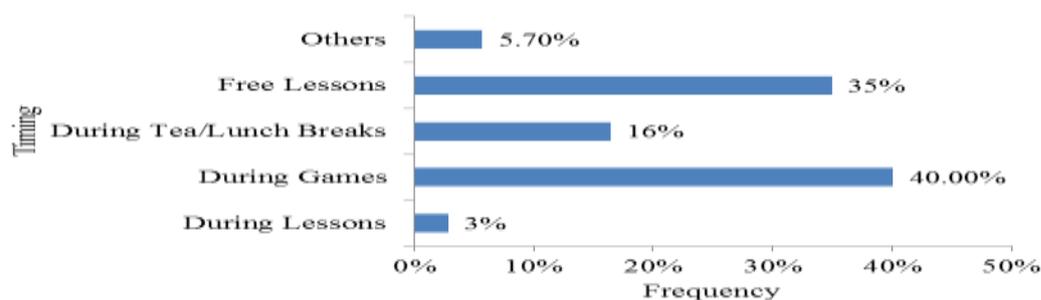


Figure 2: Time of Usage of Social Media in School

Majority or 40% of the students used social media during games time while in school. The use of social media by students while in school was also common during breaks and free lessons, which accounted for 16% and 35% respectively. Interestingly, some students used social media during lessons as is shown in figure 2 above. Students who said that they used social media during lessons represented 3% of the students covered in this study. While it was shocking that some students even had the audacity to access social media during lessons; similar behavior was also reported by Ahmed & Qazi (2011) in their study. The authors found that some adolescent students frequently visited their social media accounts even when classes were ongoing. It is indeed possible for students to use social media during games if they are not directly engaged in any particular sporting activity that demands their attention and concentration. The use of social media during class time affects their attention and concentration while learning is going on and it affects their understanding and eventually academic performance. The findings of this study on the time students used social media are in consonant with those of Lewis (2008), Abramson (2011), and Magin & Larry (2011), which found students to use social media on a regular basis. For example, Abramson (2011) in a study of social media use among adolescents found that some adolescents were not only regular users of social media, but also appeared to be addicted to social media, and as such visited their social media accounts nearly every hour. Similarly, a study by Magin & Larry (2011) found that adolescents were spending more time on the social media networking sites than any other leisure time. Further, a study by Lewis (2008) revealed that adolescents considered visiting their social media accounts as part of their daily preoccupation.

Most of the students appeared to use social media anytime that they found themselves free. However, some of the students preferred using social media in the evening. It was only a small proportion of the students that dedicated their afternoons for use of social media. The diary of a student especially on weekdays when schools are on sessions is that they are meant to have lessons between 8am and 4pm. This therefore makes their afternoons more occupied with class work thus leaving very negligible time for activities such as social media engagements. This may explain why very few students used social media in the afternoons. Students normally have breaks in the evenings after school, and appear to use some of the time to engage their various audience through social media. This partly accounts for the high number of students who used social media in the evening. It is, however, important to point out that students often use social media anytime they deemed appropriate. These findings suggest that students used social media anytime they found themselves free. Using any free time they got to access social media, the students were able to build on their pool of friends who they could interact, identify with and build their social relations

The fact that students who are using social media while studying have to divide their attention between studies and social media use, would undoubtedly negatively affect their concentration on studies. Attention is the key to understanding as it serves a gate way to information (Goldstein & Raessens, 2011). However, attention has limited capacity and therefore if students fail to pay full capacity to their studies they may not comprehend what they are being taught or remember what they were taught. Divided attention has been found to create different memories from same situation and selects certain parts of information from the environment while ignoring what happens to the other information.

The social pressure to impress their audience and the need to keep pace with their audience during the chat compels them to pay more attention to the social media and not their academic work. They may even have lesser time for their academic work when they are chatting with several friends at the same time. The urge to respond to messages from multiple social media audience may see them glued to the social media chatting leading to total abandonment of their private studies.

It is important to observe here that at their age, most students lack courage due to peer influence to disengage from the chat especially when their friends are still online. Lack of courage and the desire to conform may force some students to stay online till very late in the night. These students may have very little time to sleep and refresh before daybreak, a situation that may see them go to school still sleepy and fatigued. Inadequate sleep because of late night engagements on social media may lower students' level of concentration

during normal class lessons since a fatigued student will find it extremely difficult to grasp complex concepts. Failure to concentrate during class lessons for a relatively longer period of time will have the cumulative effect on the students' competence and mastery of the subjects in questions. This study holds that some subjects such as sciences are complex enough and as such demands total attention from students.

Although this study and other studies found that prolonged hours of social media use especially very late into the night negatively affects students' attention span and concentration, some students through interviews claimed that social media use was actually improving their attention span instead of reducing it. A student remarked that "I easily get bored when doing private studies when offline. But I read for much longer hours when on social media than when the only thing am doing is reading". To this student, chatting offers him the much needed company to stay awake or active for a longer a period of time. In fact one student pointed out that "on average I take just 2 hours when reading without chatting, but 3.5 hours when reading and chatting at the same time."

While it possible for students to read for longer hours while reading and being active on social media at the same time, these students may not comprehend and grasp issues in the same way their counterparts who are only reading would. This study maintains that social media will still have a negative bearing on students' comprehension of issues being read. This study also notes that at their current stage of psychosocial development, students may not have the mental agility to think and grasp several and different issues simultaneously in an effective and efficient manner. Their academics thus suffer greatly as it appears to be not as rewarding as communicating with friends and checking on the trending issues on social media.

Psychosocial Implication of time Spent on Social Media by Students

This study also inquired about how much students spent each time visited their preferred social media. The results are shown in figure 3



Figure 3: Time Spent on Social Media by Students

Majority or 59% of the students pointed that they spent less than two hours each time they visited their preferred social media site. Some student spent over five hours each time they visited their social media sites. Students who subscribed to this view represented about 25% of the students. The remaining or 16% of the students spent 2-5 hours each time they visited their preferred social media sites. Figure 4.9 below shows the average amount of time students spent each time they visited their preferred social media sites.

The findings of this study are similar to that of Simon (2014), which equally found adolescents to spend an average of 7 hours per day on social media. Although the findings of a survey by Simon (2014) suggest that adolescents from other parts of world appear to spend slightly more time on social media than their counterparts covered in this study, the slight difference may have been brought about by the level of technological development and the focus of the two studies. Although Nakuru town has free Wi-fi, it is only available in selected sites within the central business district. The restrictions placed on school going adolescent students who participated in this study meant that they had very little time to engage on social media compared to their out of school counterparts who are not under any formal restrictions.

It is discernible from the results in figure 4.9 above that most of the adolescent students spent less than two hours a day on their social media sites. As noted earlier, when schools are opened students have a very heavy work schedule both while in school and also out of school. In schools, students have to attend to both class work and co-curricular activities, which significantly reduces the amount of time available for them to indulge on social media while in school.

While at home some students are also required to attend to their homework in addition to helping their parents and other siblings on domestic tasks. This means that most of the students may have very little time both in school and at home to attend to social media. Therefore, the inability of most of the students to spend more time on social media could largely due to time constraints. It is, however, interesting to note that some

students spent as many as five hours on social media in a day. While it was not immediately clear to this study where the students got all this time to spend on social media, further discussions with a few students revealed that some of the students used social media and other activities concurrently. For instance, some students confided to this study that they visited their social media while at the same time doing private studies at home or attending to other domestic chores.

“while at home, I often chat with my friends through social media, while at the same time reading or preparing meals, since no one bothers to control me on my social media usage habit”, remarked a student.

Although students generally tended to downplay the extent of the time spent on social media, the discussions held with teachers and some students revealed that most of the students who were using social media were actually addicted to social media.

One student remarked‘

‘Chatting with my friends through whatsapp is interesting, entertaining and educative’’. Yet another student observed “I cannot go for a day without checking my friends on social media. I always want to get updates, latest trends and chat with them”’.

Some students also confided to this study that they tried as much as they could to visit their social media accounts even if it is through illegal means. A student said

“at times am forced to sneak from school during games to visit cyber café to visit my preferred social media site” Another student said “I sneak my phone to school and use it to visit Facebook whenever am free”, noted another student”.

Yet another student said,

“I often visit cyber café after school because I cannot do without knowing how my friends are doing. The only way to know how my friends are doing is to chat with them through Facebook”’.

Although the concerned students were uncomfortable disclosing what they meant by ‘illegal means’’, discussions with teachers revealed that some students even sneak out of school to go to the cyber cafes, where they access their social media accounts. One teacher remarked that some students absent themselves from school but was seen at a cyber café for five weeks. Each morning he left home for school but never until the school inquired and student revealed had been visiting cyber café.

Other students even leave home for school in the morning but instead go to the cyber cafes where they spend a considerable amount of time on social media sites. A teacher said

“ imagine one of my student missed school for five weeks” but when we called the parent to know what was happening the parent was surprised as he knew the student was always at school”.

In other instances, some students instead of heading straight home after school in the evening, they select to pass by cyber cafes to access their social media sites before proceeding home. One teacher said that “some students fail o come to school, visits cyber and goes home disguising as coming from school”’.

According to accounts of some teachers, some students even carry civilian clothes, which they use to conceal their identity while in the cyber cafés .A class teacher said “I caught one of my student wearing home clothes on top of school uniform”

Students resorted to concealing their identity after county education office instructed cyber cafes never to allow any student access their business premises for purposes of accessing internet services. The school administration reported that no students should be allowed in cyber cafes in school uniforms

Addiction of any form has the potential of creating psychological disturbance on the individual as one student remarked “I can’t fail to check my whatsapp and facebook to see what is trending” Therefore students who were addicted to social media may have the potential of developing stress and anxiety. A student experiencing such psychological problems may find it hard to concentrate on his/her studies, develop strong interpersonal relationship with colleagues and teachers this is because they may not finish their homework and their academics may be affected negatively. Students without strong interpersonal skills may not have the self-drive to initiate or join academic group discussions neither will they find it easy to consult their subject teachers on issues that are not clear to them. Group discussions afford weak students the opportunity to learn from bright students thereby improving their understanding of issues in particular subjects.

It is important to observe here that most students hold their group discussions after the normal lessons. Teachers too, may only find ample time for consultations after normal class lessons, usually in the evening. Given the option of going for group discussions and cyber cafes to access social media sites, students who frequent social media may opt for the latter a situation that denies them the opportunity to learn through discussions and personalized attention from their teachers. Such students may not do well in their academics in the absence of full concentration in class, group discussions and consultations.

VII. CONCLUSION

The study found out that students frequented their social media networking and more so for long period of time. Most students did their homework as well as engaged in chatting with their friends on popular topics. This indicates that their academic performance was adversely affected. Spending excessive time on social media leads to lack of healthy engagement in major areas of life, more so in academic performance. However, some students were found to use social media for research, contacting teachers on school work and also friends on their academic coverage of the day. This implies that social media is a powerful technological tool that can positively or negatively affect adolescents academic performance..

VIII. RECOMMENDATIONS

The study recommends the school administration and parents should team together to educate adolescents on the risks and benefits of social media networking by highlighting on the problematic behaviors and how these sites can improve their lives socially and academically. Schools should come up with measures that curb the use of mobile phones while the teacher is teaching. School authorities should further impose appropriate consequences on student to enable them manage social media use.

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