

**EFFECTS OF SOCIAL MEDIA USAGE ON THE TEACHING-LEARNING  
PROCESS AT MACHAKOS TOWNSHIP SECONDARY SCHOOL, MACHAKOS  
COUNTY, KENYA**

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**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION,  
HUMANITIES AND SOCIAL SCIENCES IN PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF BACHELOR  
OF EDUCATION ARTS OF GREYSON UNIVERSITY**

**DECEMBER 2024**

## DECLARATION

### Student Declaration

This research project is my original work and has not been presented for the award of a degree or any similar purpose in any other institution.

Signature:  \_\_\_\_\_ Date: 06/12/2024

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## **DEDICATION**

I would like to dedicate this project to my family for their inspiration and great support, my relatives at large and other every special and wonderful soul whose prayers and support overwhelmed me.

## **ACKNOWLEDGEMENT**

My special thanks to God for enabling me to come this far in my studies. Secondly, am grateful to my family for immense support throughout the study period. Finally, I sincerely thank my supervisor Mr. Peter Siele, for this invaluable insight in writing this research.

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## **Abbreviations and Acronyms**

<b>ICT</b>	- Information Communication Technology
<b>IT</b>	- Information Technology
<b>KCSE</b>	- Kenya Certificate of Secondary Education
<b>SNS</b>	- Social networking sites

## **Operational Definition of Terms**

Educationalists: People who have special knowledge of the principles of teaching and learning.

Social networking site: Online forums where user can create an account, own it and connect with other user to share information.

Information communication technology: Is the infrastructure and components that enables modern computing.

## **Abstract**

The main aim of this project was to examine the effects of social media on the teaching and learning process in Machakos Township secondary school, Machakos County, Kenya, given the significant role social media plays in organizational performance. With an increasing number of education stakeholders using social networking sites, social media's influence on students; performance is noteworthy. The study's objective included determining the pattern of social media usage and identifying the constraints encountered by social media users. The target population was 567 individuals, including teachers, parents, parents' representative and class teachers with a sample size of 140. A descriptive survey design was employed, utilizing questionnaires for data collection. Reliability was assessed by splitting the data into two parts. Data analysis involved descriptive statistics such as mean and standard deviation, with findings presented graphs and frequency distribution tables. The study found that 105 respondents have social media accounts, 150 check at schools account in a 1-5 times per day for the purpose of sharing effective teaching methods hence a relationship between social media usage and teaching learning process. The school had a social media account checked daily, but 28.6 % of respondents had limited internet access being a significant barrier to its use. The study concluded that social media could enhance the teaching and learning process if properly integrated and recommended strict regulation of its use in schools to prevent time wastage. Sound policies are necessary to regulate and prevent the misuse of social media.

## **CHAPTER ONE: INTRODUCTION**

### **1.1 Introduction**

This chapter focuses on the background of the study, statement of the problem, research questions, research objectives, hypotheses, the purpose of the study, significance of the study, conceptual framework, delimitation of the study, limitation of the study, and assumption.

### **1.2 Background to the Study**

Social media networking has become the most commonly used communication method which is a result of internet advent in the 1990s. Social media is an online platform where a user can sign up, create an account, communicate, and share information. The revolution of the internet worldwide has led to the development of a large number of web technologies and created an immense network associated with social media. Effects both positive and negative have been posted in the evolution of social media in society. (Techpedia2018).

Social media was invented in 1997 as Six Degrees. This site operated from 1997- 2001. After the discovery of postal services in 550 BC, the telegraph in 1972, the radio in 1981 and the telephone in 1980 communication was made easier across long distances. Six Degrees allowed people to create accounts share information and make friends with other online users. In 2001, the era of online blogging and direct messaging came into existence. Friendster was launched with 3 million users, which now exists as an online gaming system. In 2003 both LinkedIn and Myspace were launched. Myspace became popular with the younger generation. It inspired websites like Facebook which is popularly used today worldwide. YouTube was also launched and became live in 2005, and Twitter was also launched in the following year. Later on, Instagram, Pinterest, WhatsApp, Telegram, Snapchat, and TikTok were launched. (Clause, et al 2015).

The internet has provided many online platforms and tools and the emergence of social networking sites (SNS) has enhanced global linkages of people. However, social media sites have exposed people to online bullying, unrealistic expectations of life, and time wastage.

According to Waweru., (2021), social media use has increased to 10.5 million marking the highest volume in the period observed. WhatsApp and Facebook as the most used social media in Kenya According to a survey conducted. Furthermore, 79% of these users are people ranging from age 18 to 45 years where most of the teachers and learners age range.

According to Clause et al. (2015), the teaching-learning process involves a teacher assessing learning needs, creating learning objectives, developing strategies, implementing the plan, and

evaluating outcomes. It is the act of imparting knowledge, skills, and attitudes to learners. The use of ICT and social networking sites has impacted how education stakeholders assess needs, establish objectives, develop strategies, and implement and evaluate them.

According to Ferriter, (2010), around 50% of educationalists have social media accounts and use them for career advancement and networking. The use of social media has a positive impact on the teaching and learning process worldwide. A study conducted at the University of Cape Town in South Africa found that social media can help form and develop academic groups to boost studying habits.

Social media has also led to exam irregularities. Department of Criminal Investigation (2016) showed that social networking sites led to leakages of KCSE and KCPE examinations in 2015. People use WhatsApp to transfer exam copies not only in Kenya but also in other countries like Algeria, Ethiopia, and Uganda where leaders are struggling to control the use of social media in the education sector, (Andrew et al (2016)).

The use of information communication technology (ICT) in the Kenyan education system has been investigated. Although there is no policy to control the use of social media in secondary schools, mobile phones, and other social networking sites are prohibited except for computers which are allowed for instructional purposes. However, social media can help adapt instruction to students' differences, provide real-time feedback, and strengthen morale in the classroom and at home. In 2016, laptop projects were introduced to class one learners, limiting the usage of social networking sites.

The purpose of this study was to investigate how educational stakeholders are using social networking sites and the challenges that the users face as a result of their use in the teaching-learning process. The effects of social networking sites on educational institutions in Kenya have not been analyzed in the literature. This research will help in investigating whether social media usage has benefits or challenges and its effects on teaching teaching-learning process.

### **1.3 Statement of Research Problem**

According to Maya (2015), the use of social media and technological advancement has effects on teaching and learning processes. Social media use lowers academic performance and leads to less attention to school-oriented activities.

Furthermore, another conducted study shows that social media site affects learners' use of English where they use short forms of words which is replicated in their academic work and examination causing them to fail.

The study conducted by Wright and Michelle in 2008 found that social media and blogs have greatly influenced institutions, making it easier for them to receive feedback from customers and clients. The advancement of information communication technology has allowed institutions to take advantage of research for the betterment of providing quality services. The study suggests that educational institutions should also adopt social media in the teaching-learning process.

About 75% of people who use the internet and social networks spend a lot of time on social media, on average about one hour daily. Teachers' parents and even students are spending much of their time online on social networking sites, this may lead to addiction of usage by teachers, parents, and students which has affected the learning process and there before how students prepare for their examinations. (Maya, 2015).

Social media usage can provide numerous benefits including increased engagement, more individualized learning experiences, and improved communication between teachers and students. Social media platforms can serve as powerful tools for collaboration between students within a classroom or across different schools. However, there are concerns about the potential negative effects of social media usage on focus and attention span among students. Furthermore, the impact of social media usage on teaching and learning is an area ripe for continued research and exploration. (Waweru, 2021)

The main aspect of this research is to investigate how social networking sites are being utilized to promote student activities in secondary schools in our educational institution. It investigates how educationalists i.e., teachers, learners, and educational stakeholders are affected when preparing for class, when teaching in the classroom, and when evaluating learning outcomes. This project will bring great insight into how best social media can be utilized to perfect teaching teaching-learning process.

Research done by Waweru, (2021) shows that 80% of the generation alpha is very interested in social media forums different from Generation Z kids who prefer TV programmers, the introduction of social media classes will act as a motive that will boost their interest in learning hence improving in academic performance.

### 1.4 Purpose of the Study

This study examines the use of social media in secondary schools and its impact on the teaching-learning process. The article discusses the challenges faced by users of social networking sites and suggests possible solutions.

### 1.5 Conceptual Framework

According to Mugenda (2019), the coal framework refers to the conceptualization of the relationship between variables in the study and shows the relationship diagrammatically or graphically. This study's conceptual framework is regarded as significant for it will assist the researcher in quickly perceiving the relationship between social media usage effects and the teaching-learning process.

Independent Variable

Dependent Variable

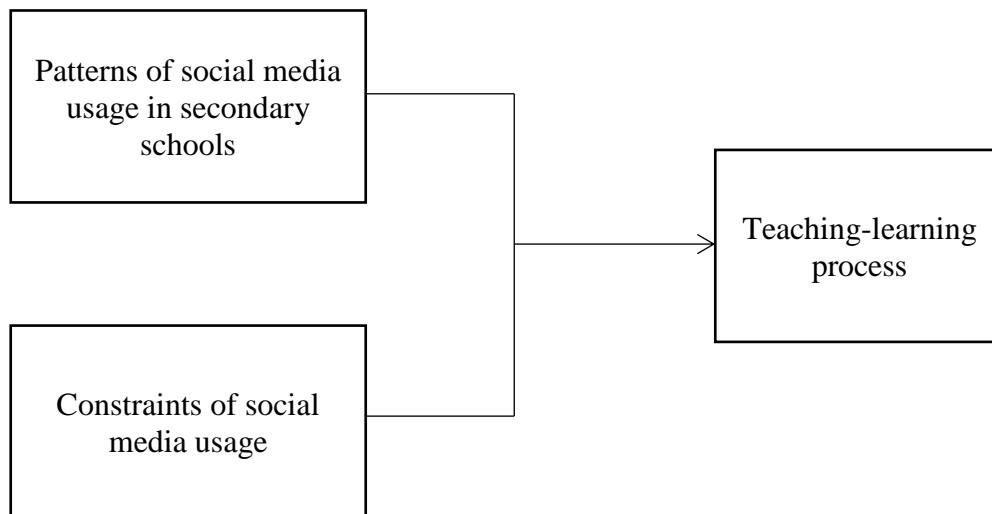


Figure 1.1 Conceptual framework

## **1.6 Research Question**

1. How do patterns of social media usage of educationists affect the teaching-learning process in Machakos township secondary school?
2. What are the constraints faced by social media users in the teaching-learning process in Machakos Township secondary school?

## **1.7 Objectives of the Study**

### **General objectives**

The main aim of this study was to investigate the overall effects of use of media in Machakos Township secondary school on the teaching-learning process.

### **1.7.1 Specific objectives**

1. To explore the effects of pattern of social media use by educationists on teaching learning process in Machakos township secondary schools.
2. To determine constraints faced by social media users in the teaching-learning process in Machakos township secondary schools.

## **1.8 Hypotheses of the Study**

Ho1.Social media usage pattern among the principal, deputy principal, and teachers has no significant relationship with the teaching-learning process in Machakos township secondary schools.

Ho2.There is no significant relationship between users of social media in the teaching-learning process and the constraints they face in Machakos township secondary schools.

## **1.9 Significance of the Study**

The findings of this research may serve as a blueprint for the Ministry of Education and KICD in developing policy on ICT integration in secondary schools.

The study may also help the teacher to understand the social networking sites that will serve as reference resources when preparing for the teaching-learning process to assist them in enlightening and creating awareness of the students on the possible influence it has on them.

These research findings may help learners develop essential digital literacy and knowledge crucial for academic success and to prepare students for the demands of the modern workforce.

The study findings may also be useful to future researchers as a guide to those interested in the study of social media usage and its effects on teaching teaching-learning process.



### **1.10 Delimitation of the Study**

The study was conducted in Machakos Township Secondary School, Machakos County, Kenya. The study was more concerned with exploring social media usage and its effects on teaching-teaching-learning process. The study was limited to one school due to time factors.

### **1.11 Limitations of the Study**

Some challenges which were met during the research period are,

1. Some parents and teachers were not willing to respond to the study questions and fill the questionnaires making the researcher lose interest in collecting the required data.
2. Lack of adequate reference materials due to unequipped liabilities.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

In this chapter, other people's related research study findings are discussed. The chapter provides views proposed by different researchers and scholars on social media usage in teaching-learning process, theoretical framework and summary of the literature review.

### **2.2 Patterns of Social Media Usage in Secondary School**

According to Smith, et al. (2019), about seventy-five percent of people ranging between 13-19 of age, communicated and shared information through social media platforms. By 2019, more than 50% of online adults exchanged information and ideas through social media.

According to Facebook, (2014) and Hepburn (2010), users of social media use at least one hour a day on social networking sites. Due to internet advancement, the number of interactions using social media is increasing daily. Nevertheless, the number of social media users differs in developed and developing countries, especially in Africa.

About 67% of educationists in the USA have at least one social networking account according to research done by Ferriter, (2010). He argued that educationists use SNS accounts to share schools' career progression and academic purposes only. He tagged a high school principal who owned Facebook and Twitter accounts for the school purposely used for communication to the school community on what was happening in the school, student's progress, and student's performance in the examinations. Both parents and teachers shared great educational videos and photographs which were rich in information. The videos and photographs gave out ideas on how to perfect students' progress. This influenced teaching learning progress hence improving learning outcomes. Wyche, et al (2013) and Jidenman, (2011) argued that the growth of the Internet USA is advancing rapidly and its services are improving. Jidenman suggested that the study would be of great significance if carried out in some countries in Africa especially Kenya. This is because Kenya is a developing country with the growth of SNS use increasing daily due to the increased penetration rate of the internet.

An interview done by Wyche, Sarita, and Andrea in 2013 in certain rural regions in Kenya showed that residents in those regions use social media sites. Everyone they came across in rural areas knew about social media and 50% owned at least one account. One of the interviewees stated that social media has helped him to learn many things, especially business and life matters. This made

the researcher of this study curious to know how the use of social media has affected the teaching-learning process in rural regions.

About 4 million Kenyans networked and shared daily on social networking sites (Ventures 2014)

With Facebook being the most used mobile site followed by Twitter and then WhatsApp. Kenya was ranked 7th country, Tunisia being ranked in the front line followed by Algeria, Morocco, Nigeria, South Africa then Egypt. This affects people's daily activities which may also have effects on to teaching-learning process.

Research shows that educationists and education stakeholders are also using SNS in their day-to-day activities, it is necessary to explore how these sites are being used especially in educational institutions. Furthermore, this study sought to explore how parents, teachers, and learners use social media sites in matters concerning education.

### **2.3 Constraints of Social Media Usage**

Social media usage in educational institutions also has some constraints in its use like other things. It's important to address these constraints to improve the aspect of using social media hence improvement in teaching-learning process outcomes.

According to Robbyer, (2010), secondary school students who knew the latest ICT advancements were ignored and their knowledge was not of no use because the schools don't create an environment for their skills to be both embraced and nurtured. This is because secondary school learners are unpermitted to own mobile gadgets in schools. The education system argues that they are preparing the young generation's future and yet they never permit learners to make use of the current and latest technology. Social networking sites will ease classroom activities that cannot be done in the classroom with the help of smartphones.

Usage of social networking sites is likely to introduce people to online or cyber-bullying i.e. harassing emails, webpages, hateful instant messages, text messages, and cruel posts on social

networking sites. Cyberbullying can lead to the compromise of students' privacy which can lead to low self-esteem or even cause suicide. For the case of Uthiru School in Kiambu County which shared monitor pictures without parental consent (Clause, et al (2019)).

A bill on cybercrime should be adopted to reduce issues of inappropriate social media use and to prosecute cyber criminals. This will help to improve and enhance healthy interactions of people on social media and enhance the use of educational institutions. According to the Office of Data Protection Commissioners report on 27th Sep 2023.

Despite the increase of smartphone users, rural people face challenges of unreliable power and unavailability of network services in certain parts which affect the interaction of internal and external communities in educational institutions hence a negative effect on the teaching-learning process. This may lead to inequity which may hinder students' participation and engagement with course material. (Waweru 2021).

According to Nielsen's report, the government should accept the new model that Safaricom put aside to ensure that all parts of the country have a sufficient Safaricom network. Safaricom is planning to install a Safaricom 4G device which users will be paying for 20 per day.

Schools that opt to use social networking sites as an interacting means with the community should choose to use internet security i.e. privacy settings and restrictions on who sees or adds content to their accounts to avoid sharing sensitive information that may compromise students' privacy also hacking of school account like the case of Kabarak university school Facebook account.

According to Rouse (2014), Social- media is a double-edged sword as it can lead to distraction and information overload. Students may be tempted to browse unrelated content during class, impacting their concentration and learning outcomes.

According to Jay (2019), not all information on social media is accurate or reliable. Educators and students must discern higher-quality content from misinformation and ensure that the sources used for learning are credible.

## **2.4 Theoretical Framework**

### **2.4.1 Connectivism Theory**

Connectivism theory brought by George Siemens and Stephen Downes in the early 2000s suits this study research. This theory emphasizes the importance of media platforms offering learners access to diverse information sources and online communities. This theory suggests that learners can develop digital literacy and critical thinking skills through their online interaction, influencing the teaching-learning dynamics. This theory helped researchers to analyze how social media usage influences teaching methods, learner engagement, knowledge acquisition, and overall effectiveness of teaching teaching-learning process. It provides a foundation for understanding the complex dynamics between social media and education ultimately contributing to informed educational practices in the digital age.

## **2.5 Summary of Literature Review**

This literature review has discussed the patterns and challenges concerning social media usage. Social media in educational settings has yielded both opportunities and challenges. Researchers argue that students who use SNSs properly and approximately benefit positively while others argue that there are clear risks involved when learners become too users of social networking sites. Despite all, social media networking sites are commonly used social media among students, especially Twitter, YouTube, WhatsApp, TikTok, Instagram, Telegram, etc.

## CHAPTER THREE: RESEARCH METHODOLOGY

### 3.1 Introduction

The chapter gives out the overall approach to research design, study area, target population, sampling techniques, sample size, research instruments, the validity of measurements, reliability of measurements, data collection techniques, data analysis, and logistical and ethical considerations.

### 3.2 Research design

The study adopted a descriptive research design.

### 3.3 Study Area

The study was conducted in Machakos Township Secondary, a public mixed day school in Machakos County, Kenya. The case study was chosen because the researcher was familiar with the area and the school has been facing problems in the integration of social media in the teaching-learning process.

### 3.4 Target Population

The target population was 576 i.e. 16 class teachers, 55 teachers, 460 parents and 45 parent' representatives.

### 3.5 Sampling Techniques

Random sampling technique was used to get representative samples to ensure equal opportunities were given to all targeted populations to fall into the sample.

### 3.6 Sample Size

The targeted sample size was 140 samples. 5 class teachers, 12 teachers, 10 parents' representatives and 104 parents were sampled. According to Yameni (1976:886) formula ( $n = \frac{N}{1 + N \cdot e^2}$ )

The variables of this formula are:

n=the sample size

N=population size

Total population of the study (16 class teachers, 55 teachers, 460 parents and 45 parents' representative)

e=the margin error in the calculation (10%)

n of parents =  $\frac{460}{1 + 460(10)^2}$

n of teachers=55/ (1+55(10)<sup>2</sup>)

n of class teachers=16/ (1+16(10)<sup>2</sup>)

n of parents' representatives=45/(1+45(10)<sup>2</sup>)

**Table 3.1 Sample size**

Category	Population	Sample size
Class teachers	16	5
Teachers	55	12
Parents	460	113
Parents' representative	45	10
Total	576	140

### **3.7 Research Instruments**

Questionnaires were used to collect information from teachers, class teachers, parents and parents' representative. The questionnaires had close-ended questions.

### **3.8 Validity of Measurements**

The questionnaire was vetted, corrected, and approved by the project supervisor to avoid ambiguity, and irrelevant and difficult questions.

### **3.9 Reliability of Measurements**

The reliability of research instruments was determined using test- retest reliability. The questionnaires were administered twice at two different time.

### **3.10 Data Collection Techniques**

The method of data collection was questionnaires. Questionnaires were used due to time factors and a large study population. A total of 140 copies of questionnaires were administered through email to elicit responses from parents, teachers and parents' representative.

### **3.11 Data Analysis**

Raw data was cleaned to improve the quality of response, accuracy, consistency, and completeness. Excel was used to analyze the collected data and results displayed in the frequency distribution table and bar graph.

### **3.12 Logistical and Ethical Consideration**

Confidentiality of respondents was assured during data collection from the field. A high degree of professionalism was displayed by the researcher. Anything that can reveal the respondent's identification on the instruments to collect data was avoided.



## CHAPTER FOUR: FINDINGS AND DISCUSSIONS

### 4.1.Introduction

This chapter presents the findings, analysis and discussions on the use of social media and its effects on the teaching and learning process in Machakos Township Secondary School. The

analysis was done by themes that were generated from the following objectives:

- To explore how the pattern of social media use by educationists affects the teaching learning process in Machakos township secondary schools.
- To determine constraints faced by social media users in the teaching-learning process in Machakos township secondary schools.

### 4.2.Response rate

Out of 140 questionnaires administered, 131 of them were correctly filled and submitted successfully. This was represented as 94% of the total number of respondents.

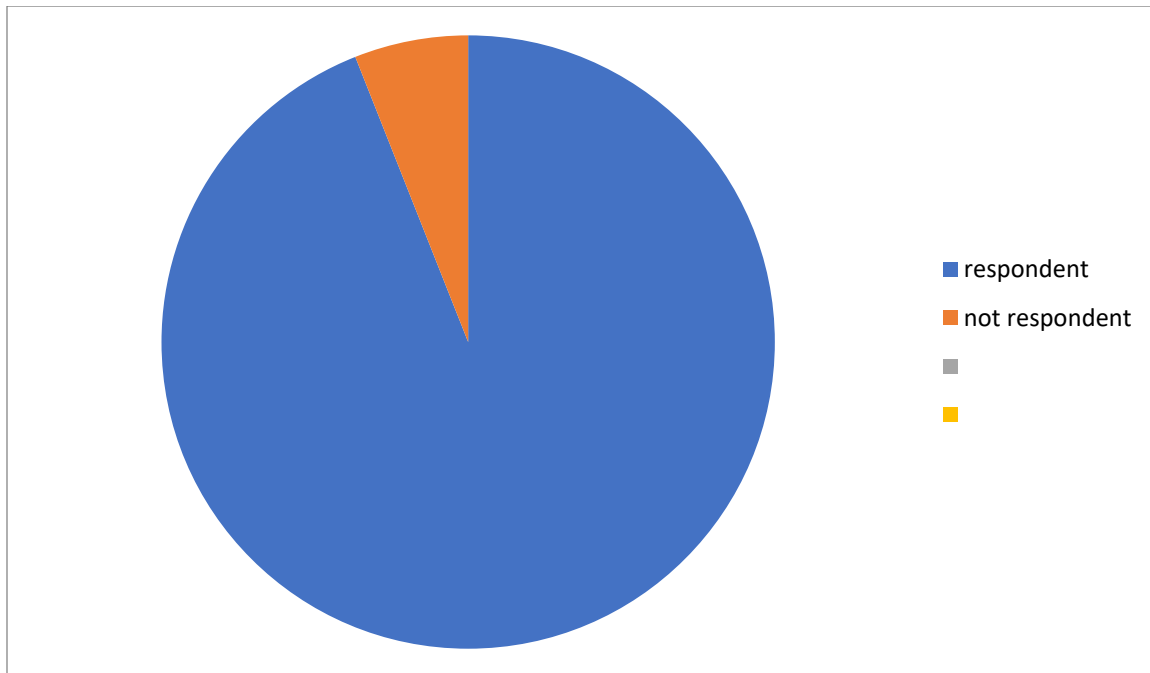


Figure 4.1 Response rate

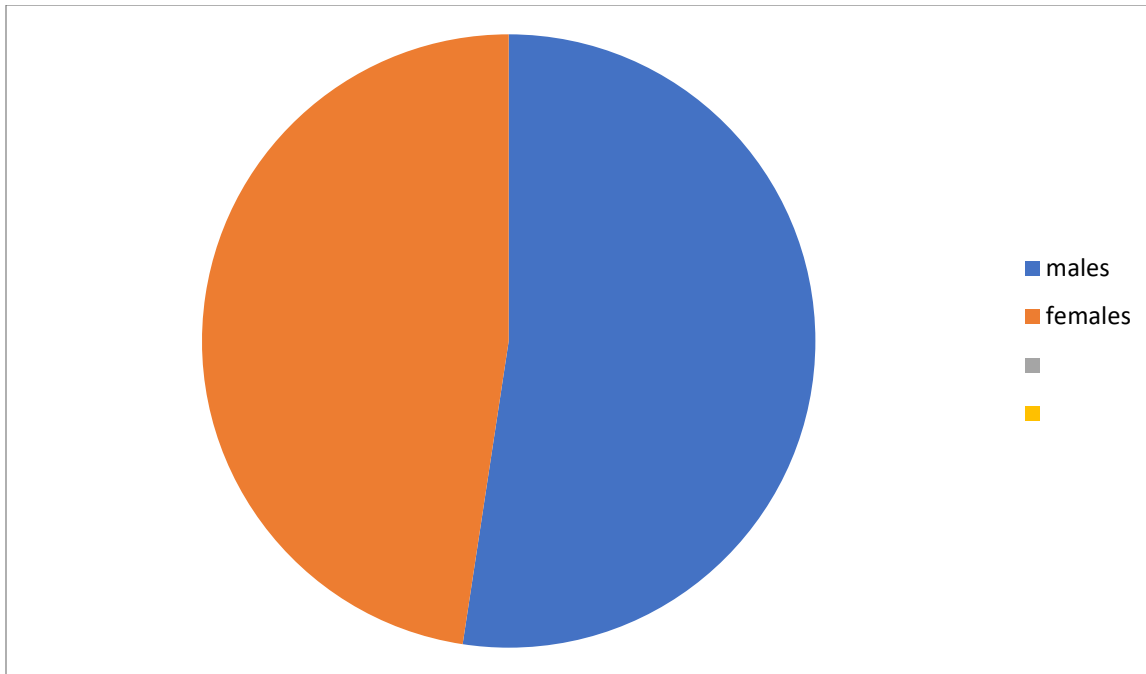
### **4.3.General and Demographic Information**

A survey was conducted in Machakos County in Kenya, involving 131 respondents from schools, including teachers, class teachers, parents' representative and parents. The research aimed to understand their perspectives on the influence of social media usage on teaching learning process inclusive student performance in the Kenya Certificate of Secondary Education and other examination. All respondents are associated with educational institutions activities and have a direct impact on teaching and learning. However, the researcher faced some challenges, as some respondents were hesitant to answer certain questions due to concerns about privacy. To address this, the researcher assured confidentiality and used the data solely for academic purposes. A total of 131 questionnaires were successfully completed.

#### **4.3.1 Sex, Age, Academic qualification, Administration position and Work**

##### **Experience years of the Participants**

The demographic characteristics of the study participants included sex, age, academic qualifications, administration position and work experience years. The sex of the respondents was considered to ensure equal representation of both males and females. The age and sex of the respondents were important in understanding patterns of social media usage among different age groups and sexes. Additionally, the academic qualification and administration position of the respondents was relevant in gathering information on their experiences preparing students for exams and managing social media usage. Finally, the years of experience of the respondents was also considered to understand how education stakeholders use social media in their specific roles.



**Figure 4.2 Gender of respondent**

The study found that a majority of the 131 respondents were male (69, or 52.4%), while 62 respondents (47.6%) were female. The researcher aimed to achieve a balanced representation of both genders to ensure that the findings accurately reflected the perspectives of both men and women. The study discovered that both men and women are using social networking sites, which is impacting the teaching and learning process

**Table 4.1 Age of the respondent**

Age	Frequency	Percent	Cumulative Percent
25-34 years	33	26.20	26.20
35 – 44 years	48	37.70	61.90
45 – 54 years	31	23.80	85.70
Above 55 years	19	14.30	100.0
<b>Total</b>	<b>131</b>	<b>100.0</b>	

The study found that the majority of the respondents were between 25-44 years old, with 34.4% in the 35-44 age range and 26.7% in the 25-34 age range. A smaller percentage, 14.3%, was 55 years or older, while only a small proportion, 24.4%, fell between 45-54 years old. Overall, the majority of respondents were under the age of 45.

**Table 4. 1 Academic qualifications**

	Frequency	Percent	Cumulative Percent
PhD	6	4.8	4.8
Masters	37	28.6	33.4
Bachelors	63	47.6	81.0
Diploma	25	19.0	100.0
<b>Total</b>	<b>131</b>	<b>100.0</b>	

The results show that the majority of respondents (47.6%) hold a bachelor's degree as their highest level of education, followed by 28.6% with a master's degree and 19% with a diploma. Only a small percentage (4.8%) of respondents had a PhD as their highest level of education. Overall, the majority of respondents in this study have at least a bachelor's degree or higher.

### **Administrative and Teaching Experience**

The researcher wanted to know the number of years the respondents had served as teacher and/or administrators. The information was very important in understanding the effect likely to be brought by the social media usage in our educational institutions.

**Table 4.2 Number of years you have served as a teacher**

	<b>Frequency</b>	<b>Percent</b>	<b>Valid percent</b>	<b>Cumulative</b>
Less than 5 years	34	26.2	26.2	26.2
5-9 years	38	28.6	28.6	54.8
10-14 years	12	9.5	9.5	64.3
15-19 years	22	16.7	16.7	81.0
20 and above	25	19.0	19.0	100.0
<b>Total</b>	<b>131</b>	<b>100.0</b>	<b>100.0</b>	

The data on teaching and administrative experience showed that 26.2% of respondents had less than five years of experience, while 28.6% had experience ranging from five to nine years, 9.5% had 10-14 years, 16.7% had 15-19 years, and only 19% had more than 20 years of experience. This variation in experiences likely influences social media usage, as research suggests that younger individuals are more tech-savvy than older generations. The findings indicate that Machakos Township has a diverse range of teachers and administrators with varying levels of experience, which may impact how social media affects the teaching-learning process.

#### 4.4. Pattern of Social Media Usage by education stakeholders in Machakos Township Secondary School

The initial objective of this study was to investigate the pattern of social media usage among education stakeholders in secondary schools, focusing on how parents, teachers, and students utilize social networking sites.

##### 4.4.1 Social Networking Sites Accounts

The respondents were initially asked to specify social networking site accounts they had. The data indicates that majority of teachers and parents in Machakos Township secondary school possess a WhatsApp social media account. This implies that many individuals are embracing the advancements in information and communication technology and utilizing social networking sites. The results were analyzed and depicted in the table below.

**A graph showing social media accounts owned by respondents**

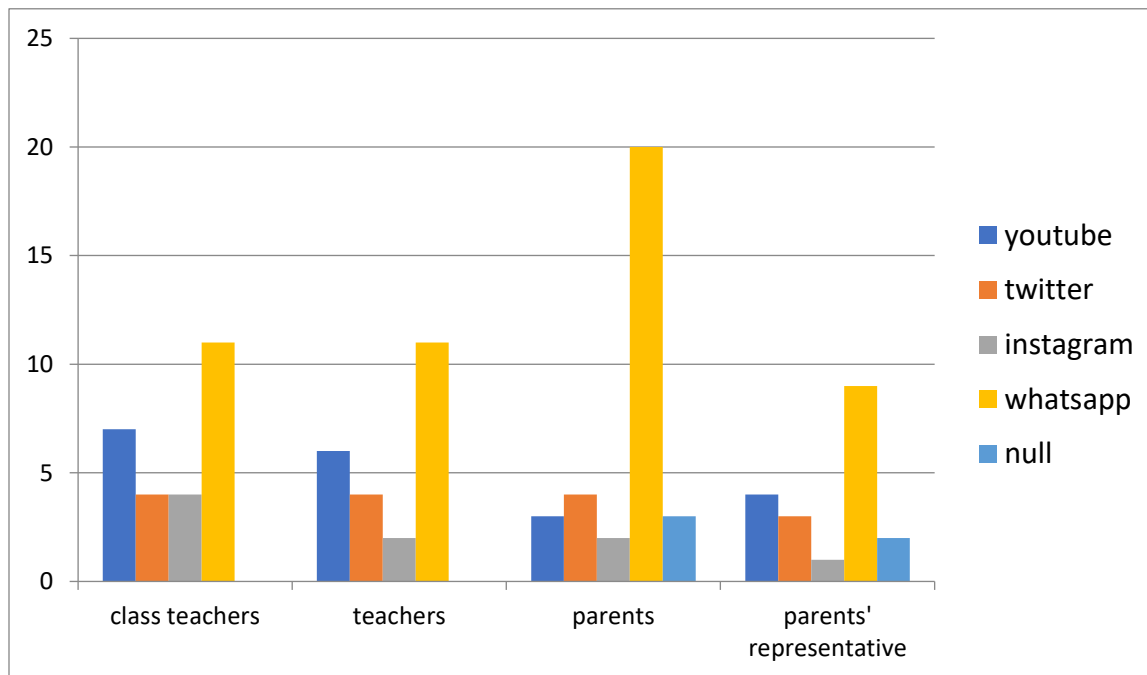


Figure 4.3 Social networking site accounts

The figure above show that significant number of individuals have social media accounts, reflecting their integration into daily and educational activities.

#### 4.4.2 Number of times Respondents check their Accounts per day

The next research question sought to determine the frequency with which respondents checked their social media accounts each day, in order to understand how regularly they use their accounts and the extent to which it influences their promotion of student activities in schools. The collected data was analyzed and presented, providing insight into the respondents' daily social media usage habits.

Table 3.4 Number of times the respondents checked their SNS accounts

	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Less than once a day	28	21.4	21.4
1-5 times a day	66	50.0	71.4
6-10 times a day	31	23.8	95.2
More than 10 times a day	6	4.8	100.0
<b>Total</b>	<b>131</b>	<b>100.0</b>	

The analysis reveals that the majority of respondents regularly check their social media accounts, majority doing so between 1-5 times daily. Approximately one-quarter of respondents check their accounts daily, while a similar proportion either checks them less frequently or does not have an account at all. This indicates that over three-quarters of the education stakeholder access and share information through social networking sites on a daily basis. According to Hepburn (2010), the

average social media user spends around an hour daily on these platforms, with over 500 billion minutes spent online daily by 2010. A study in Kenya by Wyche, Sarita, and Andrea (2013) found that most people have some knowledge of social media, with over half of respondents having an account with at least one social media platform. These findings suggest that more than three-quarters of education stakeholders use social networking sites, which is likely to impact the teaching and learning process.

#### 4.4.3 Number of times Respondents checked school’s social media accounts

Respondents responded the frequency at which they check school’s social media account. This information was important in determining extent to which the intervention of the social media accounts is affecting the teaching and learning process. The data was presented below.

**A bar graph of number of times each day the respondents check to the schools’ social media account.**

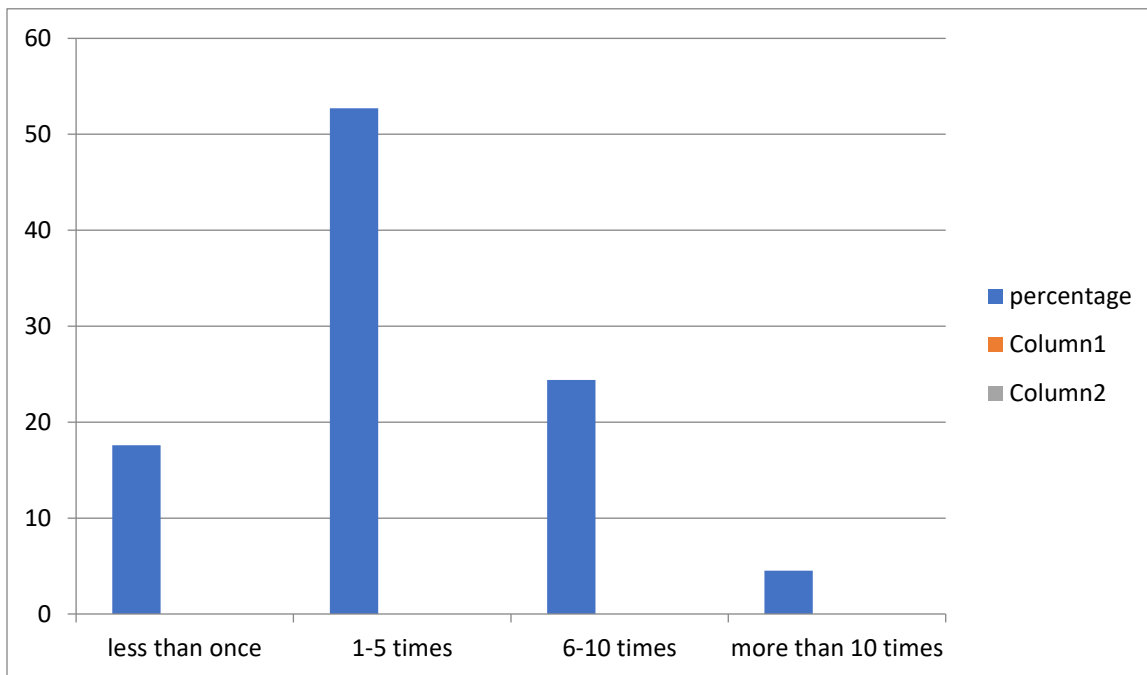


Figure 4.4 Number of times respondents check on schools account



The findings shows that over three-quarters of the respondents regularly check their school's social media accounts, with most doing so multiple times a day. Only a minority check these accounts less than once daily. This suggests that a significant amount of school time is spent on social media, which can interfere with teachers' preparation time due to this distraction. However social media is also used to share effective teaching methods among teachers, thereby enhancing the teaching and learning process.

#### 4.4.4 Posting of information relating to students' examination performance

Respondents were asked if they have ever posted any information relating to the student's examination performance on social media. Respondents who acknowledged having posted any information were to specify on what kind of information was posted. The resulted were interpreted and analyzed as below.

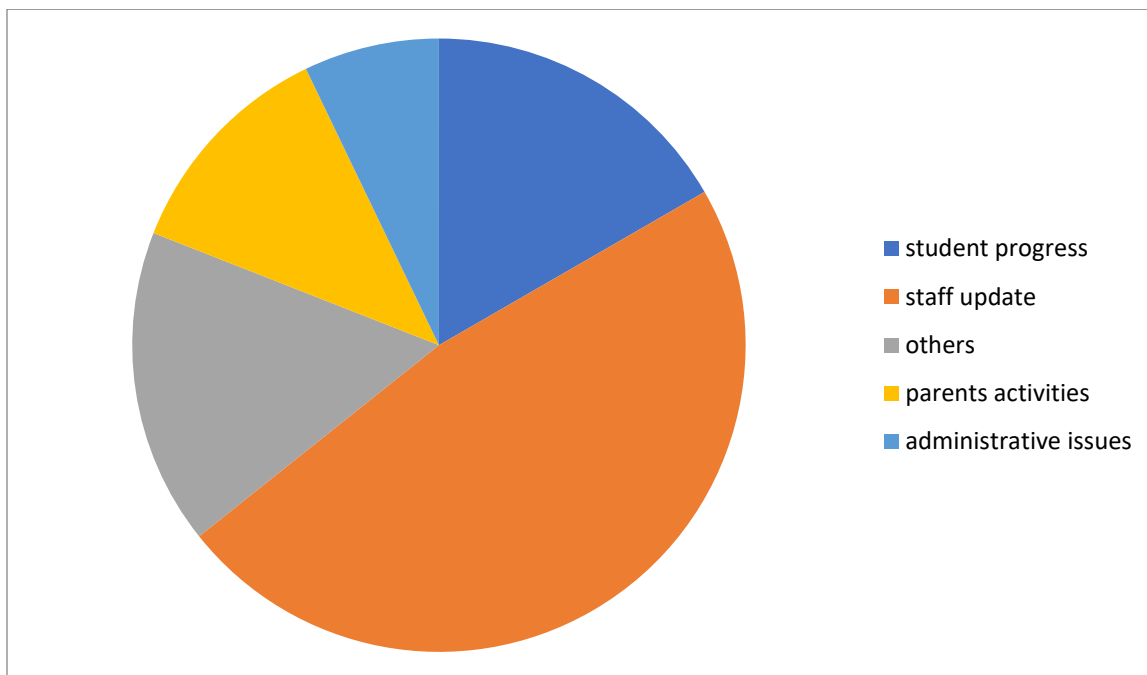


Figure 4.5 Information posted on school's account

Two-third of the respondents acknowledged either posting information related to a school. Over one-third of these respondent posted posts about staff update. Nearly a quarter shared information on administrative issues. Only a small number posted about student progress. These findings suggests that while respondents posted little about student progress, the information shared on staff and administrative updates helped promote student activities in schools.

#### **4.4.5 The use of information posted on decision making on the teaching learning process.**

The subsequent section of the research instruments asked respondents whether they have used information posted online to make decision related to the teaching and learning process and students' examination performance. Given that most respondents were teachers, the collected data was crucial in understanding how SNS influence teachers' decision making. This analysis is significant in examining the impacts of social networking sites on the management of Machakos township secondary school on the students' performance.

The majority of respondents (73.2%) indicated that they had used the information posted online for decision making, while a smaller proportion (26.8%) stated that they either had never seen such posts or had never used the information to make decisions. some respondents said they used the information on social media to make a choice of a school to take their children to for admission, connect friends for the job vacancies advertised on the school's social media account others used the information posted to get views of the community concerning a proposed policy and thus make the necessary adjustments through the school's social media account, teachers shared information amongst themselves which hastened the decision-making duration.

#### 4.4.6 Feelings on using SNS to improve the teaching learning process

The study gathered respondents' opinion on using social media to enhance the teaching and learning process. This information is crucial for understanding how participants feel and perceive the impact of social media on both their professional and personal lives. The collected data was analyzed and is displayed below.

##### A bar chart of feelings on the use of social media against gender of the respondents

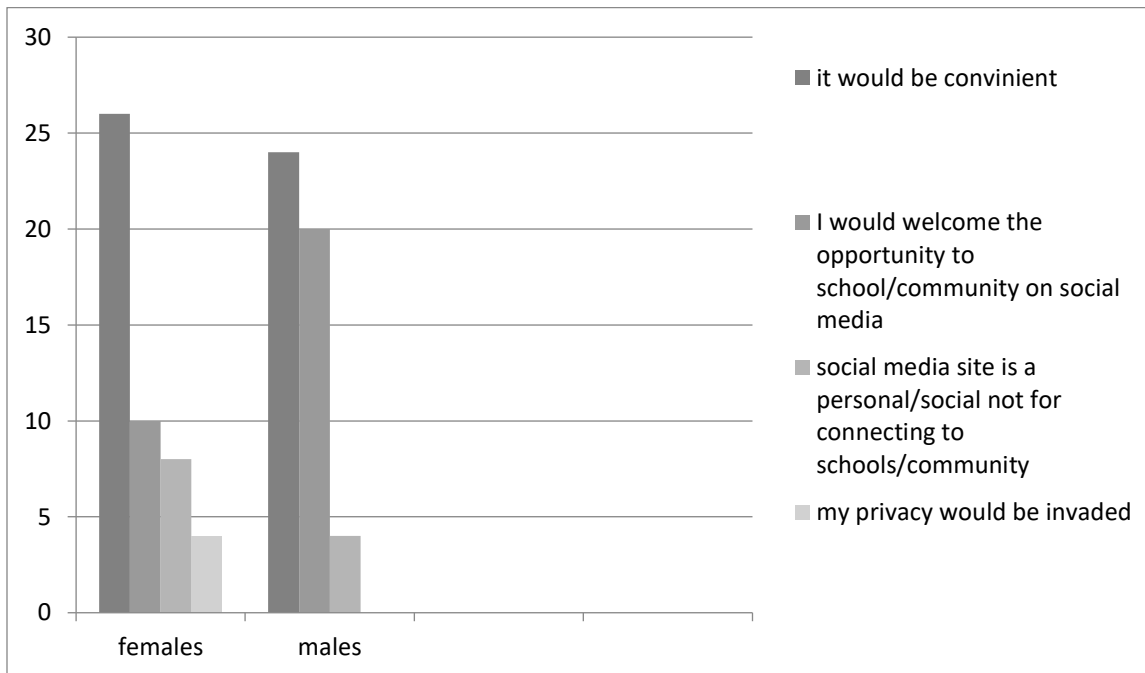


Figure 4.6 Feelings of SNS use against gender

Majority of females and males felt that using social networking sites (SNS) by schools to engage with the community is widely seen as convenient. Approximately three-quarters of the respondents expressed support for the use of social media. However, over half of the respondents consider social networking sites to be personal spaces. About a quarter of respondents are concerned that using these sites for school community connection might invade their privacy while around a third are indifferent to this issue.

#### 4.5. Constraints faced by social media users in relation to teaching learning process

The final objective of this project was on the constraints which social media users face in relation to teaching learning process. Addressing these constraints faced is useful in understanding how SNSs can be best used to improve the teaching learning process in Machakos Township secondary school.

##### 4.5.1 Types of challenges faced by social media users in relation to teaching learning process

Respondents were to respond whether they encounter any challenge while using SNS in teaching-learning process and if yes, the type of challenges they mostly encounter while using social media in teaching learning process. This information is important for policy makers in future concerning the use of social media. Data was analyzed and presented below.

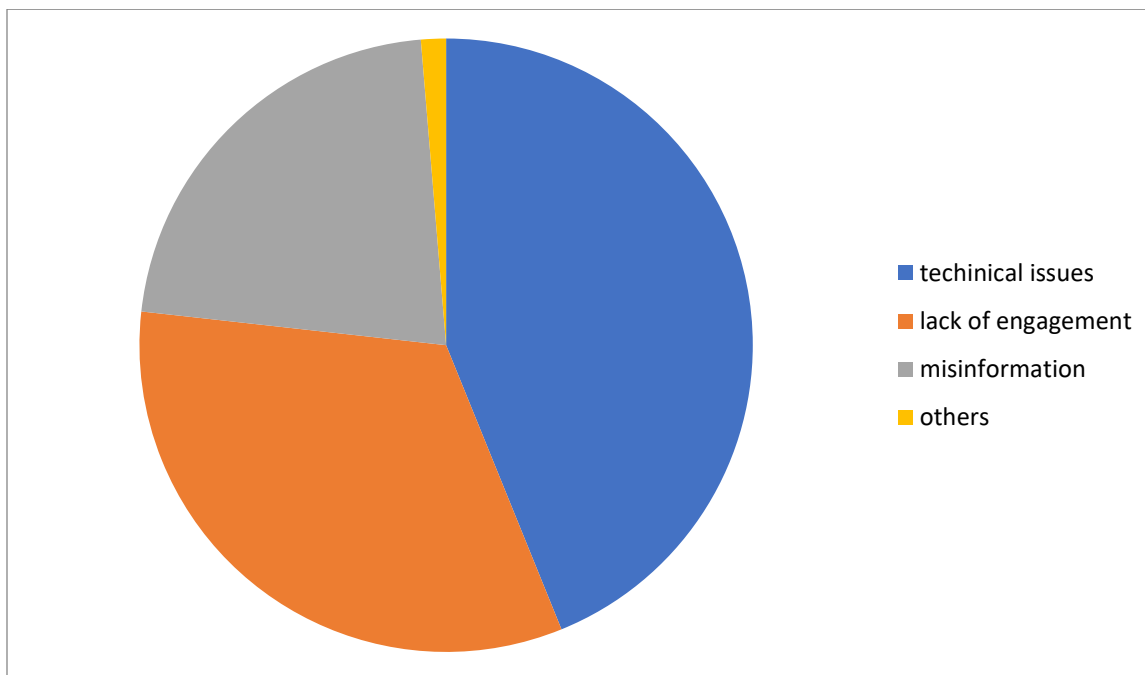


Figure 4.7 Types of challenges faced by social media users

A significant portion of respondents face technical issues with a percentage of 40% followed by lack of engagements 30% and misinformation 20%. This suggests that a need for better infrastructure and training to enhance the effectiveness of social media in teaching.

#### 4.5.2 Social media usage and students' distraction

The respondents were to answer if they believe social media use in teaching learning process is poses a distraction to the students' concentration. The information is important in finding whether social media usage in teaching learning process has positive or negative effect on learner concentration and their performance. Data was collected, analyzed and presented below.

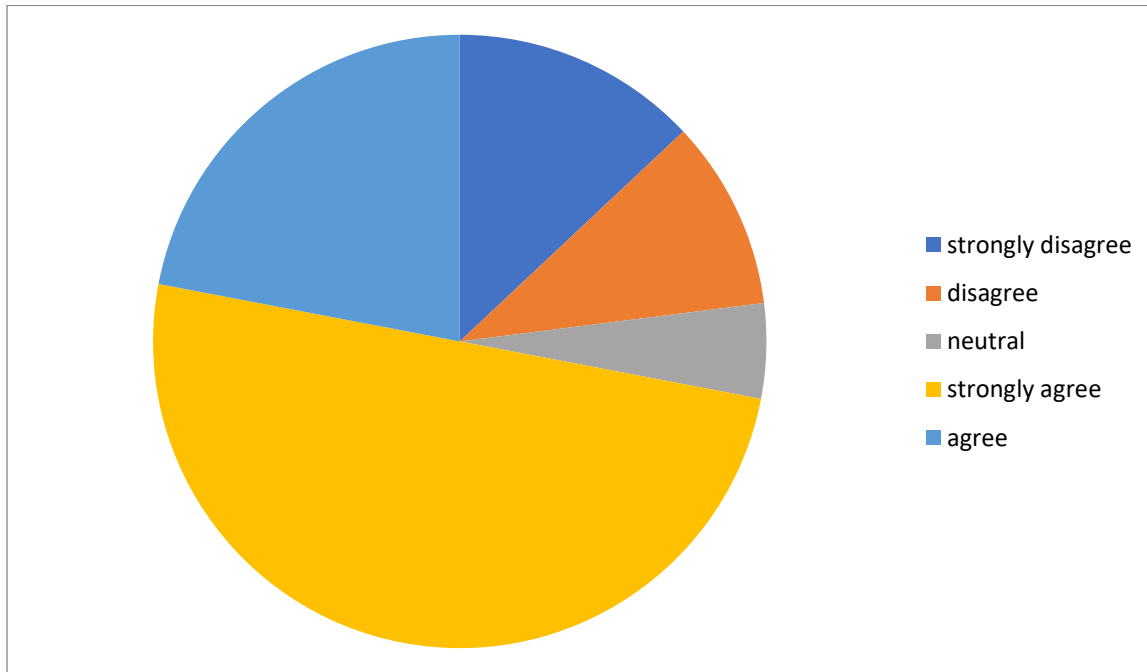


Figure 4.8 Respondent's feeling about social media as a distractor

A majority of respondents believe that social media poses a distraction to students this indicates that while social media can be a useful tool, its potential to distract students' needs to be managed

### 4.5.3 Challenges used while using social media

The respondents were to help in the identification of some of the challenges their faced while using the SNS. This information will help in understanding the hindrances to the effective use of them in professional work. Data were collected, analyzed and presented below.

**Table 11:** Challenges while using social media

Table 4.5 Challenges while using social media

	Frequency	Percent	Cumulative percent
I don't like it	22	16.7	16.7
It's expensive	13	9.5	26.2
No internet access	37	28.6	54.8
I don't have time	37	28.6	83.3
Our school is against its use	10	7.1	90.5
I fear using it	6	4.8	95.2
Others	6	4.8	100.0
<b>Total</b>	<b>131</b>	<b>100.0</b>	

These findings indicate that the respondents encounter various obstacles in using SNS. The most significant barrier is lack of internet access and time constraints. Only a small fraction has restrictions in social media use and a minor percentage fear social media.

From the findings it's clear that as more educators integrate SNS into their professional routine, they encounter certain challenges. To fully realize the advantages of this new technology,

particularly social media, in the teaching and learning process, these obstacles need to be addressed and overcome.

## **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Introduction**

This chapter aimed to identify the patterns of usage and its impacts on the teaching learning process in Machakos township secondary schools. It summarizes the research findings, draws conclusions and offers recommendations based on the study's results, along with suggestions for further research.

### **5.2 Summary of the Study**

The project aimed to evaluate the use of social media in Machakos township secondary school from an educational perspective. To achieve this, specific objectives were established, including defining social media, examining its connection to students' examination performance and reviewing relevant literature. The researcher sought to understand the nature of social and its potential as a component of education, leading to the development of a comprehensive model for social media usage in education. Key stakeholders such as school management, teachers and parents were identified as crucial in influencing students' examination performance through their use of social media. The chapter highlights the importance of these stakeholders in shaping students' academic achievements.

Questionnaires, data collection tool, were used to gather information from classroom teachers, teachers, parents and parents' representative in Machakos township secondary school. The respondents were asked to rate the use of social media, its impacts on the teaching learning process and the challenges they face. They were also asked about their administrative positions and tenure in those roles, as well as the obstacles encountered when utilizing social media to enhance students' performance in examinations.



Parents' representatives were specifically questioned about how social media could facilitate community engagement. The study employed questionnaire tailored for the research to collect data addressing the previously identified problem statement.

### **5.3 Summary of the finding**

The following are some of the summaries of the findings from the research:

- i) Many class teachers, teachers, parents and parents' representative in Machakos township secondary school have social media accounts.
- ii) Significant numbers of young people are using social networking sites, with the majority of users being under age of forty-five.
- iii) Many of the education stakeholders check their SNS accounts once to five times a day.
- iv) Staff updates and administrative issues are the major issues posted and shared on the schools' social media account
- v) Limited access to the internet at the school work is the main challenge facing the social networking sites.
- vi) Social media usage in classroom is a distractor to students' concentration.
- vii) Majority of social media users face technical issues as a type of challenge
- viii) Many education stakeholders welcome the opportunity to use the social in school since they feel it's convenient.

### **5.4 Conclusion**

This study in Machakos Township Secondary school involved teachers, parents and parents' representatives sharing their views on social media use in their school, a number of conclusions were arrived at.

Researcher rejected the hypothesis, "social media usage patterns among educationist have no significant relationship with the teaching learning process". This is because majority of teachers, parents and parents' representative are actively using social media accounts as indicated in figure 4, they frequently check at the school's accounts evidenced in figure 5 for purpose of sharing effective teaching method and the information mostly shared is about student progress. However, teachers spending excessive time on social media affect their role as facilitators of the learning process, while students are also distracted by social media instead of focusing on their studies evidenced at figure 9.

Researcher also rejected the second hypothesis which stated that there is no significant relationship between users of social media in the teaching learning process and the constraints they face. 40% of respondents admitted that they face technical issues as a challenge while trying to integrate social media in the teaching learning process which hinders them from sharing teaching and the student's information effectively as evidenced in figure 8. They also pointed out that the school had rules against social media use, posing a significant challenge. These findings seem to oppose the idea of using social media to enhance students' performance.

Majority of teachers, parents and even students are actively using social media. It was found that there is a negative correlation between social media use in school and examination performance. Teachers spending excessive time on social media affect their role as facilitators of the learning process, while students are also distracted by social media instead of focusing on their studies.

However, some respondents pointed out that the school had rules against social media use, posing a significant challenge. These findings seem to oppose the idea of using social media to enhance student's performance. The statement of problem was prompted by recognizing the value of

utilizing social media in educational settings. The findings suggest that social media can play a beneficial role in improving the overall educational experience for students.

### **5.5 Recommendations of the study based on the findings**

Social media should be utilized as a tool to engage with education stakeholders and enhance the teaching and learning process. Schools are encouraged to maintain active social media accounts to connect with the community. Teachers and administrators should also have active social media accounts to monitor students' progress, particularly during holidays and promote student activities to improve the teaching and learning process.

It's essential to raise awareness among students and other education stakeholders about the responsible use of social media accounts. Social media can be addictive, emphasizing the importance of educating individuals on how to use it responsibly.

### **5.6 Recommendation for further research**

Research is needed on the integration of social media in education for maximum benefits.

New research involving students as respondents is needed to gather firsthand information on the direct impact of social media on their studies.

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## APPENDICES

### APPENDIX 1 QUESTIONNAIRES.

#### GRETSA UNIVERSITY

#### SCHOOL OF EDUCATION

#### ASSESSMENT OF SOCIAL MEDIA USAGE AND ITS EFFECTS ON THE TEACHING- LEARNING PROCESS

#### QUESTIONNAIRE

Dear respondent,

The information gathered shall be used for research purposes only and treated with confidentiality.

Read carefully and make a mark or a tick appropriately in the box provided after each question or column.

#### Questionnaire for teachers and parents

##### Part A: Demographic Data

1. Sex      Male [    ].      Female [    ]

2. What is your age bracket?

25 -34yrs [ . ].      45 - 54yrs. [ . ].

35 - 44yrs. [ . ]      Above 55 [ . ]

3. What is your academic qualification

Certificate. [ . ].      Degree. [ . ].      Ph.D. [ . ]

Diploma. [ . ]      Masters. [ . ].

4. Which are your work experience years

Less than 5yrs. [ . ].      10 - 14yrs. [ . ].      Above 20yrs. [ . ]

5 - 9yrs. [ . ].      15 - 19yrs. [ . ]

Part B: Pattern of social media usage

5. Which social media site do you have

Facebook [ ]

Twitter [ ]

Instagram [ ]

WhatsApp [ ]

Others [ ]

6. How many times each day do you check your social media account

1 - 5 times a day. [ ]

6 - 10 times a day [ ]

More than 10 times a day. [ ]

7. Rate the times you check the school's media page(s) or group

Less than 1 time. [ ]

1 - 5 times. [ ]

6 - 10. times. [ ]

More than 10 times [ ]

9. Have you ever posted any information about students' examination performance on social media?

Yes. [ ]. No. [ ]

11. What kind of information did you post about in schools' account

Student progress [ ]

Parents activities [ ]

Staff updates [ ]

Administrative issue [ ]

Others [ ]

12. What are your feelings about using social media to connect with the community?

It would be convenient [ ]

I would welcome the opportunity to school |community on social media [ ]

Social media site is personal |social not for connecting to schools or community [ ]

My privacy would be invaded [ ]

Part B: Constraints of social media usage in the teaching-learning process.

13. Do you face any challenges while using social media in teaching teaching-learning process?

Yes. [ ]. No [ ]

If yes which type of challenge, do you face

Technical issues [ ]

Lack of engagement [ ]

Misinformation [ ]

Others [ ]

14. Social media usage poses a distraction to students?

Strongly agree [ ]

Agree [ ]

Neutral [ ]

Strongly disagree [ ]

Disagree [ ]

15. What are some of the challenges that you face while using social media in relation to students' examination performance?



I don't like it [ ]

It's expensive [ ]

No internet access [ ]

I don't have it [ ]

Our school is against its use [ ]

I fear using it [ ]

Others [ ]

Thanks for your honest feedback