INFLUENCE OF SELECTED SOCIAL MEDIA PLATFORMS ON TEACHING-LEARNING PROCESS WITHIN LARE SUB-COUNTY SECONDARY SCHOOLS, NAKURU COUNTY.

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DECLARATION

This research project is my original work and has not been submitted or presented by any other persons for academic credentials in any other institution of learning for award of any academic credit.

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This research project has been submitted with approval by a MIUC supervisor.

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DEDICATION

      I dedicate this work to my friends John Kamau, Mndarcul Njzey and all beings of good will, living or gone to glorify God, and who may read or hear about this work and give objective constructive feedbacks.

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I thank all who contributed in any way to my wellbeing for the good of all according to God's plan. Thanks to head of education department Dr. Suleh, and all stakeholders of Marist International University College (MIUC) especially my supervisor Mr. Fredrick Mwangi. The Franciscan Brothers community kept me for much of the time I was pursuing my education courses at MIUC community. I thank all the members who put life to the two communities.

ABSTRACT

This work targeted to find out how social media can at times affect teaching and learning within secondary schools located in Lare Sub-County of Nakuru County. The researcher had a short experience of students and teachers using and misusing cell phones within the area. After consulting people and available reading materials, the researcher did not find any work that focused specifically on the area of study of this project. The platforms that were considered are WhatsApp, YouTube, Facebook and short messaging services. Five teaching and learning methods also featured. These are library research, classroom presentation, lecture, use of resource person, and field trips. The independent variable were social media accessibility and usage while the dependent variables were preferences for selected teaching and learning methods. A total of two hundred questionnaires from teachers and students were collected and analyzed using statistical package for social sciences. In addition data was collected using sixteen short interviews. Random sampling method was used to pick the respondents. This was basic research that adopted a mixed method paradigm. Some objectives like determining the attitude of respondents towards social media employed quantitative method. Qualitative inquiry was employed, for example, in determining the extent to which teaching-learning inputs and outputs can be attributed to social media. Studies similar to but not exactly this have been carried elsewhere in the past but they did not provide a clear picture of how social media is affecting Lare Sub-County secondary schools' teaching-learning process today. The findings of the research showed that teachers and learners generally have a positive attitude towards social media but are finding it a challenge to use social media platforms in teaching and learning.

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LIST OF ABBREVIATIONS

APA: American Psychological Association

CAK: Communication Authority of Kenya

CUEA: Catholic University of Eastern Africa

FOBO-Fear of Being Offline

FOMO-Fear of Missing Online

GOK: Government of Kenya

MIUC: Marist International University College

SMS: Short Messaging Service

SPSS: Statistical Package for Social Sciences

TIT: Telecommunication and Information Technology

WCER: Wisconsin Center for Education Research

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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND INFORMATION

Teaching and learning is per se a socialization. To teach is to make somebody learn. Instructors can no longer lecture or assign readings from a book and effectively keep a student's attention over the long term (Bynum, 2011). Dunkin and Biddle, (2009) identifies the major variables in teaching and learning as presage, context, process and product. These broad and general variables have many specific dimensions like teaching method, nature of teacher/learner, technology, learning/teaching environment and so on.

The choice of methodology of teaching and learning is affected by many factors like time available, nature of content, resources available, knowledge and skill level of participants and many others. Traditionally, the teaching and learning methodologies have been broadly classified into two: teacher centered and learner centered. This study briefly examined five specific teaching-learning methodologies namely library research, use of resource person, lecture, field trips, and discussion. Some published but not researched opinions suggest that study methods can affect academic performance in big ways. From observation, hearing and reading, the most commonly used teaching-learning methods within the area of study are the lecture, demonstration, practicals and discussion.

Collin, Rahilly, Richardson, and Third (2011) gives the benefits of social media as media literacy, formal educational outcomes, informal education and learning, creativity, individual identity and self-expression, strengthening social relationships, belonging and collective identity, building and strengthening communities, civic and political participation, self-efficacy and wellbeing. Schill (2011), on the contrary states that the social media sites encourage negative behaviors for teenage students. There are policies, laws and guidelines that govern social media

life. Idowu (2017) remarks that advancement in technology has made it easier for people especially the young people to have access to Internet and thus social networking which they join in with friends. Because there are so platforms, many, the researcher selected WhatsApp, YouTube, Facebook and messaging services. The reason for selecting the four is because they have the highest subscribers according to statistics from Communication Authority of Kenya (CCK) in 2016. 39.7 million Mobile phone had already been registered in Kenya by 2016. Kenya Internet users at the time were approximated at 22 million. The table below shows the top towns that use Facebook as at June 2015.

Table 1: *Extent of Facebook usage in Kenya towns*

Rank	City/Town	Facebook Monthly active Accounts	% of Kenya Facebook Active Accounts
1	Nairobi	2.5million - 3million	60.0%
2	Mombasa	300000 – 350000	8.0%
3	Eldoret	50000 – 200000	4.0%
4	Kisumu	100000 – 150000	3.0%
5	Nakuru	100000 – 150000	3.0%
6	Thika	50000 – 60000	1.0%
7	Meru	40000 – 45000	1.0%
8	Nyeri	35000 – 40000	0.9%
9	Kakamega	30000 – 35000	0.8%
9	Kisii	30000 – 35000	0.8%
9	Kitale	30000- 35000	0.7%
12	Kericho	25000- 30000	0.6%

Source: *www. internetworldstatistics.com (2015)*

Any phone can be used to send short messages while other platforms run on slightly advanced phones. 44% of Kenyans had registered smartphones as at 2016 and it is possible for people to share these electronic gadgets. The information in social media is usually current but its authenticity is also questionable. The researcher is already using the four platforms and has a long list of teachers and learners who are also using the platforms. It was not clear to the researcher and many people how the platforms are affecting teaching and learning in the area of study. According to Vigmo, Bowen and Lantz (2015), when technologies are normalized in our everyday life, they are not as separate, scary, or dangerous as imagined.

In most secondary schools in Kenya, students are not allowed to have their own electronic gadgets for interacting on social media. Most teachers, parents and adult friends of students have smartphones, tablets, laptops, and computers that connect to Internet. It is evident that a good number of students are able to use computers and other electronic gadgets especially when they are out of school compound. .It is said that some teachers will give a lot of assignments but will not mark them because their time is spent on social media. Some students will not do thorough work on their class presentations because they spent good time on social media entertainment, aimless chats and irrelevant information quest. The other side of social media is that timely and up to date information can be shared conveniently on social media. Modern teaching and learning resources are electronic gadgets that have made learning interesting. Teachers and learners conveniently perhaps informally or formally get information on social media that enrich studies. This study aimed at finding out if any of the selected social media platforms affected the preference of some of the selected study methods employed and how.

The study was carried on two rural day secondary schools in Nakuru County where information was collected from 27 teachers and 173 learners. The researcher used interviews and

questionnaires to collect the desired data within the month of September 2017. After looking around, the researcher found no study to prove whether there is any relationship between study methods chosen and social networking in schools. It was also in the mind of researcher to find if the relationship was negative or positive in case it existed. For these and more reasons, the researcher found it necessary to attempt to carry out the study in that time of history.

1.2 STATEMENT OF THE PROBLEM

The researcher had lived and worked as a teacher in the area for over three years. He observed that almost every aspects of life including teaching and learning methodologies keep evolving day by day. A debate on whether social media is of any use in a secondary school environment will attract varied views. Some will say that even some teachers get addicted to social media and fail to concentrate well on their duties and roles. Many teachers may hold on to the view that social media is making good contribution to teaching and learning in that it is possible to conveniently do research on social media, and link with many resource people as needed by secondary school curriculum. Students are likely to be excited when they get to social media and some of their responses in class might be attributed to social media.

Most learners in Lare Sub County, according to the researcher's observations, can have access to simple phones while most teachers use smartphones to get into one or more social media platforms at least for a few minutes per day. The latest preference and nature of Lare secondary schools' teaching-learning style has not been checked if it has anything to do with the time spent on social media and how. This was the area of concern for this study though in a limited way as the scope and limitations of this study shows. It was in the interest of the above background that this study assessed the influence of selected social media platforms on teaching-learning process within Lare sub-county's secondary school Nakuru County.

1.3 OBJECTIVES OF THE STUDY

The general objective of the study was to investigate the effects of social networking on the choice and utilization of study method in secondary schools of Lare sub county- Nakuru County, Kenya. The specific objectives that this study sought to meet were:

i. To determine the perception of Lare Sub County secondary school students and teachers towards social media usage as a study tool

ii. To determine if four major identified challenges were facing use of social media in teaching and learning within Lare Sub County secondary schools

iii. To assess the general use of social media in teaching and learning within Lare Sub County secondary schools

1.4   RESEARCH QUESTIONS

The research questions were derived from the objectives.

i. Do secondary school teachers and learners within Lare Sub-County, Nakuru County, have a positive attitude towards social media as a study tool?

ii. Are secondary school teachers and learners within Lare Sub-County, Nakuru County, finding social media addiction, lack of money, and lack of expertise as challenges of social media?

iii. Are many teachers and learners using social media in teaching and learning within Lare Sub-County, Nakuru County, secondary schools?

1.5 SIGNIFICANCE OF THE STUDY

The finding of this study can send light concerning the reality in Lare Sub County's secondary schools as far as social media and studies are concerned. The people in charge of

drawing and updating policies to guide social media usage by secondary school students and/or teachers might find the study useful. It follows that the bodies responsible for supplying other resources or services associated with social media would be able to make informed decisions as far as Lare Sub County is concerned. Because the research is too general and social media world evolves rapidly, future researches may get useful ideas from the findings of this one.

1.6 SCOPE OF THE STUDY

The researcher intended to do a study of all the nine secondary schools in Lare Sub County by sampling students and teachers appropriately. Time and resources could allow the study to cover all the teachers, students and interest groups in Lare Sub County. There are so many social media platforms but only four were included in this study. These were WhatsApp, Facebook, YouTube and short messaging service. They were used to find out whether social media had any influence on teaching-learning process in secondary school. Whatever else social media does on students and staff was not investigated. Because the teaching-learning process is too complicated, the research concentrated on one aspect of the process namely the teaching and learning methodology. There are many teaching and learning methodologies so the research covered a few namely library research, class presentation, lecture, field trip and use of resource people. A number of assumptions were made and the effect of some varying factors were overlooked as observed in the limitations section.

1.7 LIMITATION OF THE STUDY

As stated earlier, there were so many social media platforms and so many teaching methods. Also specific subjects or topics tended to favor specific method of study. General and common methods of teaching were selected to try and cope with this limitation.

1.8 CONCEPTUAL FRAMEWORK

The researcher conceptualized the independent and dependent variables. According to Oso and Onen (2005), a conceptual framework is a scheme of concepts which the researcher operationalizes in order to achieve the set objectives. The first group of variable were some challenges of social media as picked by the researcher. These included resources, knowledge and skills, addiction and ability to quantify or measure the various dimensions of social media. The second group of variables implied were attitude of teachers and learners towards social media usage as a study tool. Positive attitude was likely to lead to more usage of social media by the stakeholders while the reverse was true. This was the connection between the first and the third objective of this research. Most of the variables were intertwined with the all objectives of this study.

Figure 1: *Influence of social media on teaching-learning process*   *Source: Author (2017).*

The complete oval in the diagram above encloses the physical area of school environment. Social media environment covers a broader physical area including that of school. The oval with arrows represents the complexity that arise when teachers and learners respond to social media influences within and outside the school compound especially during formal teaching-learning process.

1.9 OPERATIONAL DEFINITION OF KEY TERMS

In the context of this paper, the following words and phrases were understood as defined below.

Social Media Platform- an application program that enables a person communicate with huge number of people in different places especially through the Internet.

Library research-a teaching-learning methodology where a learner requires extensive reading in order to achieve a defined objective.

Influence-noticeable indirect change(s) made by something or somebody on another

Teaching-Learning- a range of processes involving teachers assessing learning needs, establishing specific learning objectives, developing teaching and learning strategies, implementing plan of work and evaluating the outcomes of the instruction.

Lecture-an old teaching style where a teacher is viewed as an expert full of knowledge while the learner is viewed as 'empty'. The teacher transfers knowledge to an 'empty' learner and expects the 'knowledge' to be reproduced word for word during examination.

Classroom presentation-a teaching-learning process that allows learners to discuss issues in classroom facilitated by teachers

Field trip-a learning activity where teachers and learners go outside their normal day to day learning area.

Resource person-a different individual from the subject teacher and who contribute to the learner's understanding of the subject in a particular way.

YouTube-A free video-sharing website where users can upload and share video clips

Facebook-a free social networking website that allows users to create profiles, upload photos and video, send messages and keep in touch with friends, family and colleagues.

WhatsApp-an instant messaging application that is obtainable on the new generation of smart phones like IPhone, Android, Blackberry and Nokia mobile phones that permits users to post text messages to each other for free as long as they are connected to Internet.

Short Message Service-commonly referred to as "text messaging," is a service for sending short messages of up to 160 characters (224 characters if using a 5-bit mode) to mobile devices, including cellular phones, and smartphones.

CHAPTER TWO: LITERATURE VIEW

2.0 INTRODUCTION

Mark Connolly (2011),writing in Wisconsin center for education research (WCER) website, said that there were over two billion videos viewed on YouTube, over 250 million Facebook logins and over 65 million twitter messages exchanged on daily basis. That being in early 2010s, it is right to imagine that the figures have gone up a great deal today. As published on www.thecountriesof.com website in 2013, Facebook users topped all social media applications with over 955 million users, followed by Twitter with 500 million users. It appears a common agreement that all social media technologies are here to stay in their current and modified forms. Trends in technological advancements indicate that there are new inventions every day.

Mark Connolly also noted the importance to help students learn how to use social media in an instrumental way, learn how to think deliberately about their use, and consider the sorts of outcomes for which using social media are proper. In the real world, students will find themselves facing a difficult situation involving social media that rules alone cannot resolve. This chapter looks at the positive and negative effects of social media in school settings as presented by different lines of reasoning in line with the three objectives of this study. A smaller part will cover a general overview of social media in Kenya and how it relates with the global society. In general, this chapter will give more details on the three research questions and the three specific objectives presented in chapter one of this document.

2.1 USES, CHALLENGES AND EFFECTS OF SOCIAL MEDIA

Many researches on social media have focused on attitude, extent of use, and challenges. This is probably because the themes are so related. Uses can be constructive or destructive while effects can be looked at as either positive or negative. Most challenges are considered as problems

to be solved. Attitude towards social media develops according to effects, challenges and uses. There are many studies in different places focusing on the effects of social media on different groups of people. For example, Abu-Shanab and Al-Tarawneh (2013) explored the advantages and disadvantages of utilizing Facebook among university students. Another work, closer to this one, by Langat Andrew Chris (2015) examined the influence of social media on study habits of undergraduate students in one of the Kenya universities. According to Langat (2015), the importance of social media among university students include team building, getting timely class updates, as well as exchange of notes and study resources.

The results by both works of Langat and Abu-Shanab & Al-Tarawneh revealed that many university students use social media especially Facebook, WhatsApp, short messaging services and Twitter even during lecture hours. Respondents of Langat (2015) were interesting in that the students stated that social media did not affect their studies negatively during the day but it affected their revision time at night.   The research on advantages and disadvantages of social media was a more general study which overlooked secondary schools and teaching-learning process. The researcher in this study attempted to fill the gap left by many works akin to second research that examined the influence of social media on study habits of undergraduate students in one of the Kenya universities. This work examined rural secondary schools in Kenya.

The general findings of many researches in the area of study of this project showed that social media is indispensable. It really has some influence in many aspects of life today. To start with, Wisconsin Center for Education Research (WCER) researcher Mark Connolly (2011), acknowledges that social media show value in educational settings—as long as they are used prudently. Shy students, for example, are able to express themselves over social media and this creates a sense of belonging.

Earlier on, Fodeman and Monroe (2009), had remarked that Facebook has various functions and is gradually replacing other forms of African entertainment such as the story telling, riddles, songs, music and many other forms of personal interactions. It is so with many other social media platforms today. In short, the one direct influence of social media on teaching-learning process is having study materials in electronic form that can be accessed many times for a very long period and from convenience of many users. The researcher tried to find out how much this positive effect was being realized within Lare Sub-County in Nakuru County.

On the contrary, Facebook, Google, and other web services simultaneously seize and fragment our attention. They can subvert higher-order reasoning processes, including the kind of focus, concentration, and persistence necessary for critical thinking and intellectual development. Some researchers have correlated heavy Internet use with greater impulsivity, less patience, less tenacity, and weaker critical thinking skills, (Connolly, 2011). This is a challenge especially in areas where Internet is steadily affordable and available. The area of study of this project did not have a reliable Internet connectivity.

Some cases of suicide, cyberbullying and unexplained betting related deaths have been attributed to games that are played over the Internet. Advertisements of such dangerous ventures are easily done over the social media. This drawback of social media usage is usually outweighed by the immediate merit mentioned earlier because the cases are rare. PLO Lumumba (2017), speaking on a different issue at court reminded the audience of the rule of "de Minimis non curat Lex". Of small things the law knows no cure. In the area of study, there is only one reported case of a kidnap where social media was used. The abducted victim was recovered through social media networks.

A lot of sensitization is needed within Lare Sub County in order to overcome some disadvantages which are usually from social media addiction. Prolonged Internet use exposes students to interactive, repetitive, and addictive stimuli that produce permanent changes in brain structure and function (Connolly, 2011). Contrary, the more one uses the Internet and social media, the better the brain can skim and scan. But Connolly (2011) found that these gains tend to degrade the capacity for concentration, reasoning, and reflection—in fact the very sort of critical thinking and evidence-based reasoning needed to honestly appraise the full costs of using social media.

At secondary school level school level it is possible to control social media addiction by setting up a computer lab where learners can be allowed at specific time on their own and other times when they are under guided supervision. Teaching and non-teaching staff have personal gadgets and work without direct supervision. This would call for different approaches to control their social media addiction. There are ways and means of controlling behavior as noted by remarkable behaviorist psychologists. In this project, the researcher determined the extent to which secondary schools within Lare Sub County were hit by social media addiction in their teaching-learning process.

Mehmood and Taswir (2013) noted that if social networks are well designed and tailored to specific educational needs of each student, social networking sites can be a useful instrument in improving academic performance among students. It can also offer elasticity in learning, inspire inventive ideas and increase interpersonal interaction among students and instructors. The if clause is providing the conditions necessary for benefits of social media to be realized. There is no formal framework under which social media operates within the schools studied in this work. Schuck and Aubusson (2010),argued that there are many possible ways social media continues to influence

teaching and learning, therefore programmatic studies should be conducted in order for education stakeholders to be aware of how social media impacts on learning outcomes.

As noted in the background section, a lot of Kenyans are using social media but there are few schools that use social media in formal teaching and learning process. In universities there is more usage of social media than in secondary or primary schools. Debates are ongoing as to which is the right age to get to social media.

2.3 STAKEHOLDERS' ATTITUDES TOWARDS SOCIAL MEDIA

The words perception and attitude are sometimes used interchangeably. .According to Divya Goel, Jamia Millia Islamia, and Mitushi Singh (2016), attitudes refer to feelings indicating favor or disfavor, and beliefs are premises about something that are felt to be true. Gall, and Borg (as cited by Goel et al, 2016) gives a more comprehensive definition that an attitude is an individual's viewpoint or disposition with affective, cognitive, and behavioral components, and the cognitive component is one's beliefs or knowledge about the attitude object. Different people would have varied attitudes towards social media depending on several factors. The factors include gender, age, religion, and level of income, locality and many others.

From the number of people who are on one social media or another, it is clear that majority of people have a positive attitude towards the social media in general. For example, (Moreno & Kelb, 2012) says that Studies have shown that adolescents often believe social networking sites reference to be accurate which may influence their own perception and actions. About using social media in formal education especially in secondary schools in Kenya, there is a big group that has a general negative attitude.

As at June 2016, the total internet users in Kenya were approximately 37.7 million, while registered mobile phones were 37.7 million, (GOK, 2016). By Internet user I mean a person who

has access and use of a phone or a computer. It is only when a person has a positive attitude towards something that he/she values it and makes effort to acquire the same. A report by internetworldstatistics website (2016), shows that 5.5 million Kenyans had active Facebook accounts by June 2016. The users keep on increasing day by day as evidenced by earlier reports. For example, Kieti (2015), found that about 4.5 million Kenyans accessed Facebook monthly around the year 2014. He noted that majority users are in big towns and cities.

As observed in the background section, there are more social media users in towns and cities than in the rural areas. This research was conducted in a rural area near Nakuru town. The number of social media users in rural areas is smaller than in town but the percentage of users in any population is on the rise especially in the recent past because of the devolution policies in Kenya government. Kipchirchir (2016), noted on the standard newspaper that the major impact of devolution in Kenya has been the opening up of once marginalized areas of our country. When people are exposed to new things, their attitudes are likely to develop.

2.4 SUMMARY OF LITERATURE REVIEW

All the selected and reviewed researches in this chapter were closely related. There was not one that focused purely on influence of selected social media platforms on teaching-learning process within Lare sub-county's secondary school in Nakuru County. The researcher tried to concentrate on three objectives mentioned earlier. The selected literature showed that social media is being used by people of all kind: young and old, male and female. They also revealed that there are challenges of using social media especially addiction. In teaching and learning process social media was also seen as a tool which has not been fully accommodated. The researcher developed interest in the selected literature because it was closely related to this study.

CHAPTER THREE

REARCH DESIGN AND METHODOLOGY

3.0 INTRODUCTION

This chapter dwells on research methodology. It describes the research area, research design, population, sampling frame, and sample, sampling technique, data collection procedure, data processing and analysis that the researcher used in his work.

3.1 RESEARCH DESIGN

This research used mixed method design although a large part employed descriptive survey approach. Burns and Grove (2003:1995) define a research design as —a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings. It is as a plan that describes how, when and where data are to be collected and analyzed (Parahoo, 1997). Descriptive survey research design is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Orodho, 2003). Both quantitative and qualitative data were collected using questionnaires and an interview schedule. Mixed method allows explanation, interpretation, assessment of an occurrence and addressing a question at different levels (Creswell, 2003).

3.3 THE TARGET POPULATION AND SAMPLE

The target population consisted of secondary school teachers and students from secondary schools in the area of study. Teachers and students are the key stakeholders in teaching and learning process. Kombo and Tromp (2006) explained target population as a group of individuals, objects or items from which samples are taken for measurement. There are nine day secondary schools in Lare Sub County three of which are private and a bigger percentage of learners are fully government sponsored. Due to time and cost limitations, the population could not include other people who would as well provide vital information like parents and close acquaintances of

secondary school students as well as internet service providers or researchers. A sample is a part of the target population which has been systematically picked as its representative (Oso and Onen, 2009). Because of the large population of the target group, the researcher collected data from one private school and from one public school as explained in the sampling technique section. The table below shows the manner in which the researcher collected the data.

Table 2 *Sample Size*

Secondary Schools	Student population	Student Sample Size	Teacher Population	Teacher Sample size
Public School	248	83	18	13
Private	271	90	20	14

Source: Researcher (2017)

Some four teachers and twelve learners from among the ones who responded to questionnaires were picked randomly for interview. This is due to constraints in the study which has a large population. Sigh & Nath (2007) affirms the impossibility of doing research with the whole population due to limitations in cost, time and other factors which make it difficult for the researcher to get information from the whole population.

3.4 SAMPLING FRAME AND TECHNIQUE

Orodho and Kombo (2002) define sampling as the process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group. The researcher had to use a sampling frame to pick students and teachers. According to Kothari (2004), a sampling frame consists of a list of items from which the sample is to be drawn. All the nine secondary schools in Lare Sub County were included in the sampling frame. A probabilistic sampling method was used to pick

one private school and one public school. A large sample was preferred to give a clear picture of the scenario in an area of interest. According to table 2 above, a sample of 200 respondents was chosen using simple random sampling. This sample size was settled on after considering the time and resources available for this study.

3.5 DATA COLLECTION INSTRUMENTS AND PROCEDURE

Chandran (2014) defines a data collection instrument as a communication tool between the research objectives and the field subjects or respondents. The researcher of this work used questionnaire and interview as instruments of study. The use of questionnaire was favored over other related data collection methods since it allowed for collection of data within a short period of time from a relatively literate population (Oso & Onen, 2005). Interviews were carried out on both students and teachers in order to gather more information.

The procedure for collecting data involved the researcher giving out questionnaires to respondents, and collecting the filled questionnaires in the month of September 2017. The researcher conducted interviews during the same month at an average of six respondents per day. Permission was sought from relevant authorities for collecting the data and for carrying out this research.

3.6 VALIDITY AND RELIABILITY OF INSTRUMENTS

According to Orodho (2009) validity is the degree to which a test measures what it purports to be measuring. On the other hand, Creswell (2009) defined reliability as the consistency with which an instrument measures the attribute it was designed to measure. To address validity and reliability, the researcher worked closely with research experts as guided by his supervisor. Pilot study was done with Marist College education class and also some available existing materials pertaining validity and reliability of data collection tools were widely consulted.

3.7 DATA ANALYSIS TECHNIQUES

Data analysis refers to examining the collected data in a survey in order to make deduction and inference (Kombo and Tromp, 2006). Data from the questionnaires was analyzed using international business machine (IBM) software called statistical package for social sciences (SPSS). To accurately analyze the data for interpretation, the data was presented using tables, pie charts and bar graphs.

3.9 ETHICAL CONSIDERATIONS

Schurink (2005) refers to ethical issues as concerns and dilemmas that arise over the right way to execute research, more specifically not to create harmful conditions for the participants of inquiry. Authorization to carry out the research was obtained from Marist International University College, and permission sought from the schools where respondents were picked. The researcher also assured the respondents confidentiality in the data collection exercise. The respondents' responses were used only for the stated purpose of this research. All sources of information was acknowledged in the reference list in accordance with the American Psychological Association 6th edition (APA) style with regards to academic integrity.

CHAPTER FOUR

DATA PRESENTATION AND BRIEF EXPLANATION OF FINDINGS

4.1 INTRODUCTION

This chapter focuses on the discussion of the findings of the study on the influence of social media on teaching and learning process. Descriptive statistics were used to analyze the data collected. The study results showed that many people would wish to be using social media in general. The people in the target population seemed to agree that the area cannot afford to have every person accessing social media as at now. This means that there is not a huge impact of social media on teaching or learning process within secondary schools of Lare Sub County.

4.2 QUESTIONNAIRE RETURN AND RESPONSE RATE

A total of 200 questionnaires were administered to students and a total of 30 questionnaires were administered to teachers. 173 well filled questionnaires were realized from learners while 27 questionnaires were returned by instructors. According to Mugenda and Mugenda (2003), this response rate is excellent for an empirical study since it is more than 80% of the targeted sample.

4.3 DEMOGRAPHIC CHARACTERISTICS OF THE PARTICIPANTS

The table 3 below is a representation of valid questionnaires collected from learners.

Table 3: Gender distribution of learners

	Frequency	Percent
MALE	90	52%
FEMALE	87	48%
Total	173	100%

Source: Author (2018)

The number of female learners is almost the same as the number of male learners in the sampled schools. More girls did not return their questionnaires compared to the boys. From one school, 90 questionnaires were collected while from the other 83 well filled questionnaires were

returned by students. The researcher was helped by class teachers to collect the data. The researcher randomly picked three male students and three female students for interview from each of the two schools sampled. Thus the total students interviewed were twelve. Age bracket of most learners in the selected schools is 14-19 years. Majority of students in form one and form two would be between 14 and 16 years while majority of senior students are between 17 and 19 years. The table 4 below shows the age bracket of learners who participated in the survey.

Table 4: Age distribution of learners

Age	Frequency	Percentage
BELOW 14	3	1.7%
14-16	78	45.08%
17-19	76	43.9%
OVER 19	16	9.2%
Total	173	100.0%

Source: Author (2018)

Three teachers did not return their questionnaires for varied reasons. Therefore a total of 27 questionnaires filled by instructors were collected and analyzed from the two schools. The number of female instructors is less than that of male instructors in both schools where this study was done. Fifteen of teachers (56%) who filled and returned the questionnaires were male. Female teacher respondents were 12 (44%). From each of the sampled schools, one male and one female teacher was picked at random and interviewed. Majority of the teachers in the sample were between 25 and 29years old as portrayed by table 5 below.

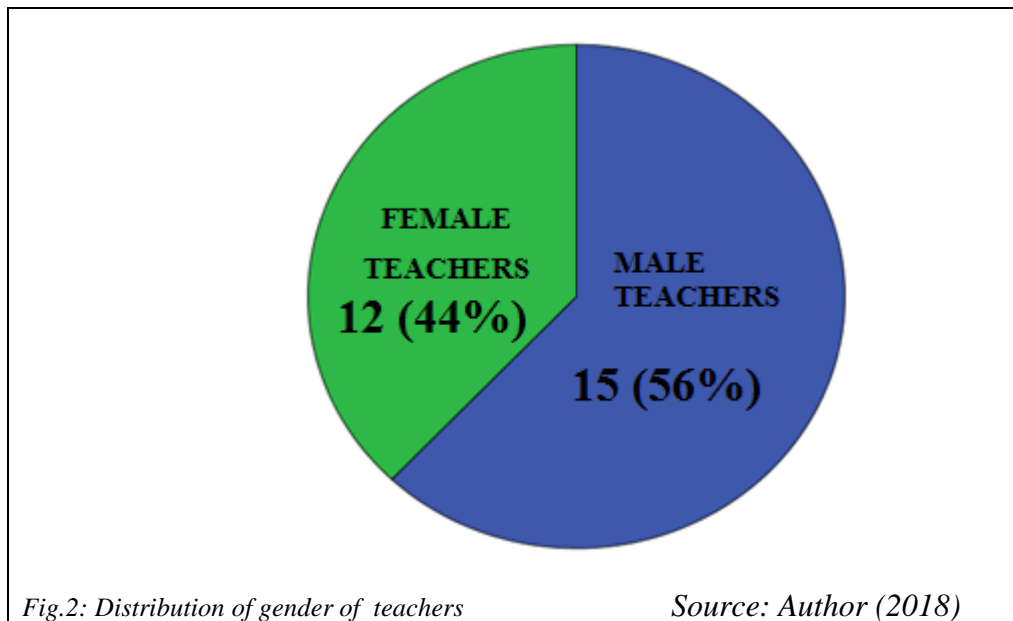*Table 5:* Age distribution of teachers

Age	Frequency	Percentage	Cumulative percentage
20 TO 24	6	22.2%	24.1%
25-29	11	40.7%	62.1%
OVER 30	10	37.0%	100.0%
Total	27	100.0%	

Source: Author (2018)

The pie chart below represent the gender distribution of teachers who filled and returned their questionnaires.

Fig.2: Distribution of gender of teachers   *Source: Author (2018)*

4.4 ATTITUDE OF LARE TEACHERS AND LEARNERS TOWARDS SOCIAL MEDIA

The questionnaires issued contained more than four questions that targeted on finding the perception of teachers and learners towards social media. The researcher assumed that the current attitude can continue into the future and also affect the usage of social media. It is true that usage is what leads to effects therefore some attitude questions are analyzed at the effects subheading. From the way the respondents answered the questions, the researcher observed that in general there is a positive attitude by both teachers and learners in Lare Sub County secondary schools but many respondents do not feel it is yet time to use social media in formal teaching and learning.

Asked if secondary school students should be taught how to effectively utilize social media in teaching and learning process, 16 (58%) teachers and 125(72%) students gave a positive response as portrayed by the pie charts below.

Figure 3a: Teachers' attitude towards teaching of social media

Figure 3b: Learners' attitude towards teaching of social media   *Source: Author (2018)*

Concerning the future of social media in schools, 136 (78.6%) learners and 15 (55.5%) teachers said that social media will be used in all schools. The question did not specify which schools and how. Perhaps that is why there was a mixed attitude as reflected by the tables below. Some learners may not have thought of the wider picture when they were responding to this question. It is very difficult to have every school using social media. Who knows whether social

media will be overtaken by some new fashion and disappear as quickly as it appeared? But social media is penetrating in schools day by day. Tables 6 and 7 below shows a summary of the responses.

Table 6: Teachers Future prediction

In future most social media platforms will be used in all schools			
	Frequency	Percent	Cumulative Percent
STRONGLY DISAGREE	1	3.7%	3.7%
DISAGREE	9	33.3%	37.0%
UNDECIDED	2	7.4%	44.4%
AGREE	12	44.4%	88.9%
STRONGRY AGREE	3	11.1%	100.0%
Total	27	100.0%	

Source: Author (2018)

Table 7: Learners Future prediction

In future most social media platforms will be used in all schools

	Frequency	Percent	Cumulative Percent
UNDECIDED	23	13.3%	13.3%
STRONGLY DISAGREE	11	6.4%	19.7%
DISAGREE	3	1.7%	21.4%
AGREE	41	23.7%	45.1%
STRONGRY AGREE	95	54.9%	100.0%
Total	173	100.0%	

Source: Author (2018)

4.5 EFFECTS OF SOCIAL MEDIA IN LARE

Students are not allowed to have phones in school but 15(58%) of them, and 136 (79%) of their teachers agreed that many students in the area schools are able to access some social media platforms in their homes.26 (98%) of the teachers and 135 (78%) of their students agreed that majority of teachers were using at least one of the social media platforms cited in this work. Some

teachers added that that it promoted creativity in teaching but very few teachers had put social media on a lesson plan or scheme of work as instructional resource. Majority of teachers, 20 (76%), and 78(45%) of learners said that teachers do not use social media in teaching or learning process. These are contrasting observations from the two parties. This is repeated where 121 (69.9%) learners said that learners in the area utilize social media in learning by getting useful information. 21 (77.7%) of the teachers did not agree that learners are using social media in learning process. It seems that either the learners or the teachers gave the wrong data for this question. The charts in figures 4a and 4b below shows how the respondents contrasted.

Question: Learners use social media in teaching learning process

figure 4a: Students responses

figure 4b: Teachers responses

Source: researcher (2018)

The main positive effects of social media cited by the respondents during interviews were entertainment, fun, communication, discussion, research, motivation and others. It was clear that the few who frequented social media did not use it with a learning objective. However from the researchers' experience of using social media, there is usually something to learn from it. During the interviews, the learners that said that they access social media generally seemed more confident and informed about current affairs than those who never used it. Fear of being offline (FOBO)

refs to internet addiction disorder and it has not reached Lare Sub County Secondary schools yet. Some effects are also challenges to some extent as will be observed in the next subheading.

On being asked whether social media is advantageous in schools, 68% of the instructors and 40% of learners gave a negative response. The responses from learners were generally the opposite of the responses from instructors. The diagrams below shows how the respondents answered the question.

Figure 5: Teachers' responses   *Source: Author (2018)*

Social media can have an overall advantage than disadvantage for schools today

Figure 6: Learners' responses   *Source: Author (2018)*

The learners are not allowed to use phones in schools yet majority of them think social media is advantageous. It was difficult to tell why the learners or teacher conclude that it is better or worse to use social media in teaching and learning. It is true the that social media has reached Lare Sub County but has not yet significantly affected teaching and learning process as at now. The teachers who accept that learners should be taught how to use social media think that social media cannot have an overall advantage. This is somehow inconsistent. But the learners were consistent because they welcome the social media idea and think it will be advantageous. One advantage difficult to substantiate and which 109(63%) of learners agreed with is delivery of hidden curriculum. Only 8 (26.6 %) of teachers felt that social media plays any role in delivering of hidden curriculum. It was difficult to know who was correct and right.

When a question was posed as to whether social media is affecting teaching and learning process, 23(85 %) of teachers as well as 126(73%) of the learners gave a yes. It was not easy to explain how social media was changing teaching and learning but the phrase 'to some extent' in

the question may have made the respondents give a positive answer. The following tables show

the distribution of the responses.

Table 8: Teachers opinion on effects of social media
Social media is changing teaching and learning in our schools to some extent

	Frequency	Percent
DISAGREE	4	13.8%
UNDECIDED	2	6.9%
AGREE	20	69.0%
STRONGRY AGREE	3	10.3%
Total	29	100.0%

Source: researcher (2018)

Table 9: Learners opinion on effects of social media
Social media is changing teaching and learning in our schools to some extent

	Frequency	Percent
UNDECIDED	20	10.7%
STRONGLY DISAGREE	15	8.0%
DISAGREE	15	8.0%
AGREE	61	32.6%
STRONGRY AGREE	76	40.6%
Total	187	100.0%

Source: researcher (2018)

17(62.9 %) of teachers and 90(52 %) of learners agreed that their choice of teaching and

learning methods is related to their social media behavior but very few gave concrete examples

how. One teacher that disagreed remarked, "things on social media are not related to curriculum.

Instructors use syllabus". Some students that agreed said that they used social media for research

and planning of activities. The charts below shows how teachers and learners gave their feedbacks.

Nowadays, the choices of teaching-learning methodologies like lecture method, discussion, resource persons, field trips and 'homework' are somehow related with social media behavior of instructors and learners
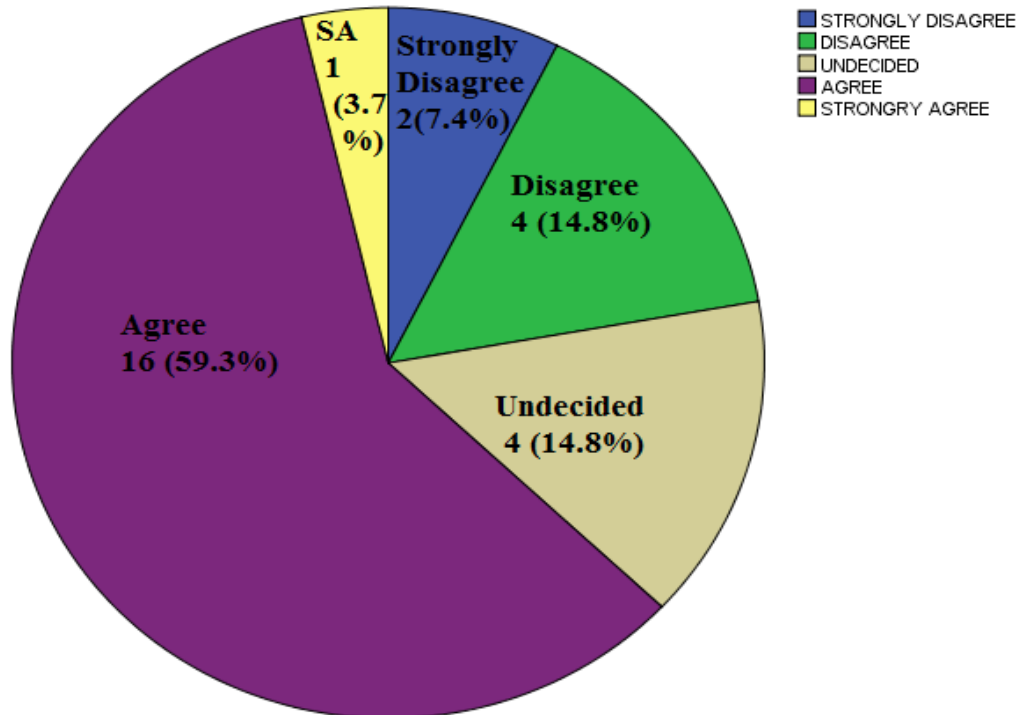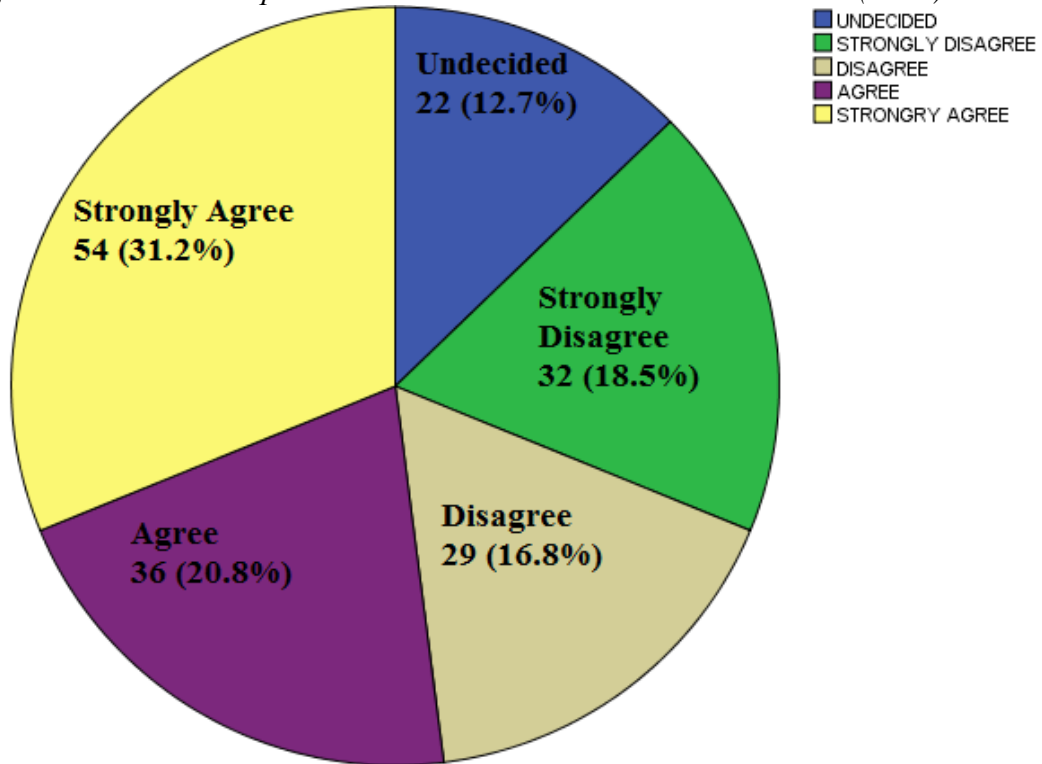

Figure 8: Learners' responses   *Source: Author (2018)*

4.6 CHALLENGES OF SOCIAL MEDIA IN LARE

The researcher had some general social media challenges from previous researches and wanted to test if they were also challenges with secondary schools in Lare Sub County. As it came out, addiction to social media is not a problem in Lare as yet. 15(55.5%) of teacher and 54(40.5%) of the learners said it is a problem in our schools. In addition 87(50%) of learners and 10(37%) of teachers agreed that social media wastes time that the teachers and learners would have otherwise used for studies. The pie charts below shows how respondents treated the addiction questions.

Question: Social media addiction is a problem to teaching and learning in our schools.

Figure 9a: Learners' responses   *Figure9b:Teachers' responses*

Source: Author (2018

Social media accessibility needs monetary inputs for buying the gadgets, buying internet bundles, maintenance of the gadgets and so on. After all time is money. 30(17.3%) of students were undecided whether there are enough resources to support their social media activities in school. The government of Kenya is responsible of providing electronic resources to learners but it is not clear whether the resources provided so far are compatible with some social media platforms. All the same as the economy grows there are more people who are accessing social

media and perhaps that is the reason why 58(32.5 %) of the learners think that there is enough

money to sustain social media in studies. Table 10 below summarizes the learner's responses.

Table 10: Learners responses on money as a social challenge
There is not enough money to enable our students use social media for studies

	Frequency	Percent	Cumulative Percent
UNDECIDED	30	17.3%	17.3%
STRONGLY DISAGREE	39	22.5%	39.9%
DISAGREE	19	11.0%	50.9%
AGREE	34	19.7%	70.5%
STRONGRY AGREE	51	29.5%	100.0%
Total	173	100.0%	

Source: researcher (2018)

The teachers understand the question of resources not so much differently but perhaps

better than the learners. It was found that 85(49.4%) of learners and 17(59%) of teachers agreed

that there were not enough resource to support social media in the area of study. Table 11 below

shows how the teachers responded to the question on resources.

Table 11: Teachers responses on money as a social media challenge
There is not enough money to enable our students use social media for studies

	Frequency	Percent	Cumulative Percent
STRONGLY DISAGREE	3	11.1%	11.1%
DISAGREE	3	11.1%	22.2%
UNDECIDED	5	18.5%	40.7%
AGREE	12	44.4%	85.2%
STRONGRY AGREE	4	14.8%	100.0%
Total	27	100.0%	

Source: Researcher (2018)

There was a question as to whether people of Lare Sub County knew how to use the social

media. Many teachers, 21(79%), and 100(58%) of students agreed that secondary school students

within Lare Sub County were accessing some social media at home. When asked if students knew how to use social media for studies, 78(45%) of students and 16(58%) of teachers gave a negative response. The assumption of the researcher was that any person who knew how to use a social media is able to use it for studies if she or he is willing. No wonder majority of the respondents agreed there is need to train stakeholder on the proper usage of social media. There is no way a person who is prohibited from using something would be an expert of using it. Perhaps he or she may have been a former guru. But it is true that secondary school students have not been exposed to social media.

Social media changes so fast before it is fully studied. That may be the reason why 98(57%) of students and 12 (43%) of teachers agree it is hard to know the exact social media status within the area of study at a particular time. There is another school of thought that says the more we change the more we remain the same.

CHAPTER FIVE

SUMMARY, INTERPRETATION, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY OF THE STUDY

The purpose of this study was to investigate the influence of at least one of selected platforms (Facebook, YouTube, short messaging services, and WhatsApp) on selected teaching-learning methods. Three objectives guided the study. These were: To determine the perception of Lare Sub County's secondary school students and teachers towards social media usage as a study tool; To determine how much four major identified were challenges facing use of social media in teaching and learning within Lare Sub County; To assess the general use of social media in teaching and learning within Lare Sub County.

A literature review was carried out from a variety of sources that included other research works, websites, newsprints, journal articles, e-books among many others. The reviewed literature pointed out some literature gaps that the current study strived to fill. The research design adopted by the study was quantitative method. The study sampled 216 participants comprising both students and teachers who were randomly drawn from secondary schools within Lare Sub County in Nakuru, Kenya. Questionnaires and interviews were used to collect quantitative and qualitative data. Statistical Programme for Social Sciences (SPSS) version 21 was used to get descriptive statistics. The summary of the findings follows:

5.2 DO SECONDARY SCHOOL TEACHERS AND LEARNERS WITHIN LARE SUB-COUNTY, NAKURU COUNTY, HAVE A POSITIVE ATTITUDE TOWARDS SOCIAL MEDIA AS A STUDY TOOL?

The finding of this study indicate that the demographic variables of age and gender, did not have significant predictive influence on general attitude towards social media. Both teachers and learners regardless of their gender had a general positive attitude. Langat and Chris (2015) had found that more females like using social media than males arguing that females are more explorative. Majority of the respondents in this work were not as free to use social media as those

of Langat & Chris' work. Heyam, A. (2014) quoiting from quintly.com website noted that the age distribution of Facebook users is concentrated on the younger categories where 300 million users are 18-24 years old, and 120 million users are between 13-17 years old. That was over five year ago. The trend may not have change much and it can be assumed to be the same for the other social media platforms. Majority of the respondents in this work were 14-25 year and that could be the reason they had a common attitude towards social media. Most children seemed quite interested in participating actively in social networks not specifically designed for young children (Weeden, 2015).

New brooms sweep clean and grass is greener on the other side of the hill ideologies may have led to majority of respondents being eager to use social media. However a large group especially teachers are not comfortable of using social media in formal teaching-learning process. This could be because of complexity of logistics involved in implementing it. Pope Francis (2013) talks about difficulty of leaving comfort zones in order to realize the joy of the Gospel. Many people fear change so to prioritize social media over other instructional resource like text books, and science laboratory materials is difficult.

5.3 ARE SECONDARY SCHOOL TEACHERS AND LEARNERS WITHIN LARE SUB-COUNTY, NAKURU COUNTY, FINDING SOCIAL MEDIA ADDICTION, LACK OF MONEY, AND LACK OF EXPERTISE AS CHALLENGES OF SOCIAL MEDIA?

The study observed that teachers and learners understand the challenges facing social media differently. Teacher have access to student data and are aware of the backgrounds of more learners more than the learners have information of their fellow learners. Also teachers are closer to their colleagues than they are closer to their learners. Therefore some information about teachers is known to teachers and not learners. Likewise, it is possible for learners to have information about their fellow learners and which teachers may not have.

The learners have controlled access to electronic gadgets therefore they do not suffer from fear of being offline (FOBO) and fear of missing out (FOMO) disorders. The teachers may be occupied with teaching so much so they do not misuse social media. However it is possible to get some young teacher who spend questionable time on social media. That may be the reason why more teachers agreed that social media addiction is a problem in schools while few learners think it is not a problem. In general, addiction to social media has not a hit the area of study as yet.

Money may never be enough as reflected in the teachers' and learner's responses in the previous section. Some people may have thought that the researcher wanted to donate resources to them so they had to say they did not have otherwise they would not be given. Some learners may prioritize smartphones over other things because of curiosity. There was a promise by the leadership of Uhuru and Ruto government of Kenya to provide ample resources in schools. Actually it is the responsibility of the government to provide quality education to its citizens. The study shows equal percentages of students and teachers that think there are not enough resources for supporting use of social media within the area of study. The area does not fall within the poorest counties as presented on the daily nation newspaper of Friday March 23rd, 2018 so it is one may be tempted to conclude that there is money. Gandhi said that there were enough resources to support the needs of the world but there are not enough resources to support human greed.

Another challenge explored by this study was the knowhow to use social media. Not anybody can use SMS with any phone. When a person is computer literate s/he is expected to have an easy time in operating phones and computers. The researcher found no person with a valid international computer driving license but almost all the respondents had used a kind of a phone in their day to day life. All the teachers owned good phones. There are no formal schools for training social media usage but there exist computer classes. There is not strong internet

connectivity in the area of study and which is a requirement for many social media platforms. The researcher observed that most teachers were exposed to basic telecommunication and information technology (TIT) skills but very few had TIT as a teaching subject. There were TIT lessons in the sampled schools but it was not yet an examinable subject. It is the role of national curriculum developers to design a TIT syllabus for secondary school students but the research found localized TIT curriculum in some schools in the area of study. The expression by majority of respondents of a need to teach social media usage coupled with acceptance that they did not have adequate knowledge and skills was an indicator that there is a challenge.

5.4 CONCLUSION

The study concluded that within secondary schools of Lare sub county –Nakuru, social media platforms namely Facebook, YouTube, WhatsApp and short messaging services do not affect teaching methods-learning methods namely lecture, fieldtrips, library research and classroom discussions. This is because most teachers and learners do not spend a lot of time on social media owing to factors like lack of resources and interest. The teachers and learners in the area of this study are willing to try out using social media in teaching learning process but they are worried about its implementation process.

5.6 RECOMMENDATIONS

The researcher recommends incorporation of some social media platforms in formal teaching-learning process. The various stakeholders will have a role to play in the whole implementation process. The introduction of the new approach of using social media in secondary schools within the area of study should be gradual and meticulous. A lot of research should be initiated in order to develop fine-tuned programs. To be specific, the study proposes the following:

i.   development of social media curriculum for secondary school learners

ii.   formulate rules, regulations and policies that allow more learners use social media comfortably

iii.   capacity building of school staff on social media utilization

iv.   development of programs for rehabilitating social media addicts in future

5.7 SUGGESTIONS FOR FURTHER RESEARCH

This study focused shallowly on the influence of social media on teaching-learning process within secondary schools in Lare sub county-Nakuru, Kenya. Generalization cannot be done based on such inadequate work. It would therefore be necessary for other studies to be carried out in a broader area in Kenya for the study to be generalized. To a greater extent, quantitative research method was employed. Well balanced mixed methods approaches are needed in order to investigate if the findings would be similar. The following areas are therefore suggested for further research:

a) A case study of influence of specific social media platforms on specific secondary school subject performance

b) A study on the challenges facing introduction of social media in Kenya primary school students

c) Development of social media platforms in Kenya education system

APPENDIX

RESEARCH PERMIT

QUESTIONNAIRE

MARIST INTERNATIONAL UNIVERSITY COLLEGE (MIUC)
CONSTITUENT COLLEGE OF THE CATHOLIC UNIVERSITY OF EASTERN AFRICA
P. O. Box 24450 Karen, 00502 Nairobi
Tel: 254-02-2012787 / 2012797; Fax: 254-20-2389939

11TH SEPTEMBER, 2017

TO WHOM IT MAY CONCERN

RE: GERALD KARIUKI KAMAU (B.Ed/414/14/15)

Assistance for Research Exercise.

The person named above is registered as a full time student at Marist International University College. We kindly request you to assist him to carry out a research exercise.

The research topic to be carried out is: *Influence of Selected Social Media Platforms on Teaching-Learning Process within Secondary Schools in Lare Sub-County.*

The research project being undertaken is done as a partial fulfillment of the requirements for the award of a Bachelor of Education in this Institution.

We would therefore be most grateful if you will kindly facilitate the exercise in whichever way possible and we thank you very much in advance for your cooperation.

Yours sincerely,

BR FRANCIS VERYE,
DEPUTY PRINCIPAL ACADEMIC

Dear Teacher/Respondent,

I am a student at Marist International University College, a constituent college of the Catholic university of Eastern Africa. I am undertaking a research on the influence of selected social media platforms on selected teaching and learning methods within secondary schools in Lare Sub County, Nakuru. I humbly request you to take part in the success of this research by responding to this questionnaire to the best of your knowledge. I promise you that the information you give will be treated as highly secretive and is only meant for academic research. You are not required to fill any of your personal identification details.

Thank you in advance.

…

Gerald Kariuki Kamau,

Researcher

INSTRUCTIONS: Please tick (✓) where appropriate.

Section A: Personal Details

1. What is your gender?

Male ☐   Female ☐

2. What is your age bracket in years?

Below 20 ☐   20-24 ☐   25-29 ☐   over 30 ☐

3. For how long have you worked in this school?

Less than 2 years ☐   over 2 years ☐

Section B: Rate the following statements using the following: Strongly Disagree (SD). Disagree (D), Strongly Agree (SA), Agree (D), Undecided (U).

		SD Strongly Disagree	D Disagree	U neutral Undecided	A Agree	SA Strongly Agree

5	Secondary school students need to be taught how to constructively use Facebook, WhatsApp, YouTube and SMS smartphones					
6	Social media has overall advantage than disadvantage in schools today					
7	In future most social media platforms will be used in all schools					
8	Many students in our schools at least use some social media in their homes					
9	Most teachers in our schools are using some social media daily					
10	Social media is changing teaching and learning in our schools to some extent					
11	There is not enough money to enable our schools use social media for studies					
12	People in our schools don't know how to use social media properly for studies					
13	Social media addiction is a problem to teaching and learning in our schools					
14	It is impossible to tell how much social media is contributing to our schools wellbeing					
15	Many teachers frequently benefit from social media by getting information that is useful in teaching-learning process					

16	Irrelevant information from Social media consumes some teachers' time for attending to learners needs					
17	Our students use social media to search answers to some examinable areas					
18	Social media assists our schools in delivery of hidden curriculum					
19	Nowadays, the choices of teaching-learning methodologies like lecture method, discussion, resource persons, field trips and 'homework' are somehow related with social media behavior of instructors and learners					

SECTION C

20. Please, if you can, provide a suitable example/reason to support your answer in question 19 above.

………

………

End of questionnaire. Thank you for participating.

Dear Student/Respondent,

I am a student at Marist International University College, a constituent college of the Catholic university of Eastern Africa. I am undertaking a research on the influence of selected social media platforms on selected teaching and learning methods within secondary schools in Lare Sub County, Nakuru. I humbly request you to take part in the success of this research by responding to this questionnaire to the best of your knowledge. I promise you that the information you give will be treated as highly secretive and is only meant for academic research. You are not required to fill any of your personal identification details.

Thank you in advance.

…

Gerald Kariuki Kamau,

Researcher

INSTRUCTIONS: Please tick (✓) where appropriate.

Section A: Personal Details

4. What is your gender?

Male ☐ Female ☐

5. What is your age bracket in years?

14 and below ☐ 14-16 ☐ 17-19 ☐ over 19 ☐

6. For how long have you been a student in this school?

Less than 2 years ☐ more than 2 years ☐

Section B: Rate the following statements using the following scale Strongly Disagree (SD). Disagree (D), Strongly Agree (SA), Agree (D), Undecided (U). Please tick (✓) where appropriate.

		SD Strongly Disagree	D Disagree	(U) neutral Undecided	A Agree	SA Strongly Agree
5	Secondary school students need to be taught how to use Facebook, WhatsApp, YouTube and SMS smartphones in a good way					
6	Social media can have an overall advantage than disadvantage for schools today					
7	In future most social media platforms will be used in all schools					
8	Many students in our schools are able to access some social media platforms in their homes					
9	Most teachers in our schools are using some social platforms media daily					
10	Social media is changing teaching and learning in our schools to some extent					
11	There is not enough money to enable our students use social media for studies					
12	People in our schools don't know how to use social media properly for studies					
13	Social media addiction is a problem to teaching and learning in our schools					

14	It is possible to know how many students can afford to buy smartphones in a class					
15	Many students frequently benefit from social media by getting information that is useful in study process					
16	Social media takes some teachers' and students' time for revision					
17	Our teachers use social media to exchange useful materials for teaching					
18	Social media assists our schools in delivery of hidden curriculum					
19	Nowadays, the ways of doing studies like discussion, using resource persons, field trips, 'homework', and class presentations are somehow related with social media behavior of students and teachers					

SECTION C

20. Please give one example/reason to support your answer in question 19 above if you have.   .

………

………

………

…………………………………………………………………………………………………

End of questionnaire. Thank you for participating

INTERVIEW QUESTIONS

1. In general, what do members of your school use Facebook, WhatsApp, YouTube, and sms for?

2. how has social media affected the following teaching methods

      a) lecture

      b) research/ assignments

      c) classroom discussion

      d) resource person

      e) field trip

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