

**THE INFLUENCE OF SOCIAL MEDIA ON YOUTH LEISURE IN RONGO
UNIVERSITY COLLEGE TOWN CAMPUS, KENYA**

BY

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**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT OF
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ABSTRACT

The study focuses on the influence of social media on youth leisure. The past has witnessed a growing interest among researchers in exploring the linkages between the media attitudes and behaviours of youth in Kenya. In the context of increasing use of social media, research on the influence of social media on youth leisure is significantly low (Oriare 2010:13). As youth market expands and consumption power increases, communication researchers need to capture the latest trends in order to reach the young generation as social media is being eagerly adopted by the youth in particular and by the society in general. However, the extent to which social media, especially the internet, influence youth leisure in Rongo University College is not clear. The main Objective of the study was to investigate the influence of the social media on youth leisure. The specific objectives were: To investigate the media that youth access in Rongo University College town campus, to examine how youth in Rongo University College use new media to satisfy their leisure time and to examine how youth use social media in Rongo University town campus. In order to study these research objectives, a combination of theories were used. Uses and Gratification theory proposed by Blumler and Katz (1974) and Stimulation Theory by Wimmer & Dominick (2000) were used to support the conceptual framework. Works by Schramm (1997) and Bovill (2001) were also reviewed as the core literature. A descriptive research design was used to answer the questions. Data was collected using questionnaires and interviews. Validity of the instruments was done through experts in research and piloting. Reliability was tested by subjecting the instruments to a pilot study through the split-half technique. The population of study was 225 youth from Rongo University College and the sample of the study consisted of 144 respondents from Rongo University College town campus, formula advanced by Yamane (1967) and Supported by Morgan (1970), was used to calculate sample size and purposive sampling technique was used to select them. Results of data analysis were done using SPSS and presented using frequency distribution tables. The findings revealed that 97% of youth accessed social media which influenced their leisure activities it also revealed that youth in Rongo University College accessed social media application which enabled them to access contents and finally the results revealed that youth in Rongo University were affected by social media on their leisure activities. Results of data analysis were presented using frequency distribution tables and pie charts. The findings of this study should therefore stimulate continuous research so as to gain a better picture of social media activities and youth behaviors as a whole. The study therefore recommends that youth should allocate equal time for both active leisure and passive leisure offered by the social media it also recommends that youth can access social media by accessing internet services and youth can also avoid negative effects of social media by purposefully choosing which social media application to access.

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CHAPTER ONE INTRODUCTION

1.0 Background to the study

The past has witnessed a growing interest among researchers in exploring the linkages between the media attitudes and behaviours of youth in Kenya. In the context of increasing use of social media, research on the influence of social media on youth leisure is significantly low (Oriare 2010:13). Very few studies have explored media use patterns among youth in terms of their media preferences and active leisure participation. A recent review of youth use of social media recommends the need for research aimed at understanding how the social media influences youth and how youth allocate time in active leisure as they use social media (Robinson 1996). Therefore this research seeks to find out the influence of social media on youth leisure in Rongo University College Town Campus.

Youth today are living in what Tam et al (2007) provocatively termed 'The Global Village' all over the world youth seem to be spending their leisure time in front of television and computer screens. As the social media use among the youth increases, it causes a wide scale realignment of their leisure behaviour. Considerable attention and concern are focused on how they use the social media because they are seen as the 'digital generation,' at the vanguard of new skills and technologies, yet they could also be vulnerable and at risk of the influence of social media. Little research has been conducted to show the link between social media and youth leisure. The focus has largely been on the positive role of the social media such as informing, persuading and entertaining this leaves out the more negative roles of the social media such as creating negative behaviour on the youth and denying them enough time for active leisure

Social media represents a fantastic world of opportunity for youth that could have bad and good influence and a wide ramification for their active youth leisure (Livingstone, 2003:23).

Safko and Brake (2009:34) state that Social Media refers to activities, practices, and behaviours among communities of people, who gather online to share information, knowledge, and opinions using conversational media. Conversational media covers the web-based applications that make it possible to create and easily transmit content in form of words, pictures, videos, and audios.

Social media, internet and cell phones are growing rapidly in terms of consumers and service providers. From October to December, 2010, mobile subscriptions in Kenya grew by 12 per cent from 22.3 million to 24.96 million subscribers, which was the highest growth rate recorded that year, as evidenced by Safaricom's huge profits (Oriare 2010:13). The mobile phone subscriber base has wide implications for traditional internet service providers. For example, most Kenyans now access the internet using mobile phones as opposed to personal computers - whether at work, home, or internet café. The Digital Life Survey, a report by TNS Research International (2009), found that 60 per cent of respondents use their handsets to access the internet, compared with 29 per cent using PCs at home, 33 per cent using PCs at work and 41 per cent accessing the internet in cyber cafés. The leading activities on mobile internet are social networking (67% of users) and accessing e-mails (54%) Nyabuga (2011:87). The internet as an innovative force could have profound influence on youths, so in order to understand the place of social media in the lives of the youth requires that we avoid a purely deterministic interpretation and recognize its influence (Boyd, 2007:111).

Youth make active choices of the media they use according to their personalities, socialization needs, and personal identification needs (Arnett, 1995:24). Youth tend to select and use Media that best fulfills their individual needs. With the increasing penetration of social media in Kenya, it may influence young people's allocation of time spent with various media, as well as how it could be used to fulfill their leisure time.

1.1 Statement of the Problem

Social media represents a wide world of opportunity for the youth that could be filled with both good and bad influence and may have a wide ramification for their active leisure (Livingstone, 2003:23). Considerable attention and concern are now focused on how the youth use the social media because they are seen as the 'digital generation,' and exposed to new skills and technologies, yet they could also be vulnerable and at risk of the influence of social media (Livingstone, 2003:23). Little research has been conducted to show the link between social media and youth leisure. The focus has largely been on the positive role of the social media such as informing, persuading and entertaining this leaves out the more negative roles of the social media such as creating negative behaviour on the youth and denying them enough time for active leisure. This research therefore investigated the influence of social media on youth leisure with a view to establishing how the mass media mediates messages among youths in the face of the changing communication patterns as social media becomes a significant feature of adolescents' lives.

1.2 Research questions

1. Which social media do the youth access in Rongo University College Town Campus?
2. How do the youths in Rongo University College Town Campus use social media to influence their leisure activities?
3. What are the influences of social media on youth leisure in Rongo University College Town Campus?

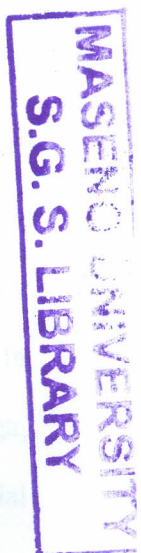
1.3 Research Objectives

In order to investigate the influence of the new media on youth leisure this study had the following research objectives:

1. To investigate which social media youth in Rongo University College access.
2. To examine how youths in Rongo University College use social media to satisfy their leisure time.
3. To investigate the influence of social media on youth leisure in Rongo University College.

1.4 Scope and Limitations of the Study

The study was conducted in Rongo district, Migori County and majorly focused on youth located within the District specifically Rongo University College town campus in Kenya. All the youths were chosen on the basis of their frequent use of the social media. The study was limited to selected social media i.e. Facebook and Tweeter this was because they were widely used and niches of active leisure pursuits, such as gaming, hacking and chatting. This study



was also limited by the fact that the population analyzed was all from the same area of study thus may not represent a national setting but the study was strengthened by the fact that the targeted Rongo University College have a youth population selected from all over Kenya.

1.5 Significance of the Study

This study hoped to offer an analysis on the influence of social media on youth leisure and can be used by media specialists to analyze issues of interest to youth in order to fully understand the role of mass mediated messages in the lives of youth and be able to reveal much about how communication patterns are changing as adolescents incorporate social media into their lives.

Technology has the potential to force people to mould themselves according to its user fracture. Therefore, it is necessary and indispensable to understand the use of technology for the purpose of recreation and leisure by the youth and consequently be used by the policy makers to improve on National youth policy on youth recreation and leisure in Kenya. In Kenya, the number of youth who access the social media is steadily increasing (Nyabuga, 2011:88). This means that there are an increasing number of youths who access the social media. It is therefore important to establish the possible influence of the wider access to social media on the leisure activities of the youths thus this study can be used by policy makers in Kenya to fulfill Vision 2030 on accessibility to internet by all youth.

The study was further significant because it may complete knowledge to the role of media in a diverse society in youth empowerment. Social media could have both intended and unintended roles to youth development. This study could significantly contribute to knowledge on factors responsible for the gap between intended and unintended roles of the

media in a diverse society characterized by dynamic youth behaviour. This research was carried out to determine the linkage between social media content and the youth preferences to leisure activities hoping that this knowledge would assist in re-framing social media content in a manner that could promote proper choice of time allocation by the youth in their leisure activities. Youths are an important group to study because, as they progress into adulthood, much of the new media skills, habits, and knowledge they acquire determine the way in which they learn, search for jobs, and interact with society in general. This progression will set today's youths apart from previous generations and help researchers understand the effect of social media on future generations better.

1.6 Conceptual Frame work

In order to explain the influence of Social media on youth leisure, this study used theories of leisure to explain why the youth do not participate in active leisure, and media theories exploring how the social media influenced their leisure activities and finally drew a conceptual synergy.

Stimulation Theory

The Stimulation Theory argues that people need a certain level of physical and mental activity. Since some individuals strive to maintain an optimal state of stimulus, they will attend physical activities (Russell, 2002:45). This theory suggests that, whenever media content arouses a student, he or she would like to keep that arousal and pursue further excitement through real exertion of physical energy.

Based on the above theory, a person who is more stimulated by media exposure is more likely to heighten his or her arousal level and thus will be more likely to seek his or her

optimal state of stimulus from relatively competitive physical activities. In other words, this theory suggests that watching Television, viewing videos and playing video games can stimulate people's emotion to indulge in more active behaviour. People who spend more time watching Television, videos and Digital Video Discs or playing computer/video games are more likely to engage in active leisure activities.

Russell (2002:45) argues that a common criticism of watching TV is that it replaces more active leisure. This is backed by Robinson (1969, 1981) who found that some of the early substitutes of TV, such as listening to radio, visiting friends, doing housework and reading newspapers have continued to decline.

Uses and Gratification Theory

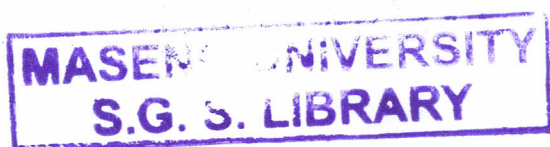
The uses and gratification theory proposed by Blumler and Katz (1974:13) assumes that media users are goal-oriented. They play an active role in selecting and using the media to best fulfill their individual needs. The uses and gratification theory shifts the emphasis of media communication studies from an effect perspective to an audience perspective. The uses and gratification theory assumes that media users have a variety of choices to satisfy their needs and each medium can have different functions. Uses and gratification theory is now widely accepted for nearly all kinds of mediated communication tools. Lin (1999:12) & Elliott & Rosenberg (1987:22) remarked that audience motivations to use a certain type of mediated communication have been studied through this theory whenever a new communication technology is introduced. For example, the uses and gratification theory was adopted in the study of how adolescents used new technology including Video Cassette Recorder Lin (1993:24), the impact of VCRs and cable TV on passing-time and companion gratification from watching television Perse & Courtright (1993:23). A recent study of 189 teenagers aged

14 to 19 in U.S. found that the major use of the Internet was for research and homework Lin (1993:24). Male respondents used the Internet more frequently for games, music, shopping while female respondents used the Internet more frequently for fashion and information about colleges/universities. Respondents found out websites mainly by using search engines and asking friends. Respondents considered the Internet as the most preferred sources of communication about sensitive issues when they needed information fast (La Ferle, Edwards & Lee, 2000).

Uses and Gratification approach is essential to this study that seeks to confirm or refute the assumed influence of the social media on youth leisure time (McQuail, 1983:112). Applied to this study, this approach views youth as active participants who not only consume all other forms of media but also it assumes that they only select specific types of media that suit their desired leisure and gratifies their individual needs (McQuail, 1983:112). The theory also presumes that the youth do not solely rely on traditional forms of media as their only source of entertainment and other leisure activities, but also depend on other sources outside the media McQuail (1983).

Conceptual Synergy

The Saturation theory and Uses and Gratification theories are closely related. These theories were used in this study to explain how the social media could influence the youth leisure time, and how these theories were applied within the Leisure social context. This study offered a point of analysis of how the social media influences youth allocation of time for their physical leisure guided by the two theories. The social media as characterized by the two theories mentioned above has the capacity to influence the use of various media by the youth to satisfy their leisure. The Stimulation Theory argues that people need a certain level



of physical and mental activity (Russell, 2002:45). The uses and gratification theory assumes that media users have a variety of choices to satisfy their needs and each medium can have different functions. In essence, through this research, it was evident that models of Saturation and Uses and Gratification theories link media content as the unit of observation to audience characteristics. These theories were therefore critical in providing a foundation for further analysis on the influence of social media to youth mediated messages, as each of them explained the social media and possible impacts on Youths.

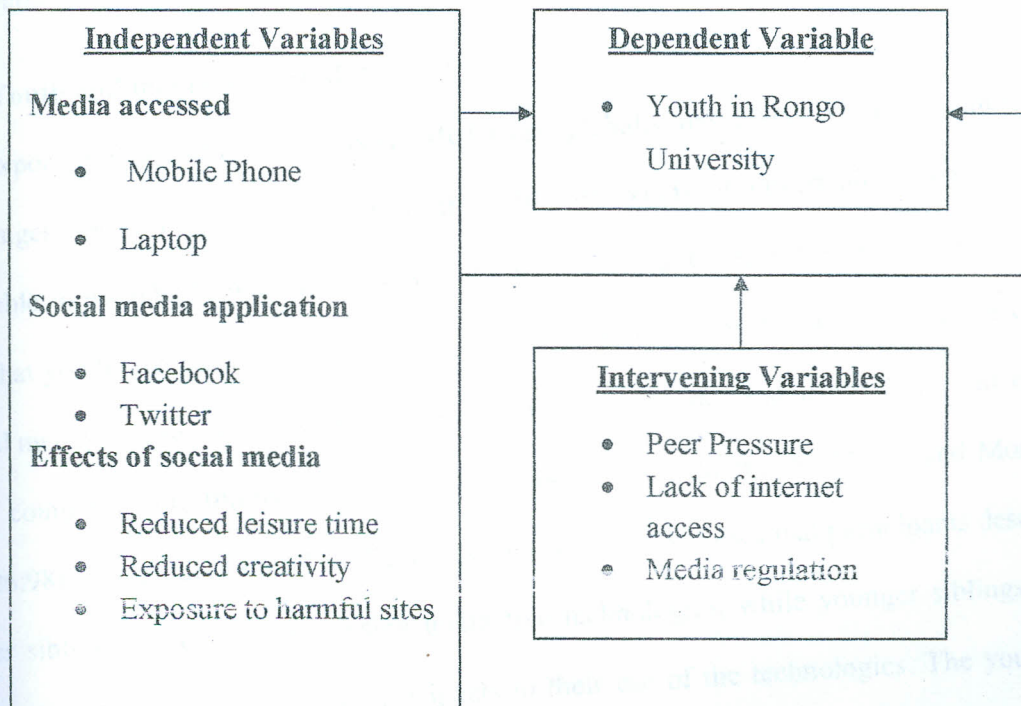


Figure 1: Conceptual Framework

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This section discusses available literature relating to the study objectives. The themes reviewed included youth and time allocation in Social media, Uses of social media to satisfy leisure and effects of social media on youth leisure.

2.2.1 Youth and media accessibility

The exponential growth of the Social Media use globally has given rise to a number of challenges. One of these challenges is that, different kinds of information have become available to everybody who has access to the social media. Gross (2004:635) mentions the fact that youth have access to the social media but it is not always known how the use of the social media influences their well being and development. Today's students have come of age with computers, the Internet, and other social media technologies. McMillan and Morrison (2006:98), who studied social media use of college students, found that participants described older siblings as less adept at using interactive technologies, while younger siblings were often described as far ahead of participants in their use of the technologies. The youth are generally enthusiastic adopters of the Internet for communication, entertainment and education. Youth regard the Internet as a flexible medium, and research has identified (in rank-order) the following motives for using it: affinity with computers, information, entertainment, boredom avoidance, online social interaction, and off-line social interaction (Valkenburg and Soeters, 2001).

Although the youth enjoy the digital web experiences and integrate them into their daily lives, Internet use could harbour negative impacts, both real and potential. Online dangers include

exposure to improper content, the risk of encountering exploitative and dangerous contacts, as well as issues of privacy, advertising and commercialism (Valkenburg and Soeters, 2001). Unlike television viewing where parents can execute mediation and control confidently and smoothly, monitoring Internet use is much more complicated. For example, certain television program genres (cartoons and educational shows) can quickly be judged as safe. Parents find it difficult to mediate the use of Internet. Even if parents logged online, they would have a narrower range of personal goals (Loges and Jung, 2001). Researchers are concerned that children from disadvantaged backgrounds may have limited or no access to the benefits of the Internet and home computers. Schools in disadvantaged neighborhoods that lack resources to provide up-to-date classrooms, including Internet access and computers, may be failing students who need these tools to acquire skills for success in modern society (Jackson et al. 2007).

The initial issue with the digital divide appears to be less important than it once was now that new media are becoming more accessible to all. Jackson (2007) noted that, for adults, age, race, income and education have all been related to access to the Internet. However, Loges and Jung (2001) wrote that this divide will dissolve over time. Clark (2003) stated that the digital divide is not limited to who does and does not have access to technology: there was a social, political, racial, and economic divide that existed before the Internet and continues to structure the limitations in the digital divide. It is therefore imperative to study the elements existing in society before new media and the digital divide because these account for why technology and access are issues in the current debate. Despite age or social status, as more Internet and computer proficiency are acquired, users may have the ability to reach a level playing field at least as far as access is concerned. Youth may feel overwhelmed by all that is available and at their fingertips. Discerning good information from bad or fact from fiction can be hard to

determine on the World Wide Web where answers are everywhere. Education about how to utilize and to get the most from social media is imperative for youth growing up in this technological era (McMillan & Morrison, 2006).

Information and communication technology (ICT) is an umbrella term for a communication tool such as a cell phone, computer, or radio. It includes both software and hardware for computers, Internet access, and the World Wide Web. Chesley (2006:592) examined why people use ICTs for communication the author concluded that people use computing and communications technologies because they need them for work or because they think these new devices will help with family needs, subject, of course, to resource constraints. If one looks at the way a family engages with the Internet and other communication technologies from the uses standpoint as noted above, one must then define what gratifications families are seeking from such devices. It is also important to consider how dependent the family dynamics become on such ICTs. Kraut et al. (1998) found that the use of the Internet resulted in statistically small declines in social interaction within family and other networks as well as an increase in loneliness. Declines in social activities and psychological well-being were also noted. Since the study by Kraut et al. (1998) researchers subsequently found that adolescents are reinforcing relationships and having positive experiences when using the Internet.

In Kenya the number of Internet users per 100 young people has risen over the years while that of fixed broadband subscribers has remained constant Makenja (2011). A report by David j. McKenzie on Youth, ICTS and Development (2011) reveals that the new millennium saw extremely rapid increases in internet, mobile phone, and computer use in Kenya. According to Consumer Insight (2009), computer use among 7-19 year olds increased from 33% in 2005 to 38% in 2007 and to 41% in 2009. Computer use increased with age.

Among 7-10 year olds only 23% had used a computer, 36% among 11-14 year olds, 47% among 15-17 year olds and 57% among 18-19 year olds. According to Consumer Insight, the highest facilitator of internet access among 7-19 year olds is school/college (45%) followed by cyber cafés (33%) and home (29%). The workplace for this age group facilitates only 3%. Among 25-44 year olds, access is mostly facilitated by the office/ workplace (56%) followed by cyber cafés (12%) and mobile phones (10%) Makanja (2011). The main back-up source is the mobile phone (58%), cyber cafés (36%) and home computers (33%). According to TNS Research International and Kenya ICT Board report (2010) 50% of young people prefer to use their phone to browse but their small screen and low content are main barriers to their use. While 17% access the internet two to five times a day, 62% access the internet more than five times a day.

2.2.2 The Use of new Media to satisfy youth Leisure

Morozov (2009) credited Twitter with enabling revolution by youth in Iran alongside other social media implicated in ongoing revolutions throughout the Middle East. Facebook has become a household word around the world.

Every day, Internet users around the world carve out niches of active leisure pursuits, such as gaming, hacking, chatting, tending to virtual farms, designing pixelated homes through video-logging and photo-sharing. It is clear that the social web, which constitutes a fundamental component of a seemingly unstoppable move towards perpetual connectivity as a way of life in many countries, should not be underestimated. However, web-based leisure activities should equally not be seen as profoundly distinct, or wholly set apart, from their offline context.

With the increasing popularity of computers and videogames in the home, it is all too easy to correlate declining interest in public sociality with a corresponding rise in social media, feeding

into popular perceptions of the Internet as the site of diminished and impoverished communication to the detriment of face-to-face co-presence. However, it is contended that the experience and practice of interactive photo-blogging shares many similarities with the traditional, on-the-ground model of sociality embedded in Corbin and Corbin (1987), despite youth insistence that such a style of interaction is outdated and irrelevant to their lives.

2.2.3 Effects of social media on youth leisure

Lenhart and Zickuhr (2010) found that 93% of teenagers, ranging from 12 to 17, in age are going online. This number has remained consistent since 2006. Older teens appear to go on the Internet more frequently than younger teens in Kenya. Lenhart et al. (2010:9) stated:

Understanding an individual's technological environment is now a vital clue in understanding how that person uses the internet, connects with others and accesses information. Among teens, the average person owns 3.5 gadgets out of the five we queried in our survey: cell phones, mp3 players, computers, game consoles and portable gaming devices.

Lenhart (2009:5) added that, it is sometimes hard for teens and their parents to sort out who owns what technology in a household and Cell phones and mp3 players are personalized devices. This concept of ownership is a significant one to consider. What is deemed as communal property in one family may be clearly distinguished in another. For instance, a computer in the office may belong to a parent but the computer in the family room is designated for the kids. Lenhart and Macgill (2008) suggested that location influences the quality of an adolescent's time spent online. This may include speed of the Internet, time of day online, parental monitoring, and what sites they are visiting. Perhaps this ownership and location dictates how much one medium is used as compared with another and how much access adolescents may have to various media. Landline use is more prevalent for conversations with friends while cell phones are used frequently for text messaging. Face-to-

face communication and out-of-school interactions actually increase with age (Lenhart, 2009:10).

Communication is an integrated part of our society. Communication tasks in a society include sharing of knowledge, socializing new members, entertaining people, and gaining consensus through persuasion or control (Schramm, 1977:56). The person or the institution responsible for carrying out the communication tasks changes with time. For example, parents used to be the major socializing agents in a traditional society, while the schools and the mass media are now playing a more important role in socializing new members in a modern society (Schramm, 1977:56). Exposure to mass media, in particular the social media, is considered a major socializing agent for adolescents (Mangleburg and Bristol, 1998:36). A characteristic of the new ICT is the multi-function capacity. For example, a computer could be used for searching information as well as for listening to online broadcast programmes. In order to understand how youth use the social media in comparison to their leisure time, we need to look into the specific effects of the social media. Although research about the Internet has grown exponentially along with the development and spread of ICTs, it still remains a comparatively small body of literature (Kim and Weaver, 2002:12). The study of youth social media use could be undeveloped, although key questions of academic and policy significance have focused on the effects of such use (Livingstone, 2003:234). Valentine and Holloway (2002:233) confirmed that online activities do not necessarily take time away from offline ones, but rather are incorporated into them. Brown and Steinberg (1993:43) wrote:

Peer group pressure serves to reinforce behaviour patterns by which adolescents come to be associated with a particular crowd. By fostering certain traits in their children, parents essentially direct a child towards a particular peer group and thus exercise some control over the type of peer group influences to which their child is exposed.

Despite the range of online communication tools available to them, teens continue to rely primarily on telephone or face-to-face interactions to communicate daily with their friends. More than one-third

of teens say they talk with their friends in person outside school. (39%), talk on a cell phone, landline phone (35%), text messages (36%) on a daily basis (Lenhart, 2009:10). In Kenya the most popular of these interactions is text messaging at 36% by use of phone daily. However, increase in face-to-face communication is not as significant as the growth rate of cell phone conversations in Kenya (Oriare, 2010:13) Cell phone conversations are clearly prevalent in adolescents' daily lives. Not only do they talk on a cell phone but they also send frequent text messages. Social networking sites, such as Facebook and MySpace, are used extensively by youth in Kenya by 2009 Nyabuga (2003). Lenhart et al. (2010) found that there was no difference among adolescents who had social networking profiles based on race, ethnicity, income, or level of parental education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This section discusses the research methodology that was adopted. Specifically, it outlines the delimited study area, research design, target population, sampling design, research instruments, data analysis, and ethical considerations.

3.2 Research Design

The descriptive research design was used in this study. According to Mugenda and Mugenda (1991), descriptive design is a self reporting study, which brings out quantifiable information from the sample. Descriptive design was used because it allowed for extensive data collection on a large population as was witnessed in the study sample in Rongo University College. The design enabled the researcher to establish the extent at which the youth were influenced by social media in Rongo University College within the context of the independent and dependent variables.

3.3 Study Area

The study was conducted at Rongo University College, a constituent college of Moi University, which is one of the newly created Universities in Kenya formed, vide Education Act and Presidential declaration in (2008) and it is in Migori County Rongo District. This location will give a representation of youth who access the new media.

3.4 Study Population

The study will seek to obtain research data from a total of 225 youth in Rongo University College. The population consisted of youth of between 18-35 years and the female youth were 100 and male were 125. The population was selected from the Department of communication and media studies because they understood well communication dynamics in

regard to the social media. The study population also engaged in active sporting activities such as, Hockey, football, basketball and handball. The population was arrived at on the basis that it was dynamic population with a representation of youth from all over Kenya and it also consisted both male and female youth.

3.5 Sample Procedure

Random sampling was used to sample the size for the study that consisted 144 youth from Rongo University College; this was a population of 225 youth in the University as shown in the sampling procedure. Among the respondents, 58% were males and 42% were females. The population in Rongo University College consisted of youth coming from all over Kenya. The study populations for this research were youth who access social media. Specific sample area, Rongo University College was purposively selected based on the fact that it has youth who access social media.

3.6 The Sample Size

A convenience sample of youths was recruited from Rongo University College town campus. The questionnaire was administered by a sample of students (N=144). To ensure voluntary and anonymous participation, a passive consent letter was attached to the front of the questionnaire. The study adopted a two – stage sampling. The first step involved stratification of the location of the study. Rongo University College was the unit of analysis in this study.

In this study the researcher used both purposive sampling and simple random sampling techniques in arriving at the sample size for the study. Therefore, a total of 80 male students participated in the study drawing all the participants from the Faculty of Communication. In addition, there were a total of 64 females. This purposeful selection was made both to find regular users of the social media and to balance their views as (Schwandt, 1997) advises to use purposeful sampling as quoted in (Lindlof and Tylor, 2002). Random sampling was used

to acquire the desired sample to select 144 youth from Rongo University. Youth in the College were preferred because they tended to be mostly exposed to the new media and had a national representation. All the sampled youth in the College were asked to complete the questionnaires. The following formula advanced by Yamane (1967) and Supported by Morgan (1970), was used to calculate sample size.

As shown below

$$n = \frac{N}{1 + N[e]^2}$$

n is the required sample size.

N is the population size.

e is the level of precision i.e. 0.05.

Table 3.1: Sampling Matrix

Study Strata	Population Size	Stratum Sample Size
1. Youth at Town campus	144	$144/225 \times 225 = 144$
Total	144	144

Source: Office of the registrar Rongo University College

The participants were identified by proportional stratified random sampling technique at a sampling ratio of $144/225 = 0.64$

Table 3.2: Sampling of the population size

Male	Female	Total Participants
80	64	144

N=144

Source: Field Data

3.7 Instruments of Data collection

Data collection was qualitative through use of Simple Random Selection. Prior to the data collection, ethical approval was sought from SGS. Pre-testing of the instruments was carried out in the college based on the ability to clearly give the information on how to collect the information and type of funding. The study adopted both interviews and questionnaires. The interview guides contained items covering all the objectives of the study.

3.5.1 Interviews

Semi structured interviews were conducted and the interviewers investigated how the youths allocated their time across the social media to various activities. The research interviewed respondents in order to validate the information collected using the questionnaires. To ensure comprehensive examination on the influence of Social media on youth leisure the interview schedule was used.

3.5.2 Questionnaires

The questionnaire consisted of three parts. The first part of the questionnaire focused on the media accessed by youth in Rongo University such as phone, laptop and desktop. Respondents' time allocation to the media was measured by asking, "How much time on average do you spend with each medium everyday?" and uses of social media to satisfy their

leisure activities and finally respondents were asked about effects of social media on their preferred leisure activities.

The second part of the questionnaire asked about the contexts of the Internet usage. Respondents were asked about their access to the social media and its uses to satisfy their leisure. Questions were asked about how the respondents used the social media for specific purposes. Lists of five usages of the social media were included in the study such as having chatting with friends on phone, accessing new sites and hiking. A two-point scale (1 = yes; 2 = no) was employed to measure the usage of the social media.

The third part of the questionnaire asked about the effects of social media to the respondents. Respondents were asked if the effects listed on the questionnaire affected them (reducing time for active leisure, reduces creativity, accessing harmful sites). A demographic characteristic was also collected.

3.5.3 Primary Data

Primary data was collected through use of questionnaires and interviews.

3.5.4 Secondary Data

Secondary data was obtained from the Rongo University Library and other libraries to gather materials relevant for the study. The library and the internet were vital sources of secondary information for the study. Secondary data was vital to back up the primary data as well as provide insights which primary data alone could not provide.

respondents in order to identify consistencies and differences. Thus data was analyzed using Statistical Package for Social Sciences (version 20.0 for windows) with descriptive measures. After all data was collected, the researcher conducted data cleaning, which involved identification of incomplete or inaccurate responses, which were corrected to improve the quality of the responses. After data cleaning, the data was coded and entered in the computer for analysis using the Statistical Package for Social Sciences (SPSS) version 20.0. As observed by Gray (2004), qualitative data provides rich descriptions and explanations that demonstrate the chronological flow of events as well as often leading to serendipitous (chance) findings.

3.5.7 Validity

With any research, measurements and analysis need to be both valid and reliable. According to Rubin et al. (2005), measurement validity refers to measuring what is intended to be measured, and suggests truthfulness. If the index, text, or scale were used to measure a particular construct, then the measure should include questions about all aspects of the construct. Referred to as content validity, these measures should sample or represent all ideas or areas in the conceptual space of the definition represented in the measure (Neuman, 2006). The measure should also relate to similar measures or predict future behaviour Rubin et al. (2005). Thus the tools of this study were pre- tested to check their efficacy. The questionnaires were administered on a pilot basis to the respondents. The pilot phase involved 50 questionnaires to that group of respondents. Their feedback was consolidated to adjust the questionnaire and make it more precise and user-friendly. Questions that could cause confusion were edited to make them clearer, and the questions adjusted for directness. These adjustments were to prevent confusion. The results were comparable to those of the actual data that were collected for the main research stage. All the objectives of this study were covered by the tools of the research, and the content validated by the same.

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3.5.8 Reliability

Reliability in a study ensures that its results are dependable and consistent. It indicates that the same thing will occur under identical or similar conditions. "Measurement reliability means that the numerical results produced by an indicator do not vary because of characteristics of the measurement process or measuring instrument itself" Neuman (2006: 189). However, sometimes it is important to show internal consistency by measuring the same thing using multiple indicators. This equivalence reliability applies when a construct is measured with multiple specific methods. If the different indicators point to the same construct, then a reliable measure will give the same results with multiple indicators. Validity and reliability increased the internal validity of a research study and ensured that no one derived other possible interpretations from the results (Rubin et al. 2005). The test-retest method of reliability check was used to ascertain the functionality and clarity of the questionnaire. After the pre-test, corrections were undertaken, and the reliability and validity index calculated.

3.5.9 Ethical Issues

Permission in writing to interview the youth in the University was granted by the college administration. The researcher also sought permission to use any programme in this study Babbie (2005) points out that informed consent is an important ethical norm any researcher should consider. Accordingly, this study also sought permission from the study informants

individually before participation. No one was forced to neither participate nor disclose information they did not wish to divulge. The researcher also availed the transcribed findings to the respondents and they verified the information gathered from them. It was also agreed that the data be used for academic purposes. The researcher also sought permission from Maseno University to be allowed to carry out the study.

4.1.1.1. Description of Respondents

A total of 80 respondents were interviewed. On the other hand, the researcher also interviewed 64 youth who were included in the study. Among the 80 questionnaires given to the 80 youth that participated in the study, 64 questionnaires were returned. 64 questionnaires out of 84 given to female youth were returned. This shows the return rate for the questionnaires.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.0 Introduction

This section presents results and discussions on the influence of social media on youth leisure in Rongo University College. Data was collected from male and female students from the university. This chapter covers analysis of data and the findings of the study. The general objective of the study was to investigate the influence of social media on youth leisure in Rongo University College town campus. The first section of the chapter presents the demographic data of the respondents. Section two presents data on the media accessed by youth in Rongo University College. Section three of the chapter covers data on how youth in Rongo University use social media to satisfy their leisure time. Finally section four covers data on the effects of social media on youth leisure in Rongo University College.

4.1 Rate of return of Questionnaires

A total of 80 questionnaires for the male students and 64 for the female students were used in the main study. On the other hand, the instruments used in the pilot study were not included in the main study. Among the 80 questionnaires given to the 80 males that participated in the study, 80 questionnaires were returned. 64 questionnaires out of 64 given to female youth were returned. The table below shows the return rate for the questionnaires.

Table 4.1: Return rate of the questionnaire

Rate of questionnaire return			
Respondents	Issued	Returned	Percentage
Female	64	64	100%
Male	80	80	100%
Total	144	144	100%

N=144

Source: Field Data

The rates for questionnaire return in Table 4.1 indicated that 100 percent returned the questionnaires. This authenticates the expected sample population of the study investigating the influence of social media on youth leisure.

4.2.0 Demographic Characteristics of Respondents

Included in the study were 80 male youth, 64 female youth, in Rongo University where a total sample of 144 youth was taken. The respondents responded fully as depicted in the return rate of the questionnaires. In addition, the demographic characteristics that featured in the study included respondents' gender, respondents' ages versus gender cross-tabulation

4.2.1 Demographic characteristics of youth respondents' by gender

The study realized 144 youth respondents. Among them the study had a population of (80) male respondents constituting 55.6 percent of the total youth respondent population who access the social media. Besides, the study had 64 female youth respondents that formed part of the study, constituting 44.4 percent of the total respondent population accessing social media. The study had a good proportion of both gender to enable the findings capture the extent of the influence of social media on youth leisure in Rongo University in regard to use and access to social media. Table 4.2 below captures the demographic characteristic of youth respondent population by gender.

Table 4.2: Demographic characteristics of respondents' by gender

	Frequency	Percent (%)
Male	80	55.6%
Female	64	44.4%
Total	144	100.0%

N=144

Source: Field Data

4.2.2 Demographic characteristics of respondents' ages versus gender

Table 4.3 shows the distribution of youth respondents by age and gender. The ages of respondents were considered because the researcher wanted to ascertain age bracket of youth that could be vulnerable to the influence of social media.

Table 4.3: Respondents' age and sex cross tabulation

		RESPONDENTS AGE * RESPONDENTS' SEX CROSSTABULATION			
		Respondents' Sex			
Respondents' Age		Male	Female	Total	
18Years	Count	12	4		
	% within Respondents' Age	75.0%	25.0%		100.
19Years	Count	10	19		
	% within Respondents' Age	34.5%	65.5%		100.
20Years	Count	17	23		
	% within Respondents' Age	42.5%	57.5%		100.
21Years	Count	18	9		
	% within Respondents' Age	66.7%	33.3%		100.
22Years	Count	14	7		
	% within Respondents' Age	66.7%	33.3%		100.
23Years	Count	7	0		
	% within Respondents' Age	100.0%	0.0%		100.
24Years	Count	2	2		
	% within Respondents' Age	50.0%	50.0%		100.
Total	Count	80	64		
	% within Respondents' Age	55.6%	44.4%		100.

N=144

The sampled population yielded 144 respondents where 80 (55.6%) respondents were male and 64 (44.4%) respondents were female. The majority of the respondents were in the age of 20 years that is 40% which indicates that a majority of the respondents in this age accessed and used the social media frequently than all the others. It is also noted that female respondents of the same age 20 years – (23%) were the majority as compared to all the others in the use of social media they were therefore considered more vulnerable to the influence of social media on their leisure time.

Table 4.4: Demographic characteristics of respondent youth's year of study

		RESPONDENTS' YEAR OF STUDY	
		Frequency	Percent
Year	Year 1	18	12.5
	Year 2	56	38.9
	Year 3	40	27.8
	Year 4	30	20.8
	Total	144	100.0

N=144

The sampled youth yielded 144 youth where (12.5%) - 18 respondents were in 1st year and (51.4%) - 56 respondents were in second year, third year (79%) - 40 and fourth year respondents were (100 %) – 30 respondents respectively. This characteristic was used to identify youth who accessed social media and their year of study.

4.2.3 Media access by the respondents

The first research question sought to find out the media accessed by the respondents. To determine this, the respondents were asked to rate the frequency of use of the media enumerated in the questionnaire, to which they responded as shown in Table 4.4 where it emerged that, the most frequently used media by the respondents was phones. Data in Table 4.4 below indicate that more respondents of both sexes accessed the phone at (97.2 percent) and (2.8 percent) accessed laptops respectively. The percentages for access to the ipad and desktop were 0%. This showed that there are no respondents who accessed the ipad and desktops but a great percentage accessed both the phone and the laptop. These results were consistent with findings of Schoulen (2007) on adolescent online self disclosure and self presentation research. Thus the respondents accessed phone and laptops to a greater percentage.

Table 4.5: Media access by the respondents

MEDIA THE RESPONDENTS' ACCESS			
		Frequency	Percent
Mode of access	Phone	140	97.2
	Laptop	4	2.8
	Total	144	100.0

N=144

4.2.4 Social Media application accessed by the respondents

The Figure below indicates data about the social media application accessed from the media by the respondents'. From the figure, the respondents accessed their contents from Facebook and Twitter more. i.e. 84% of the respondents accessed Facebook contents while 16% accessed Twitter. This indicated that Facebook and Twitter were the preferred areas to the respondents to access contents that could easily satisfy their leisure time and activities.

Table 4.6: Social media applications accessed by youth

Media applications accessed by youth			
Application		Frequency	Percent
Facebook		142	98.6
Twitter		2	1.4
Total		144	100.0

N=144

4.2.5 Hindrances the respondents face in accessing the contents in their preferred media

The study indicated in table 4.5 that 3.5 % of the respondents agreed that they had hindrances to accessing the contents on Facebook and twitter. In addition, 96 % of the respondents confirmed that they had no hindrances to accessing Facebook and twitter contents. The finding also ascribe to the findings of Ellen Johanna (2007). Who advanced that 71 percent of respondents easily access the contents on social media without any hindrances in school to advance their interest.

Table 4.7: Hindrances to access of contents by the respondents

HINDRANCES IN ACCESSING CONTENT			
		Frequency	Percent
Hindered	Yes	5	3.5
	No	139	96.5
	Total	144	100.0

N=144

4.3 Use of social media to satisfy leisure

This section presents results and discussions to answer the second research question on use of social media to satisfy youth leisure. The variables under consideration were leisure activities involved, uses of internet to access leisure and time taken in the preferred leisure.

4.3.1 Respondents' Leisure activities involved

Respondents' leisure activities were considered in this study to bring to light the leisure activities the respondents involved in as they accessed social media (Facebook and Twitter). Table 4.8 shows the leisure activities the respondents involved in as they access social media.

Table 4.8: Leisure activities in which Respondents involved

CHATTING ON PHONE			
		Frequency	Percent
Response	Yes	144	100.0

ACCESSING SITES			
		Frequency	Percent
Response	Yes	144	100.0

PLAYING GAMES			
		Frequency	Percent
Response	Yes	144	100.0

HIKING			
		Frequency	Percent
Response	No	144	100.0

The study found that out of the respondents, 100 % chatted on phone with friends, while 100% accessed new sites. 100% played computer games and none went for hiking. Therefore, a big percentage participated in passive leisure neglecting active leisure for example hiking and playing games.

4.3.2 Use of internet to access preferred leisure activities

The study indicated in Table 4.15 that 100 percent of the respondents agreed that internet assisted to access their preferred leisure activity. In addition, 100 percent of the respondents affirmed that internet enabled the respondents to access the following leisure activities fully chatting with friends on phone through the social media, accessing new sites, playing games all confirmed 100% aided through the internet. Despite the strengthening of the above leisure being assisted through the use of internet, respondents confirmed that hiking as a leisure activity was not aided by the internet, it had 0%.

Table 4.9: Internet aided leisure activities

DOES INTERNET ENABLE ACCESSIBILITY			
		Frequency	Percent
Internet	Yes	144	100.0

INTERNET ASSISTING ACCESSING NEW SITES			
		Frequency	Percent
Internet	Yes	144	100.0

INTERNET ASSISTING HIKING			
		Frequency	Percent
Internet	No	144	100.0

4.3.3 Time taken on preferred leisure activities

The study analysed time spent by the respondents on their preferred leisure activities. The results show that chatting on phone took most time with 38% spent at 2-4 hrs, followed by accessing sites at 27% 1-2hrs, on playing computer games the respondents took 30 minutes to 1hour at 27% and lastly those who engaged in hiking as their preferred leisure took the least time at 13% 1min to 30min. This suggests that internet aided leisure took the respondents more time compared to the one that is not internet aided as shown below.

Table 4.10 Time spent on the preferred leisure activities by the respondents.

RESPONDENTS' TIME TAKEN ON PREFERRED LEISURE			
		Frequency	Percent
Time	1-30Min	29	20.1
	31Min- 1Hr	20	13.9
	1Hr-1Hr.59Min	40	27.8
	2Hrs-4Hrs.59Min	55	38.2
	Total	144	100.0

4.3.4 Satisfaction on time spent on preferred leisure

The study indicated that the respondents were satisfied with the time they spent on the leisure activities they engaged in. 144 that is 100% of respondents confirmed that they were satisfied with the time they spent on their preferred leisure activity. The table below shows the respondents who were satisfied with the time they spent on their preferred leisure activities.

Table 4.11 Respondents' satisfaction on time spent with social media

RESPONDENTS' SATISFACTION WITH TIME SPENT ON SOCIAL MEDIA			
		Frequency	Percent
Satisfaction	Yes	144	100.0

N=144

4.5 Effects of social media

This section showed effects of social media on the youth. By studying the influence of social media on youth leisure time, whether the social media affects leisure time and affects the respondents experienced while using social media.

4.5.1 Influence of social media

The study suggested that the respondents agreed that social media influenced their perspective towards leisure activities. The results showed that 100% of the respondents agreed that social media influence their leisure activity while 0% of the respondents confirmed that social media did not influence leisure activities. This thus confirmed that social media influenced youth respondents' leisure activities significantly as shown below.

Effects	Yes	144	100.0
EXPOSED RESPONDENTS TO HARMFUL SITES			
		Frequency	Percent
Effects	No	144	100.0

4.6. Discussion of results

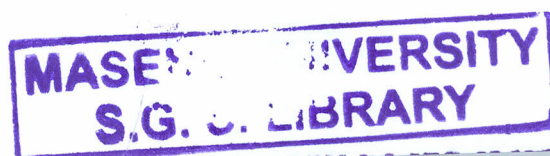
This section of the report dwells on the interpretation of the results of the study.

4.6.1 Media accessed by youth in Rongo University College Town Campus

According to the study findings, majority of the respondents accessed social media with 100% of the respondents citing that they normally accessed it. These findings could be attributed to the fact that youth feel more comfortable accessing social media when they are not under supervision. Generally social media has grown rapidly and almost everybody can easily access it. This kind of response by the youth can be attributed to the ever increasing need by the Government of Kenya to make ICT and internet use be easily accessible by the year 2030 (Bonfadelli, 2012). Although young and old alike watch television and listen to radio, young people are the main users of the new media as shown, especially the internet and more advanced features of mobile phones such as text messaging, also known as Short Messaging Service (SMS). Although the main reason for many 18-35 year olds to use computers, the internet, and mobile phones is entertainment- playing games, downloading music, and talking with friends is still not yet known. While the majority of youth in Kenya still do not use the internet or mobile phones, the experience of those who use it shows the possibilities and potential benefits of increased access as shown in this study.

4.6.2 Use of social media to satisfy leisure by youth in Rongo University College

The results in Figure 4.6 showed that youth used Facebook and Twitter to satisfy their leisure activities and rarely did they engage in active leisure like hiking and playing games. This



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4.6.2 Use of social media to satisfy leisure by youth in Rongo University College

The results in Figure 4.6 showed that youth used Facebook and Twitter to satisfy their leisure activities and rarely did they engage in active leisure like hiking and playing games. This trend can be attributed to the fact that youth in Rongo University give more time to social media niches compared to the time they give to active leisure. It was also noted that those who gave more time to social media in turn gave little time to active leisure this is evident in

services in the country. More recently, Bosch (2012) conducted qualitative studies of Facebook use and its effects among Kenyan college students. Based on the results on Table 4.13 of the effects of social media on youth leisure, 100% confirmed that they were affected by social media. The respondents confirmed that it reduced their leisure time, it also reduced their creativity and it also exposed them to harmful sites. This is a direct relationship which means that when youth access social media they are directly affected by social media. The results show that youth find it easy to participate in social media activities than any other activities.

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Summary of the study

This chapter on results and conclusions discusses the findings of the study on youth leisure activities and the effects of social media on youth at Rango University. It is concluded that youth are directly affected by social media. It can be deduced from the study that youth find it easy to participate in social media activities than other leisure activities.

The review for the study focused on concept of youth and leisure activities and effects of social media on youth.

The study was conducted as leading to the conceptual framework of the study.

The study was conducted on youth. The researcher used a quantitative research design and the researcher's variables were youth and leisure activities.

The variables in the study were youth and leisure activities. The study was conducted on youth and leisure activities.

The study used Spearman rank correlation coefficient to measure the relationship between youth and leisure activities.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter gives a summary of the study findings, how it was conducted, conclusions and recommendation for future research. The chapter puts in perspective the influence of social media on youth leisure in Rongo University town campus, and proposals towards countering the influence.

5.1 Summary of the study

As deduced from the chapter on results and analysis, social media influenced youth leisure. This means that youth in Rongo University College were adversely influenced by social media. It can be deduced from the above arguments that they could have used social media to satisfy their leisure activities.

Literature review for the study focused on concept of youth and media accessibility, the use of social media to satisfy youth leisure and effects of social media on youth leisure. The chapter ended with a summary of ideas leading to the conceptual framework of the study. The study explored descriptive survey design and the researcher's sample consisted of 144 respondents consisting 64 female and 80 male youth. The researcher therefore designed and developed questionnaires for the respondents. The variables in the questionnaires were tested during the pilot study for content validity and construct reliability. To test for content validity and construct reliability, items were ordered from general to specific and were related to the objectives set for the study. The researcher used Spearman rank order correlation coefficient

formula to determine reliability of the instruments. After establishing the content validity and reliability of the instruments that were to be used in the study, the researcher then gave them out to all respondents in the study area, for final data collection. Therefore, the total numbers of respondents who completed and returned the questionnaire were: sixty four (64) female out of the 64 sampled female and eighty (80) male out of the possible 80. The return rate of questionnaires was 100 percent.

5.2 Findings of the study

Findings of the study were presented in accordance with the research objectives of the study.

5.2.1 Media accessed by the youth in Rongo University

The objective of the study was aimed at establishing the media accessed by the youth in Rongo University town campus. The study showed that the respondents accessed various media. The media that respondents from both sexes accessed were: phones, laptops, desktops and ipad. The study realized that both male and female accessed the media.

5.2.2 Use of social media to satisfy youth leisure.

The study was set to determine the uses of social media by the youth to satisfy leisure. The study showed that the youth used social media differently to satisfy leisure activities such as: chatting with friends on phone, accessing new sites on Facebook and Twitter and playing video games.

5.2.3 Effects of social media on youth leisure

The study aimed at establishing the effects of social media on youth leisure. The study found that social media had various effects for example: having little time on active leisure,

accessing illegal sites and lack of creativity in their work. Among the notable effect to almost all respondents was little time they spent on active leisure for example hiking, visiting friends and playing.

5.3 Conclusion

The following were the conclusions for the study aimed at investigating the influence of social media on youth leisure.

- i. The data gathered from respondents who participated in the research revealed that youth accessed several media that exposed them to social media.
- ii. The study also concluded that the social media that the youth respondents accessed had great influence on their leisure time
- iii. The data revealed that there were significant effects of social media on youth leisure. Hence, it was evident that the social media offered little time to the youth respondents to participate on active leisure activities but rather gives more time in participating on passive leisure offered by the social media for example chatting with friend for a very long time.

5.4 Recommendations

In light of the findings and conclusions made in this chapter, the researcher came up with a recommendation which if effectively implemented can help the youth to effectively use social media to satisfy leisure time allocated to both active and passive leisure. Youth should look for legislation which governs the use of social media in order to protect them from harmful or unsafe content. The youth should access social media by getting exposed to internet facilities, the youth should also allocate equal time for both active leisure and passive leisure offered by

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