



Influence of Social Media Use on the Self-Concept and Social Behaviour of Adolescents in Secondary Schools in Uasin Gishu County, Kenya

Amgechi O. Lydiah*, Oseko M. Agnes and Muyaka Jafred

School of Education, University of Eldoret, P.o. Box 1125, Eldoret, Kenya

*Corresponding author's email address: lamgechi@gmail.com

Abstract

Technological advances have been said to reduce the world into a global village thereby easing communication/interaction. By virtue of these, an online social community via the social media or Social Networking Sites (SNSs) has been birthed out. With the penetration of internet globally, billions of people are able to interact regardless of their location, race, gender or age. Young people (teenagers/ adolescents) have particularly been observed to be very active on social media. The interactions and activities they engage in, on social media can have either positive or negative influence on their self-concept and their social behaviour. This study therefore investigated the influence social media use has on the self-concept and social behaviour of adolescents in secondary schools in Uasin-Gishu County in Kenya. Descriptive research design was employed for the study. The study targeted students and teachers in secondary schools in Uasin Gishu County. Simple random sampling, stratified and purposive sampling were employed to yield a sample of 375 student respondents and 72 teacher respondents for the study. Questionnaires, interview schedules and focus group discussions were used for data collection. Data analysis was done with the aid of the SPSS software version 26. The study found out that in an overall sense, social media usage correlated positively with the self-concept and social behaviour of adolescents at $p=0.409$ and $p=0.309$ respectively. It concluded that social media use influenced self-concept and consequently the social behaviour of adolescents and thus recommended vigilance on the part of stakeholders and guidance and counselling to adolescents on proper use of social media.

Keywords: Social Media Use, Self-Concept, Social Behaviour.

INTRODUCTION

Evolution of technology and specifically in communication; has led to the emergence of social media or the Social Networking Sites (SNSs). These have revolutionized how we communicate and relate with each other. People no longer have to cover long physical distances, spend a lot of time and money to connect with friends, family, business partners or potential clients. The hurdles of distance, speed and reliability experienced when using traditional ways of communication have been mitigated by the digital age that has tremendously transformed communication, making it possible for people to communicate easily and freely, as well as enabling them to access all manner of information that was initially impossible with the traditional ways. The digital age has seen to it the birth of social media. Social media present diverse online platforms from which communication and /interaction are conducted. These platforms include those used as social networks: Facebook (FB), Twitter (TW) and LinkedIn; those used for sharing media: Instagram (IG), Snapchat, You Tube (YT); Instagram (IG), Tumblr, Tik Tok, WhatsApp, Pinterest amongst others (Kakkar, undated).

A population of more than 4.5 billion people currently utilize the internet; with social media users going beyond the 3.8 billion index (Kemp, 2020). Kemp further estimates that a population of nearly 60 percent globally, is already online, and that by mid-2020 more than half of the globe's total population will utilize social media. The incarnation of social media can be traced to the early 2000's (Ortiz-Ospina, 2019). As observed by Ortiz-Ospina (2019), the first social site to reach a million monthly active users was *MySpace*, and this was around 2004; he however posits that there were other much smaller social networking websites that came before it but one that was first acknowledged as a social media site as they are known today was *Six Degrees*. This was created in 1977 and made it possible for users to upload a profile and connect with friends with other users (Ortiz-Ospina, 2019). Social media, as a phenomenon has thus become very instrumental in connecting individuals globally for various reasons, among them networking, getting into relationships, a hub for sourcing information and news, learning, business transacting, platform to air political views, photo and video sharing and entertainment (Foreman, 2017).

In Kenya, internet penetration rate is vast and at the moment of conducting this study, it was observed that 96.4 % of Kenyans could enjoy 3G /4 G mobile services (Communications Authority of Kenya, 2022). In early 2022, statistics on social media use in Kenya indicated that there were 11.75 million users of social media; with 9.95 million users on Facebook, 9.29 million on You Tube, 2.50 million on Instagram, 2.90 million 'members' on LinkedIn, Snapchat 1.75 million users and Twitter 1.35 million users (Kemp, 2022). A report by United States International University (USIU-Africa) (SIMElab, 2019) in partnership with United States (US) embassy in Nairobi on the consumption of social media in Kenya; using data obtained from 2017/2018 Communications Authority of Kenya (CA), indicated that internet enabled devices, mobile phones and personal computers were used by a majority of Kenyans in accessing the internet. The report further indicated that internet penetration in the rural and urban areas was almost at par. It also observed that majority of Kenyans spent 30 minutes to 3 hours on the internet on daily basis. In the same report, Kenyans were observed to use social media amongst other uses to keep in touch with family and friends, keeping themselves abreast with news, politics and entertainment. WhatsApp and Facebook platforms' popularity was high with Kenyan population; with 88.6% using WhatsApp and 88.5% using Facebook as indicated in the report.

The popularity of social media platforms differs among specific groups as observed by Ortiz-Ospina (2019). Young adults were among the earliest users of social media and persist to utilize these sites at high levels (Pew Research Center, 2021). In as much as young people are more likely to utilize social media than older ones, there are specific sites whose popularity is unexceptional to this kind of population as compared to the latter, Ortiz-Ospina (2019). For instance, Ortiz-Ospina (2019) notes that YouTube is more popular with the population of the young than it is with those of an old age in the United States (US). Among those aged 18-24 years, popularity was at 90%, 25-29 years was at 93%, while the old aged 50-64 years it was at 70% and those aged 65 years and above was at 38%. In Africa; Kenya, a report by USIU-Africa, (SIMElab, 2019) on social media consumption indicated that usage on all platforms in those aged 14-20 years was higher compared to that of those aged 46 years and above. The report further indicated that the motivation behind using specific platforms of social media differed among the users age wise. Those aged 14-20 years used the sites more to entertain themselves and find pleasure through emotional experiences. Another drive was the quest for personal identity characterized by personal stability, social status and need for respect. Other uses included acquiring information through news, knowledge and exploration; interactions with family members, friends and the outside world and as an escape route from unpleasant experiences.

The use of social networking technologies by adolescents is widespread and has now become a prime channel of communication and acquisition of information about others in

their social circles (Shapiro & Margolin, 2013). They also note that the motivation for using these sites by adolescents and young adults was not different from that of the classical forms of communication in interacting with others. These platforms provide opportunities such as catching up with friends, planning, networking and even self presentation to others (Shapiro & Margolin, 2013) by availing profiles for users, enabling them to constantly upload content like videos and photos as well as allowing discussions and comment posting with other users they are connected with.

In online communication/interaction, adolescents are likely to be drawn to situations that define their identity by linking up with those who are like-minded or people they admire, seeking other people's opinions about them through photos and videos they share, comparing themselves with others and any other activities whose sole motive is to discover who they are in relation to the world around them. In other words, engaging with social media influences their self-concept; with the influence coming from information or feedback they get from these sources (Cheong & Hwang, 2010) Self-concept has been defined as the knowledge we have about ourselves and what makes us stand out as unique individuals (Jhangiani, Tarry, & Stangor, 2022). For instance, for individuals with a shy personality, it makes it easier for them to interact with others online since the interaction is not face to face and real time (Nyagah, Nyagah, Asatsa, & Mwanja, 2015) and thus mediate in building their self-confidence. In such a circumstance, the self-esteem (how they feel about themselves) of such individuals is boosted.

The self, which in this case refers to our individualism, is said to found all human behaviour (Jhangiani *et al.*, 2014). As Cheong *et al.* (2010) observe, our behaviours are most consistent with our self-conception and that we do things that are appropriate to what we believe in. Human behaviour results from the intercommunication individuals have with their environment (Cherry, 2020) and therefore, the interactions that adolescents have on social media sites with peers and strangers make them vulnerable to either positive or negative influence on their selves and behaviour as well. Positively, they may be influenced into prosocial behaviours that include and not limited to altruism, leadership skills, being responsible, empathy and concern for others among other behaviours. Prosocial behaviour is characterized by the need to reach out to other people and being interested in their rights, feelings and well-being (Cherry, 2020). Conversely, they may be influenced into antisocial behaviour that abuses the rights of others and disregards social norms (Fernandez & Gomez, 2006) for example cyberbullying, sexual pervasion, addiction, terrorism and drug abuse among others.

From a study conducted on Facebook and Twitter, activities carried out on these sites had both positive and negative effects on the users (Sari, 2019). Prosocially, adolescents socialized by making friends, exchanging knowledge and information as well as conducting business online. Antisocially; altercations and misunderstandings occurred online, with circulation of unbecoming photographs, status and links. Additionally, they found out that adolescents spent so much time online, which was to their detriment because they encountered cyber bullying, decreased real time activities with in-person interactions as well as social comparison. In a trending hashtag by the name *Iwafikie Wazazi*, sexually offensive photos of young Kenyans circulated the social media platforms with the objective of informing the parents or guardians of those in the photos of their vile acts (Wandia, 2018). Clearly, Wandia (2018) viewed social media as a double-edged knife because it exposed immorality on the part of young people and also exposed them to cyberbullying.

Recently, it was reported on Kenyan news broadcast of online cartels in Kenya luring teenage girls to sex parties and orgies through Facebook (Junior, 2020). It is in that background that this study quested to investigate social media use on influence on self-

concept and social behaviour of adolescents in secondary schools in Uasin Gishu County, Kenya.

METHODOLOGY

Research Design

This study was founded on a descriptive research design. A descriptive research design describes a population, circumstance, or occurrence under study and focuses on answering the how, what, when, and where questions of a research problem, instead of why (Vetter, Frost, & Sullivan, 2021). It involved the selecting of a sample of participants and administering questionnaires plus conducting interviews and focus group discussions; in order to gather data on the study variables. This design was suitable for this study because it enabled the researcher to obtain behavioural, attitudinal and factual data which were important in establishing how social media usage influenced conceptualization of self-concept and social behaviour of adolescent students in secondary schools.

Study Location

This study was conducted in Uasin Gishu County. The County is one of the 47 Counties in Kenya, located in the mid-west of the former Rift Valley Province. It covers an area 3,345.2 square kilometres and lies between longitude 34 degrees 50' East and 35 degrees 37' West and latitude 0 degrees 03' South and 0 degrees 55' North. The county is sub-divided into six sub counties namely: Ainabkoi, Kapseret, Kesses, Soy and Turbo. Uasin Gishu borders six counties namely Elgeyo Marakwet County to the East, Trans Nzoia to the North, Kericho to the South, Baringo to the South East, Nandi to the South West and Bungoma to the West (Uasin Gishu County Government, 2019).

Uasin Gishu County was identified for the study because it has all categories of secondary schools as found in the country which includes: public and private schools; day and boarding secondary schools; Girls' schools, Boys' schools and mixed schools. Within the public schools, all clusters namely: national schools, extra county schools, county and sub-county schools are found in the county and would therefore allow selection of a representative sample similar to secondary schools at national level. As a cosmopolitan county, it allowed selection of a sample with students from different ethnic and socio-economic backgrounds. It also gave the researcher an opportunity to carry out the research in secondary school adolescent students in both urban and rural set ups to investigate the influence of social media use on self-concept and social behaviour of the adolescents.

Target Population

Target population refers to the total number of subjects or the total environment of interest to the researcher (Oso & Onen, 2008). The study targeted all the Form 1-4 students in secondary schools in Uasin Gishu County. The Form 1, 2, 3 and 4 students participated in the study because their age coincides with middle adolescence. Adolescents at this stage of development experience many social and emotional changes. They get very sensitive about their looks, with peer pressure peaking at this point in time. They are also driven by a very strong quest for autonomy (Allen & Waterman, Undated). The researcher employed an age bracket of 13-24 years. In addition, the study targeted teachers in charge of guidance and counselling and teachers in charge of discipline, who shared their opinions and experiences on the status of self-concept and social behavioural patterns of students in these respective classes. According to information obtained from the Ministry of Education Office in Uasin Gishu County (MOE, 2020) there were 246 secondary schools in the county; both public and private schools with a total student population of 75,826. This number included students in both private and secondary schools distributed in the 6 sub-counties of Uasin Gishu County.

Sampling Procedures

Stratified sampling was used to select schools from the public and private categories of secondary schools in each of the 6 sub-counties of the County. Stratified sampling is a method applied when one wants to draw a representative sample from a population that is heterogeneous (Orodho, 2005) and in this case, the categories of public secondary schools and private secondary schools. From these two categories, probability sampling was used to select secondary schools from each of the six Sub Counties. Probability sampling was ideal because it provides accurate information about groups that are too large to study in their entirety and also the variations that exist in the target population (Mugenda and Mugenda, 2012).

Under probability sampling, simple random sampling was used to select 3 secondary schools under the categories of public and private schools from each of the 6 sub counties giving a total of 36 schools. The selection considered these types of school in order to ensure that public, private, single sex and mixed schools were included in the sample. The goal was to ensure that the desired representation from the various sub groups in the population was achieved. Purposive sampling was used to select students from Form 1 2, 3 and 4 in the sampled secondary schools who were active users of the social media. Purposive sampling was also used to sample teachers in charge of guidance and counselling and teachers in charge of discipline from each sampled school. Teachers in charge of guidance and counselling were involved in the study because they offer guidance and support to students on academic issues, personal concerns, family /parental issues and other social pressures. They also stand in the gap as advocates for the well-being of students. Teachers in charge of discipline were also involved in the study because they play a major role in managing students' behaviour and discipline.

Sample Size of the Study

A sample size refers to a part of the population chosen for a survey or experiment. The target population of secondary schools in Uasin Gishu County was 246. From these, 18 public secondary schools and 18 private secondary schools from the 6 sub counties participated in the study; thus, totaling to 36 schools in the whole county. The total population of Form 1-4 students from the sampled schools was 11,525. The sample size for these students was determined using Krejcie and Morgan sample size calculator. The sample size is based on the Krejcie & Morgan (1970) methodology as used by Ghasemizad, Zadeh & Bagheri (2012), Bhatti, Soomro, and Shah (2021), and Omosa, Onyango & Onditi (2018). According to Krejcie and Morgan, a population of 11,525 yielded a sample of 375 respondents. The 375 respondents were distributed proportionately in the six sub counties as shown in Table 3.1. In addition to the 375 students, 72 teachers: two from each of the 36 schools were selected to participate.

Research Instruments

Research instruments refer to the means that a researcher uses in conducting a study. This study employed a questionnaire, interview schedules and focus group discussions as instruments of data collection.

Questionnaire

The questionnaire is a research instrument that consists a set of questions or other types of prompts that aim to collect information from a respondent (Kamuni, 2018). The questionnaire is considered appropriate because questionnaires provide a relatively cheap, quick and efficient way of obtaining large amounts of information from a large sample of people (McLeod, 2018). The questionnaire had both close ended and open-ended questions with Likert type of scales to test on self-concept, social behaviour plus the usage of social media platforms. It was administered to students and collected with the help of a research assistant.

The questionnaire was sub-divided into four sections; A-E. Section A provided for demographic information of the respondents. Section B had nine questions that sought to collect data on how respondents used social media plus a 5-point Likert type of scale with 25 statements, modified from the Rosenberg Self-esteem scale (Rosenberg, 1979). The statements in the modified scale measured self-esteem, self-image, social image and ideal self. They were categorised into two: the positively worded statements and the negatively worded statements. Just like with the Rosenberg Self-esteem scale (RSE), scoring was done by summing scores from both positively worded and negatively worded statements. For positively worded statements, scores were calculated as follows: Strongly Agree =5, Agree=4, Neutral=3, Disagree= 2, Strongly Disagree=1. For the negatively worded statements, scoring of the items was done with a reversed valence: Strongly Agree=1, Agree=2, Neutral=3, Disagree=4, Strongly Disagree=5.

Section C had a 5-point Likert scale with ten statements and other 6 questions which sought to determine the influence of social media use on self-concept. This section brought out the subthemes of social image and self-esteem, self-presentation and social comparison on social media. The items on the Likert scale were scored as follows: Strongly Agree= 5, Agree=4, Neutral=3, Disagree=2, Strongly Disagree=1.

Section D, which was the last one on the questionnaire had questions that sought to establish the influence of social media use on social behaviour of adolescents. The questions were also formulated in a 5-point Likert scale and they majored on the activities that adolescents engaged in on social media platforms and which in turn influenced their social behaviour.

Interview Schedule

An interview is an oral admission of a questionnaire. It was therefore appropriate for this study because it provides an opportunity for face-face encounters and in-depth data which is not possible to get using a questionnaire (Mugenda & Mugenda, 2012). The researcher designed a semi-structured schedule to interview two categories of teachers on the status of self-concept and social behaviour of students and also the possible influence social media use had on them. These categories include the teachers in charge of discipline and those in charge of guidance and counselling. For teachers in charge of discipline, the questions were formulated to gather information on the behaviour of students and generally disciplinary issues which could have emanated from using social media. Schedules for teachers in charge of guidance and counselling had questions and prompts that sought information on the self-concept of students, social media use and social behaviour.

Focus Group Discussions

A focus group discussion refers to a group of persons guided by a facilitator (moderator), during which group members express themselves freely and in an impromptu way about a certain topic fixed in advance in a group environment (iEduNote, Undated). The FGDs in this study were conducted on students in order to gather more information that could have missed out in the questionnaire. The researcher, with the help of a research assistant prepared a discussion guide, did a random selection of participants from the sampled groups of students, prepared them for the discussion in advance and recorded the results which were later transcribed and analysed qualitatively. The guides for these discussions had questions and prompts that captured the variables of the study.

Validity of the Research Instruments

For validity of the instruments in the study, the researcher consulted experienced educational researchers; who included the researcher's supervisors. The content validity of the questionnaire was ensured by aligning the items on it to the objectives of the study. Methodological triangulation using interview schedules and focus group discussions was also applied to assess its validity. Data collected from the instruments i.e., the questionnaire,

interview schedules and focus group discussions after the pilot study were compared in order to establish accuracy of the data that would come forth during the main study. Any items on the instruments that were not clear were rephrased and corrected before the main study.

Reliability of the Research Instruments

Reliability refers to the ability of a research instrument to give results that are consistent after repeated trials (Kothari, 2014). For the reliability of instruments in this study, analysis was done on the results obtained during the pilot study. The test-retest technique was employed on the pilot sample. The test-retest is a technique used by researchers to measure a construct that they assume to be consistent across time, and then the scores obtained should also be consistent across time (Price, Jhangiani, Chiang, Leighton, & Cuttler, 2017). This technique requires using the measure on a population, using it again on the same population at a later time (time lapse), and then calculating a test-retest correlation between the two sets of scores (Price *et al.*, 2017). In this study, the researcher administered the questionnaire on self-concept, social media usage and social behaviour to the sampled students in the sampled schools twice. Interviews on social behaviour were conducted on two teachers. The first session of administering the questionnaire to students, interview schedules to teachers and focus group discussions, was followed by a time lapse of two weeks after which the same questionnaire, interviews and focus group discussion was administered to the same group of subjects again. The scores from the two testing sessions were used in computing the correlation coefficient. This was done using Pearson's Product Moment Coefficient model. This is because the coefficient assumes that a large number of independent causes are operating in both variables so as to produce a normal distribution (Kothari, 2014). A correlation of 0.8132 was enough proof that the instruments were reliable because they indicated good reliability (Price *et al.*, 2017).

RESULTS AND DISCUSSIONS

Correlation Test between Self-Concept and Social Media Use

The relationship between self-concept and social media use influence was proved by correlating self-concept scores with those of social media use. To test the relationship between self-concept and social media use, a Pearson product moment correlation test at a 0.05 level of significance was employed. This has been illustrated in table 1.

From the findings in table 4.28, the purpose of using social media was positively correlated with self-concept, $\rho = 0.567$, p -value < 0.01 . There are a few possible explanations for the positive correlation between the use of social media and self-concept in secondary school students. Firstly, social media may provide a platform for comparison. When students see the lives of others that are seemingly better than their own, they may develop negative thoughts about themselves. Secondly, social media may also be a source of cyberbullying. When students are cyberbullied, they may start to doubt their worth and feel bad about themselves. Thirdly, social media may promote a culture of narcissism. When students are constantly posting photos and updates about themselves, they may start to believe that they are better than others. This sense of entitlement can lead to low self-concept.

Furthermore, there was a negative correlation between frequency of social media use and self-concept, $\rho = -0.596$, p -value < 0.01 . There are a few possible explanations for this relationship. First, social media use is often associated with comparing oneself to others (e.g., "comparing up"). This can lead to feelings of envy and inadequacy, especially if users are constantly exposed to idealized versions of other people's lives. Second, social media can be a breeding ground for cyberbullying and other forms of online harassment. If students are constantly being exposed to negative comments and/or images, it can also take a toll on their self-concept.

Table 1. Pearson Product Moment Correlation Test between Self-Concept and Social Media Use

		SC	Pur	Fre	TS	NoF	Usage
SC	Pearson Correlation	1					
	Sig. (2-tailed)						
	N	338					
Pur	Pearson Correlation	.567**	1				
	Sig. (2-tailed)	0.000					
	N	338	338				
Fre	Pearson Correlation	-.596**	.603**	1			
	Sig. (2-tailed)	0.000	0.000				
	N	338	338	338			
TS	Pearson Correlation	-.656**	.660**	.694**	1		
	Sig. (2-tailed)	0.000	0.000	0.000			
	N	338	338	338	338		
NoF	Pearson Correlation	-.545**	.438**	.457**	.568**	1	
	Sig. (2-tailed)	0.000	0.000	0.000	0.000		
	N	338	338	338	338	338	
Usage	Pearson Correlation	.409**	.351**	.260**	.420**	0.091	1
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.117	
	N	338	338	338	338	338	338

** Correlation is significant at the 0.01 level (2-tailed).

Key: SC=Self Concept, Pur=Purpose of Using social media, Fre=frequency of social media, TS=time spent on social media, NoF= number of friends in social media, Usage = overall usage of social media

The findings also showed negative correlation between time spent on social media and self-concept, $\rho = -0.656$, p -value < 0.01 . This means that as time spent on social media increases, self-concept decreases. There are a few possible explanations for this. First, social media can be an arena of comparison for users. When students see others living what appears to be a perfect life, it can make them feel bad about their own lives. Secondly, social media can be a source of negative feedback. If students are constantly being told that they are not good enough, it can lead to a decrease in self-concept. Finally, social media can be a time-waster. If students spend long hours on social media every day, they may not have time for activities that would help them boost their self-concept, such as exercise or spending time with friends and family in real time.

Furthermore, the relationship between number of friends on social media and self-concept is negative and significant, $\rho = -0.545$, p -value < 0.01 . This means that students who have more friends on social media tend to have lower self-concepts. There are several possible explanations for this. First, students who have more friends on social media may be more likely to compare themselves to their friends and feel that they are not as good as they. Second, students who have more friends on social media may be more likely to be exposed to negative comments and feedback from their friends, which can lower their self-concept. Finally, students who have more friends on social media may be more likely to spend more time on social media, which can lead to them feeling more isolated and lonelier, which can also lower their self-concept.

On the other hand, overall usage of social media was positively correlated with the students' self-concept, $\rho = 0.409$, p -value < 0.01 . Therefore, the null hypothesis that claimed that there was no significant relationship between social media use and self-concept of adolescents in secondary schools in Uasin Gishu County was rejected. This means that the more students use social media, the higher their self-concept scores are. This is likely due to the fact that social media allows students to connect with others and share their thoughts and feelings. This connection can help boost students' self-esteem and make them feel good about themselves. Additionally, social media can provide students with a sense of belonging and community. This can also help increase their self-concept scores.

Correlation Test between Social Media Influence and Social Behaviour

The study tested the relationship between social media influence and students' social behaviour by correlating social behaviour scores with those of social media influence. To test the relationship between social media influence and students' social behaviour, a Pearson product moment correlation test at 0.05 level of significance was employed. Table 2 illustrates the findings.

Table 2: Pearson Product Moment Correlation Test between Social Media Influence and Social Behaviour

		SB	Pur	Fre	TS	NoF	Usage
SB	Pearson Correlation	1					
	Sig. (2-tailed)						
	N	338					
Pur	Pearson Correlation	.071	1				
	Sig. (2-tailed)	0.311					
	N	338	338				
Fre	Pearson Correlation	-.176**	.011	1			
	Sig. (2-tailed)	0.002	0.207				
	N	338	338	338			
TS	Pearson Correlation	-.371**	.497**	.260**	1		
	Sig. (2-tailed)	0.000	0.000	0.000			
	N	338	338	338	338		
Nof	Pearson Correlation	-.438**	.501**	.091	.068	1	
	Sig. (2-tailed)	0.000	0.000	0.138	0.091		
	N	338	338	338	338	338	
Usage	Pearson Correlation	.309**	.115	.231**	.240**	0.81	1
	Sig. (2-tailed)	0.000	0.087	0.000	0.000	0.107	
	N	338	338	338	338	338	338

** Correlation is significant at the 0.01 level (2-tailed).

Key: SC=social behaviour, Pur=Purpose of Using social media, Fre=frequency of social media, TS=time spent on social media, NoF= number of friends in social media, Usage = overall usage of social media

From the findings in table 4.30, there was no significant correlation between the purpose of using social media and students' social behaviour, $\rho = 0.071$, p -value > 0.01 . There are several possible explanations for the insignificant relationship between social media use and students' social behaviour. First, it is possible that social media use does not have a significant impact on students' social behaviour. Second, it is possible that students who use social media for school-related purposes are more likely to be introverted or have social

anxiety, which could explain why they are no more likely to engage in social behaviours than students who do not use social media for school-related purposes. Third, it is possible that the relationship between social media use and students' social behaviour is mediated by other factors, such as the amount of time spent on social media or the number of social media friends.

Further, there was a negative correlation between frequency of social media use and students' social behaviour, $\rho = -0.176$, p -value < 0.01 . One explanation for this negative correlation is that social media use can lead to social comparison. When students compare themselves to others on social media, they are more likely to experience negative emotions such as envy and loneliness (Lin, 2018). Another explanation is that social media use can lead to social isolation. Individuals who spend a lot of time on social media may be less likely to interact with others in person, which can lead to feelings of loneliness and social isolation (Lin, 2018). It is important to note that social media use is not necessarily bad. For example, social media can be used to connect with others and stay up-to-date on current events. However, it is important to be aware of the potential negative effects of social media use and to use it in moderation.

Besides, the results showed negative correlation between time spent on social media and students' social behaviour, $\rho = -0.371$, p -value < 0.01 . The negative correlation between time spent on social media and students' social behaviour has been well-documented in research (e.g., Twenge, Joiner, & Rogers, 2018). Some possible explanations for this relationship include that social media use may lead to feelings of loneliness and isolation (Twenge *et al.*, 2018), or that it may serve as a replacement for face-to-face social interaction (e.g., Rosen, Whaling, Carrier, & Cheever, 2013). Regardless of the reason, the evidence is clear that spending more time on social media is associated with poorer social skills and behaviour.

Also, the relationship between number of friends on social media and students' social behaviour is negative and significant, $\rho = -0.438$, p -value < 0.01 . This means that the more friends a student has on social media, the less likely they are to engage in social activities in real life. There are a few possible explanations for this phenomenon. First, social media can provide a sense of social validation and belonging that is not always available in real life. For introverted or shy students, social media can be a way to connect with others without having to face-to-face interaction. Second, social media can be a way to escape from the pressures of real life. Students may use social media as a way to avoid dealing with difficult situations or people. Finally, social media can be a way to procrastinate. Students may find it easier to scroll through their Facebook feeds than to actually go out and talk to people.

However, overall usage of social media was positively correlated with the students' social behaviour, $\rho = 0.309$, p -value < 0.01 . Therefore, the null hypothesis that claimed that there was no significant relationship between social media use and social behaviour of adolescents in Uasin Gishu County was rejected. There are a number of reasons why social media usage would lead to better social skills. First, social media provides a way for students to communicate with a large number of people without having to actually meet them in person. This gives introverted students a way to connect with others without having to put themselves in social situations that they may be uncomfortable with. Additionally, social media gives students a way to practice their communication skills and this is because they are constantly communicating with others online, they have a chance to hone their skills and become better communicators.

CONCLUSION AND RECOMMENDATION

From the findings of this study, social media has positively influenced adolescents through having them develop a sense of belonging as they interact with 'friends' online; expressing themselves confidently; a clear indication of autonomy, showcasing their talents and even looking forward to earning a living from that, inspirations to change their view of life in a positive way and networking with others for academic knowledge and other important life skills. Negatively, some have been exposed to bullying through body shaming, addiction to social media causing them to spend a lot of time on these platforms and therefore failing to carry out assigned responsibilities. Others have developed a false self on social media which can possibly translate to detrimental consequences as their self-image conflicts with the ideal self.

Self-concept heavily influences behaviour because it causes a person to dictate to themselves what they may or may not be able to accomplish (A Conscious Rethink, undated). From the findings of this study, the influence social media had on the respondents directly influenced how they behave towards themselves and others. Prosocially, the need to understand that there are people who live in a very sorry state and thus the need to reach out to such and appreciate the kinds of life they live. Negatively, others have had to retaliate on social media to remarks that were offensive, give false information about themselves; emulating socialites whose sexual orientation is not yet acceptable in the country i.e., lesbianism, and even practicing it, exposure to adult sites and addiction to them; and indiscipline in schools where some students sneak in phones and flash drives with adult content to school yet this goes against school rules and policy on phone possession in schools. The study recommends use of social media in moderation and under the vigilance of adults in order to avoid negativity from the same.

Conflict of Interest

The authors declare no conflict of interest.

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