

**FACTORS INFLUENCING THE CHOICE OF SOCIAL
NETWORK SITES AMONG HIGH SCHOOL
TEENAGERS IN NAIROBI, KENYA**

GEOFFREY SEREDE SIKOLIA

DOCTOR OF PHILOSOPHY

(Mass Communication)

**JOMO KENYATTA UNIVERSITY OF
AGRICULTURE AND TECHNOLOGY**

2015

Factors influencing the choice of social network sites among high school teenagers in Nairobi, Kenya

Geoffrey Serede Sikolia

A thesis submitted in partial fulfillment for the degree of Doctor of Philosophy in Mass Communication in the Jomo Kenyatta University of Agriculture and Technology

2015

DECLARATION

This thesis is my original work and has not been presented for a degree in any other University

Signature..... Date.....

Geoffrey Serede Sikolia

This thesis has been submitted for examination with our approval as University supervisors

Signature..... Date.....

Dr. Hellen K. Mberia, PhD

JKUAT, Kenya

Signature..... Date.....

Prof. Okumu - Bigambo, W., PhD

Moi University, Kenya

DEDICATION

In loving memory of my dearest mama LORNICAH MUGASIA. You taught me the meaning of true sacrifice, hard work, humility, and honesty. Though you never lived to see this, I assure you that your suffering was never in vain. I know you are smiling from heaven.

My dearest wife and friend Debra and my dear little *munchkins* Lionna, Kayleigh, and Arianna. You made this happen.

ACKNOWLEDGEMENT

To God be all the glory for great things He has done. This work would never have formed into a thesis without the wise counsel and keen attention to detail of my first supervisor Dr. Hellen K. Mberia. I am truly humbled. Not to forget the invaluable advice and continual encouragement of my academic father, mentor and second supervisor Prof. Okumu - Bigambo, W. I will forever be indebted to you. My sincere gratitude also goes to Dr. Kaburu Kinoti, Dr Maurice Sakwa and the entire defense committees for the invaluable input. My great friends and brothers Dr. Paul A. Asunda and Dr. Faustin C. Djongana for the encouragement and continual humor when the going seemed too tough.

I would also like to sincerely appreciate the following for their immeasurable contributions and support; my dearest wife Debra and my little sweethearts Lionna, Kayleigh and Arianna. You mean the world to me. My dad, and my dear brothers and sisters for their encouragement and support all through the process. My colleagues, good friends and many more I cannot mention here. There can never be better friends. My special recognition to the entire Langata and Dagoretti public high schools' fraternity who participated in the study.

Since it is impossible to exhaust this list, I am very grateful to all those who have supported me in a way, be it moral, spiritual, or financial. May God almighty richly bless you.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
LIST OF TABLES	xi
LIST OF FIGURES	xiii
LIST OF APPENDICES	xiv
ABBREVIATIONS AND ACRONYMS	xv
OPERATIONAL DEFINITION OF TERMS	xvi
ABSTRACT	xviii
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background of the study.....	1
1.2 Use of social network sites among teenagers in Kenya	6
1.3 Statement of the problem	6
1.4 General Objective	9
1.4.1 Specific Objectives	9

1.5 Research Hypotheses	10
1.6 Significance of the study	11
1.7 Justification of the study	12
1.8 Scope of the study.....	13
1.9 Limitations of the study	15
CHAPTER TWO.....	17
LITERATURE REVIEW	17
2.1 Introduction	17
2.1.1 The teenage youth segment.....	17
2.1.2 An overview of the new media	20
2.1.3 Social Network Sites (SNSs)	22
2.1.4 Examples of Social Network Sites (SNSs)	24
2.2 Theoretical review	26
2.2.1 The uses and gratifications (U&G) theory	27
2.2.2 Expectancy-Value theory	29
2.3 Conceptual framework	30
2.3.1 Personal identity.....	32

2.3.2 Diversion.....	33
2.3.3 Surveillance	34
2.3.4 Social capital.....	35
2.3.5 Demographic characteristics of gender, age and socioeconomic status	36
2.3.6 Choice of Social Network Sites	38
2.4 Empirical review of literature.....	39
2.5 Critique of existing literature.....	41
2.6 Research gaps	45
2.7 Summary of literature review	45
CHAPTER THREE	47
RESEARCH METHODOLOGY	47
3.1 Introduction	47
3.1.1 Knowledge paradigms influencing research.....	47
3.2 Research design	49
3.3 Population of the study	50
3.4 Sampling frame	51
3.4.1 Sample size	53

3.4.2 Sampling technique.....	55
3.5 Data collection procedure	58
3.6 Data collection methods	60
3.6.1 Self administered questionnaires	65
3.6.2 Focus Group Discussions (FGDs)	66
3.6.3 In-depth Interviews	67
3.6.4 Validity of research instruments	68
3.6.5 Reliability of instruments.....	69
3.6.6 Ethical considerations	72
3.7 Data analysis and presentation	72
3.7.1 Analysis of quantitative data.....	73
3.7.2 Analysis of qualitative data.....	73
CHAPTER FOUR.....	76
RESULTS AND DISCUSSION.....	76
4.1 Introduction.....	76
4.2 Response rate (RR)	76
4.3 Demographic Information	77

4.4 Correlation matrix.....	87
4.5 Descriptive and inferential research findings	89
4.5.1 Influence of personal identity on choice of social network sites	92
4.5.2 One sample <i>t</i> -test for personal identity	92
4.5.3 Influence of diversion on choice of social network sites	95
4.5.4 One sample <i>t</i> -test for diversion.....	96
4.5.5 Influence of surveillance on choice of social network sites	98
4.5.6 One sample <i>t</i> -test for surveillance	99
4.5.7 Influence of social capital on choice of social network sites.....	102
4.5.8 One sample <i>t</i> -test for social capital.....	106
4.5.9 Influence of demographic characteristics on social network sites choice	108
4.6 Comparison of Age groups per Gender	113
4.7 Relating the Uses and Gratifications (U&G) approach	120
4.8 Emerging knowledge from the study.....	121
CHAPTER FIVE.....	124
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	124
5.1 Introduction	124

5.2 Summary.....	124
5.2.1 Demographic characteristics of teenage social network sites users.....	125
5.2.2 Influence of personal identity on teenagers’ choice of social network sites..	125
5.2.3 Influence of diversion on teenagers’ choice of social network sites	126
5.2.4 Influence of surveillance on teenagers’ choice of social network sites	127
5.2.5 Influence of social capital on teenagers’ choice of social network sites	127
5.2.6 Influence of demographic characteristics on social network sites choice	128
5.3 Conclusions	129
5.4 Recommendations	131
5.4.1 Recommendations to researchers.....	131
5.4.2 Recommendations to behavior change campaigners	132
5.4.3 Recommendations to policy makers in government.....	132
5.4.4 Recommendations to software developers.....	133
5.5 Suggestions for further research	133
REFERENCES	134
APPENDICES	146

LIST OF TABLES

Table 2.1 Top ten social network sites (SNSs) in the world	25
Table 3.2 Knowledge paradigms	48
Table 3.3 Enrollment figures in public high schools in Nairobi County.....	51
Table 3.4 Gender distribution by sub-county	53
Table 3.5 Enrollment ranking of sub-counties	57
Table 3.6 Stratified sample for selected sub-counties	58
Table 3.7 Variables, Hypothesis and Survey Items.....	64
Table 3.8 Proportionate sampling of study sample	65
Table 3.9 Reliability of survey instrument	71
Table 4.10 High school Social Network Sites (SNSs) users	78
Table 4.11 Respondents' age.....	79
Table 4.12 Respondents' gender	79
Table 4.13 Respondents' class composition.....	80
Table 4.14 Parents/guardians' highest education level	81
Table 4.15 Access to social network sites	82
Table 4.16 Social network sites access mediums	83
Table 4.17 Preferred mediums of social network sites access	84
Table 4.18 Ranking of social network sites	85

Table 4.19 Descriptive statistics of key variables86

Table 4.20 Pearson Correlation matrix.....88

Table 4.21 One sample *t*-test scores91

Table 4.22 Influence of personal identity92

Table 4.23 Influence of diversion.....96

Table 4.24 Influence of surveillance99

Table 4.25 Influence of bonding social capital.....103

Table 4.26 Influence of bridging social capital104

Table 4.27 Influence of maintaining social capital.....105

Table 4.28 Influence of respondents’ gender on SNSs choice109

Table 4.29 Influence of parents’ level of education on SNSs choice.....110

Table 4.30 Influence of respondents’ residence on SNSs choice.....111

Table 4.31 ANOVA group comparisons for independent variables114

Table 4.32 ANOVA group comparisons for personal identity.....115

Table 4.33 ANOVA group comparisons for age116

Table 4.34 Post Hoc (Scheffe) group comparisons for age117

Table 4.35 Post Hoc (Scheffe) group comparisons for class.....118

Table 4.36 ANOVA findings for Identity and Bonding.....119

Table 4.37 Group comparisons for Personal Identity and Bonding120

LIST OF FIGURES

Figure 2.1 Uses and gratifications model.....	28
Figure 2.2 Conceptual Framework.....	31
Figure 3.3 Concurrent triangulation design.....	60
Figure 3.4 Visual model of qualitative analysis.....	74
Figure 4.5 Revised conceptual framework.....	122

LIST OF APPENDICES

Appendix A: Research questionnaire	146
Appendix B: Interview schedule	153
Appendix C: Guidelines to Focus Group Discussion (FGD).....	154
Appendix D: Focus Group Discussion (FGD) guide	156
Appendix E: Statistical Tables.....	158
Appendix F: Research permit	173

ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
HIV	Human Immunodeficiency Virus
ICT	Information and Communications Technology
NYP	National Youth Policy
STI	Sexually Transmitted Infections
VCT	Voluntary Counseling and Testing
SNS(s)	Social Network Site(s)
UNFPA	United Nations Population Fund
PDA	Personal Digital Assistant
WWW	World Wide Web
U&G	Uses and Gratifications
UGM	User Generated Media
GO	Gratifications Obtained
GS	Gratifications Sought
SES	Socioeconomic status
CA	Communication Authority of Kenya
RR	Response rate

OPERATIONAL DEFINITION OF TERMS

Internet : is a cooperatively organized, globally distributed system for exchanging information (December, 1996).

Social Media: refers to forms of electronic communication through which users create online communities to share information, ideas, personal messages and other content.

Social Capital : is the sum of the resources, actual or virtual, that accrue to an individual or a group by virtue of possessing a durable network of more or less institutionalized relationships of mutual acquaintance and recognition (Bourdieu & Wacquant, 1992; as cited in Ellison, Steinfield, & Lampe, 2007)

Social Network Sites: are defined as applications that enable users to connect by creating personal information profiles, inviting friends and colleagues to have access to those profiles, and sending e-mails and instant messages between each other. These personal profiles can include any type of information, including photos, video, audio files, and blogs (Kaplan & Haenlin, 2010).

Teenage : is the years of life between the ages of 13 and 19 in a lifetime or century.

Friending is a term used to connote social network friendship connections.

Sexting : refers to the practice of sending sexual images or messages to someone's mobile phone.

User : is a person or thing that uses something (User, 2015)

Gratification : refers to a source of satisfaction or pleasure (Gratification, 2014). Pleasure, especially when gained from the satisfaction of a desire (Hornby, 2010).

Socioeconomic status: is described as advantages that come from material, social and cultural resources (Ertan, 2008).

Public high schools: are post primary education institutions comprising of students between ages 14 and 17. They offer a four year training leading to the Kenya Certificate of Secondary Education examinations. The distinctive feature of these schools is that the government is responsible for payment of teachers' salaries and tuition. They also receive support in terms of supervision, curriculum development, pedagogical development (Onsomu, Mungari, Oulai, Sankale, & Mujidi, 2004).

ABSTRACT

This study sought to address the gap in empirical research related to user gratification factors influencing the choice of Social Network Sites (SNSs) among high school teenagers. In order to achieve this, the study was anchored on the Uses and Gratifications (U&G) approach. The study sought to (a) investigate the influence of personal identity on high school teenagers' choice of social network sites, (b) assess the influence of diversion on high school teenagers' choice of social network sites, (c) determine the influence of surveillance on high school teenagers' choice of social network sites, (d) examine the influence of social capital on high school teenagers' choice of social network sites, and (e) establish the moderating effect of demographic characteristics on independent variables in high school teenagers' choice of social network sites. The study employed a mixed method research design in which the main methods used in data collection included; self-administered questionnaires, Focus Group Discussions, and In-depth interviews. The study population comprised of all teenagers aged between 14 and 19 years and currently enrolled in public high schools within Nairobi County. A sample of 481 respondents drawn from Dagoretti and Langata sub-counties of Nairobi County participated in the study, which focused on five popular SNSs namely, Facebook, Twitter, LinkedIn, Google+, and Pinterest. Findings revealed that the independent variables of personal identity, surveillance and social capital significantly influenced choice of SNSs among high school teenagers. Specifically, high school teenagers' choice of SNSs was motivated by the need to bridge and maintain social capital more than bonding. Demographic characteristics did not moderate SNSs choice for teenagers residing in Nairobi but characteristics such as parents' level of education moderated for teenagers residing outside Nairobi. The study concluded that social network sites usage among teenagers needs to be harnessed for positive outcomes. Equally, the study made the following recommendations. Firstly, social network sites could be used positively in behavior change campaigns targeting teenagers because they have a higher affinity to them. Secondly, policy makers within government should take

keen interest on teenage interactions with social network sites in order to forestall negative effects such as recruitment into terror cells. The study suggested further research in rural contexts and on a wider youth segment.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The use of social media, from blogging, to online social networking, to creation of all kinds of digital material, is central to many teenagers' lives (Ahn, 2011a; Lenhart, Madden, Macgill & Smith, 2007). Greenhow and Robelia (2009) posit that popular media accounts tend to portray young people's media practices as "deficient or deleterious to academic learning" (Greenhow & Robelia, 2009, p. 1130). This is manifested by the choice of Social Network Sites (SNSs) as a major communication medium among teenagers. Teenagers are considered among the most prolific users of SNSs as illustrated by Ahn:

Teenage youth are a unique population of SNSs users. They are among the first to have grown up entirely surrounded by communication technologies. Teenagers are also in a period of rapid development, growth, and maturation. Research about social media effects on youth promises to contribute significantly to the concerns of adults who mediate access to these online communities (Ahn, 2011a, p. 1435).

Although research on young people's use of SNSs is emerging, questions remain regarding exactly what young people do on these sites, whom they interact with, and how their SNSs use relates to their other online and off-line activities (Baker & White, 2010; Boyd & Ellison, 2008; Subrahmanyam, Reich, Waechter & Espinoza, 2008; Ahn,

2011a). According to Boyd and Ellison (2008) SNSs are the latest online communication tool that allows users to create a public or semi-public profile, create and view their own as well as other users' online social networks. That teenagers are connected to these global online communities is both a frightening prospect for parents and educators and an intriguing area for social science research (Ahn, 2011a).

Several studies have been carried out concerning the use of SNSs among the youth. In a study conducted among Michigan State University undergraduate students, Ellison, Steinfield and Lampe (2007) examined the relationship between the use of Facebook and maintenance of social capital. Their findings suggested the existence of an association between use of Facebook and social capital, with the strongest relationship being the bridging of social capital. In another study, Wyche, Schoenbeck and Forte (2013) examined Facebook use in rural Kenya. Their findings suggest a high level of awareness among the respondents concerning the use of Facebook where they argued that the high costs associated with Facebook access in rural Kenya, limited Bandwidth and power outages impede the growth of SNSs. Although these two studies exemplify the attempts made at furthering research on SNSs, there are glaring gaps in their approach. There lacks a theoretical underpinning in the studies thus making it difficult to explain the studied phenomenon. The studies also tend to focus on selected SNSs, which leave us in doubt as to the user gratification factors influencing choice of specific SNSs.

The terms youth, teenagers, and adolescents are used interchangeably. Large (2005) as cited in Ahn (2011a) contends that it is difficult to define categories such as children adolescents, and young adults in concrete terms. This section attempts to highlight the teenage segment of the youth population. Chan and Fang (2007) state that children and

the youth are generally enthusiastic adopters of the Internet for communication, entertainment and education. The UNFPA (2011) defined the youth as people within the age bracket of 15 to 24 years. The UNFPA reported that “although people 24 years old or younger make up almost half of the world’s 7 billion population (with 1.2 billion between the ages of 10 and 19), their percentage of the population in some major developing countries is already at its peak” (UNFPA, 2011, p. 10). The Global Roundtable Working Group on the Youth (2011) affirmed these statistics by stating that the number of youth between the ages of 15 and 24 is 1.1 billion; youth constitute 18 percent of the global population. Youth and children together, including those aged 24 and younger, account for nearly 40 percent of the world’s population. Geographically, the largest population of youth is concentrated in Asia; 15 percent, in Africa; 10 percent, in Latin America and the Caribbean; and the remaining 15 percent, in developed countries and regions.

These statistics demonstrate that “in middle income and some rapidly developing lower income countries the number of years in which a large, young working population can be counted on to fuel development may be fleeting, and governments and the private sector need to act expeditiously to prepare the young for productive roles” (UNFPA, 2011, p. 11). This is an important factor given that this study focused on high school teenagers within the age bracket of 14 to 19 years.

Since their introduction, SNSs such as MySpace, Facebook, Cyworld, and Bebo have attracted millions of users, many of whom have integrated these sites into their daily practices (Boyd & Ellison, 2008; Greenhow & Robelia, 2009).

Social network sites (SNSs) constitute a rapidly growing phenomenon, with sites such as MySpace and Facebook attracting 250,000 to 300,000 new members on a daily basis. However there is a distinct lack of academic research on the subject and more specifically, there is a meager body of empirical research pertaining to an exploration of the possible application of U&G in an online context (Dunne & Lawlor, 2010, p. 53).

Boyd and Ellison (2008) further defined SNSs as “web-based services that allow individuals to (a) construct a public or semi-public profile within a bounded system, (b) articulate a list of other users with whom they share a connection, and (c) view and traverse their list of connections and those made by others within the system” (Boyd & Ellison, 2008, p. 211). This definition is consistent with SNSs use among teenagers in the U.S. where Lenhart, Madden, Macgill and Smith (2007) reported that some 93 percent of teenagers use Internet, and more than ever are treating it as a venue for social interaction, a place where they can share creations, tell stories, and interact with others. Lenhart et al. (2007) further reported that a majority of online teenagers (55 percent) in the U.S. have created a personal profile on a SNS like MySpace or Facebook. Amid the array of what websites can be termed SNSs, the technical definition of SNSs provided by Boyd and Ellison (2008) still provides a shared conceptual foundation.

The growth of Internet and SNSs as a consequence carries with it both positive and negative effects. Baker and White (2010) noted that while there have been noted benefits associated with SNSs use, including new opportunities for sociability and self-expression, there are also some concerns about its use, particularly frequent use. Baker and White (2010) further argued that some adolescents are spending up to 3 hours a day

on SNSs, leading to reduced time for other activities, including academic, physical, and face-to-face social pursuits. For this reason, it is important that parents become aware of the nature of SNSs, given that not all of them are healthy environments for children and adolescents. Chan and Fang (2007) concurred with this argument by stating that “although children and young people enjoy the digital web experiences and integrate them into their daily lives, Internet use harbors negative impacts, both real and potential” (Chan & Fang, 2007, p.178). Online dangers include exposure to improper contents, the risk of encountering exploitative and dangerous contacts, as well as issues of privacy, advertising and commercialism (Turow, 1999; UCLA, 2001; Williams, 2000; as cited in Chan & Fang, 2007).

Demographic characteristics mediate access to SNSs among teenagers. Considering that parents are enablers to teenagers’ access to these technologies, it is imperative that we understand how the demographic characteristics of age, gender, and socioeconomic status mediate SNSs choice. Ahn (2011b) contended that there have been few studies that consider systematic differences in user characteristics of SNSs. Boyd (2012) agreed with this assertion by positing that the adoption of SNSs for teenagers was very far from random. Further, “the complex racial, socioeconomic, cultural, and relationship dynamics that characterize high school life played a large role in the online communities that young people choose” (Boyd, 2012, p. 3). This study explored the influence that the socioeconomic variable exerts on high school teenagers’ SNSs preferences. Ahn (2011b) further argued that researchers have found factors such as age, gender, ethnicity, and socioeconomic status are highly related to individuals’ choices of SNSs. This study therefore also examined the variables of gender, age and socioeconomic status and their influence on SNSs choice among high school teenagers.

1.2 Use of social network sites among teenagers in Kenya

Locally, the growth of SNSs can be attributed to the proliferation of Internet. Chan and Fang (2007) contended that the Internet is undoubtedly the most prominent mass medium today. By March 2006, there were over a billion Internet users worldwide (Internet World Stats, 2006). The number of Internet users grew by 114 percent when compared with the figure in 2000 (CIA, 2006; Internet World Stats, 2006). Interestingly, Kenya has more Internet users than South Africa. According to Ohito (2012) Kenya was ranked fourth among Africa's top Internet countries as at December 2011. Nigeria is ranked first with 45 million users, a fact that can be attributed to its large population of 155 million people. Ohito (2012) further stated that Kenya had a paltry 200,000 Internet users in the year 2000 but currently enjoys 10.4 million users as at 2011. This figure however varies from the Communications Authority of Kenya (CA) statistics that put the total number of Internet users at 17.3 million combining all mobile and data Internet subscribers, terrestrial wireless subscribers, satellite subscriptions, fixed Internet connections, fiber optic subscriptions and fixed cable modem users (CCK, 2010/2011). According to the World Internet statistics, Kenya's Internet penetration is estimated at 25.5 percent of the population, which stands at 41 million people. CAK's figures put the penetration at 36.6 percent. Kenyan users account for Africa's 7.5 percent people with access to Internet. These statistics formed the foundation of this study considering that Internet access is an important ingredient of SNSs use among teenagers.

1.3 Statement of the problem

The popularity of social network sites (SNSs) among teenagers has grown exponentially, with little accompanying research to understand the influences on adolescent

engagement with this technology (Ahn, 2011b; Baker & White, 2010). Ahn (2011c) argued that young people across many factors such as gender, ethnicity, and socioeconomic status appear to participate in online social networks. This is despite the fact that the growth of the online phenomenon of SNSs and its growing popularity among teenagers has not captured the attention of academia (Dunne & Lawlor, 2010). Baker and White (2010) argue that there have been noted benefits associated with SNSs use, including new opportunities for sociability and self-expression. These benefits include socialization and communication, enhanced learning opportunities, and accessing health information (O’Keeffe, Clark-Pearson & the Council on Communications and Media, 2011). Ahn (2011a) argued that students learn in new ways using social media and that educators should embrace these new platforms. The adoption of effective communication strategies (Kiragu, Sienché, Obwaka & Odallo, 1998) will inevitably stem the social, cultural and economic repercussions of uninformed behavior by teenagers.

However, questions and controversies emerge about the effects SNSs have on adolescent development (Ahn, 2011a). Today’s adolescents are depicted as ‘digital natives’ and ‘millennial learners’ who are constantly online, perceive themselves as Internet-savvy, and prefer technology-enhanced communication channels (Greenhow & Robelia, 2009). Choice of SNSs therefore presents a dilemma for both parents and policy makers in the sense that the attributes of individual SNSs could predispose teenagers to negative aspects such as predatory child sex offences, identity theft and addiction (Joinson, 2008). Despite the growth of social media, and more specifically the adoption of SNSs by teenagers, little has been done to investigate the factors influencing the choice of specific Social Network Sites among this group. In a study exploring social media use in

rural Kenya, Wyche, Schoenebeck and Forte (2013) argued that SNSs research tends to be conducted in North America and Europe where technology infrastructures are highly developed. SNSs research in these developed regions therefore seems to have reached a plateau thus implying that focus should now shift to countries whose Internet infrastructures are fast developing. Interestingly, Internet usage among teenagers is perceived negatively considering elements such as pornography and indecent exposure. This is despite the fact that Internet represents a fantastic world of opportunity for children and youth, filled with both good and bad consequences (Chan & Fang, 2007). Among the negative consequences of the Internet include; cyberbullying, sexting, online harassment, and Facebook depression (O'Keefe et al., 2011). The National Youth Policy (2007) stated that although the youth in Kenya constitute 32 percent of the population, they have remained on the periphery of the country's affairs and their status has not been accorded due recognition.

Empirical studies on SNSs use point to different user characteristics. Urista, Dong and Day (2009) and Rack and Bonds-Raacke (2008) explained young adults use of Myspace and Facebook. Their studies, though different from the present study identified gratifications such as efficient communication, curiosity about others, popularity, and relationship formation and reinforcement as informing SNSs usage. Although these studies are related to the present study, they are limited in as far as the methodology and examples of SNSs used are concerned.

The proliferation of SNSs therefore presents a major challenge to both parents and policy makers in as far as adopting effective communication strategies targeting teenagers are concerned. It is therefore worth noting that with new forms of media

emerging and the convergence of media technology, the patterns of media usage will inevitably undergo rapid changes thus presenting a major challenge to policy communication strategies targeting teenagers. The danger here is that ineffective SNSs choice may be adopted thus impeding teenagers' positive interaction with this medium. The purpose of this study was to address this gap by investigating factors influencing the choice of SNSs among high school teenagers.

1.4 General Objective

The general objective of this study was to investigate factors influencing the choice of SNSs among high school teenagers.

1.4.1 Specific Objectives

The study sought to fulfill the following specific objectives.

- 1) Investigate the influence of personal identity on high school teenagers' choice of social network sites.
- 2) Assess the influence of diversion on high school teenagers' choice of social network sites.
- 3) Determine the influence of surveillance on high school teenagers' choice of social network sites.
- 4) Examine the influence of social capital on high school teenagers' choice of social network sites.

- 5) Establish the moderating effect of demographic characteristics on the independent variables of personal identity, diversion, surveillance, and social capital in high school teenagers' choice of social network sites.

1.5 Research Hypotheses

Based on the research objectives, the study sought to test the following hypotheses.

H₀₁ There is no relationship between personal identity and choice of social network sites among high school teenagers.

H₀₂ There is no relationship between diversion and choice of social network sites among high school teenagers.

H₀₃ There is no relationship between surveillance and choice of social network sites among high school teenagers.

H₀₄ There is no relationship between social capital and choice of social network sites among high school teenagers.

In order to determine the influence of demographic characteristics on high school teenagers' choice of social network sites, the study proposed the following sub-hypotheses.

H_{05a} Age will not influence high school teenagers' choice of social network sites.

H_{05b} Gender will not influence high school teenagers' choice of social network sites.

H_{05c} Socioeconomic status will not influence high school teenagers' choice of social network sites.

1.6 Significance of the study

This study proved significant in contributing to the underdeveloped area of research related to user gratifications and teenagers' choice of Social Network Sites (SNSs) in Africa, and in posing numerous pertinent questions to guide future research. The main significance of the study lies in the fact that no existing studies have explored user gratifications and SNSs choice in Africa. Furthermore, it is envisaged that knowledge on and understanding of gratification factors influencing high school teenagers' choice of SNSs may provide insight into teenage online communication preferences.

These will in the long run significantly alter online communication messages targeting teenagers. Additionally, the study yielded valuable results due to the mixed methods research design. The integration of both quantitative and qualitative approaches provided a deeper insight into teenage gratifications and choice of SNSs. Methodologically, this study will add to mixed methods research by introducing new insights into methodological triangulation among teenage populations. The study may also significantly influence public policy regarding the teenage population. Overall, the study may be beneficial to key stakeholders in the education sector in the sense that it will affect the design of digital content for schools. Finally, parents may also benefit from the findings of the study considering that they are the enablers of these new technologies among teenagers and may therefore develop a clear understanding of teenagers' motivations for choosing SNSs. Findings of this research added to the knowledge and understanding of the subject of uses and gratifications of SNSs among teenagers. The

significance for the study was anchored on the fact that it (a) generated greater awareness among the public on the importance of having a positive approach to SNSs use among teenagers, (b) provided useful knowledge to policy makers on new communication approaches targeting teenagers, (c) allowed the identification of opportunities in SNSs research, which might aid in their use in education, and (d) contributed significant theoretical insight into the media effect of SNSs on teenage populations.

1.7 Justification of the study

The National Youth Policy (2007) stated that although the youth constitute 32 percent of the population, they have remained on the periphery of the country's affairs and their status has not been accorded due recognition.

Important policy documents such as Kenya vision 2030 and the Millennium Development Goals (MDGs) may not be achieved without incorporating the teenage youth population. The selected teenage group (14 to 19 years) is considered to be at its peak and is progressively inching closer to the employment category. Therefore, this means that there should be more focus on research targeting this particular age group. Given the growth of SNSs, and the amount of media attention that their use has garnered, "including the seemingly now obligatory scare stories involving predatory child sex offenders, identity theft, workplace usage levels, and even addiction" (Joinson, 2008, p. 1027) it is imperative that more attention be focused on teenagers' interaction with these media, specifically the element of SNSs choice.

According to Brandtzæg (2009), few attempts have been made to understand why people participate or do not participate in SNSs or online communities. The fact that Brandtzæg's (2009) study does not specifically focus on teenagers justifies the present study. Theoretically, few studies have incorporated the use of communication theory in order to understand teenage interactions with SNSs. This study adopted the uses and gratification approach, which gave greater insight into teenage motivations for SNSs choice.

1.8 Scope of the study

This section is structured into geographical, content, methodological and new knowledge scope. Geographically, the study focused on teenagers from public high schools within Dagoretti and Langata sub-counties in Nairobi County. Nairobi County comprises nine sub-counties and hosts the capital city of Kenya. According to the Kenya National Bureau of Statistics (KNBS) and ICF Macro (2010), exposure to mass media in the selected county is extremely high (52.5 percent).

The KNBS (2010) survey further indicated that Nairobi reported the highest levels of literacy (25.3 percent), secondary school attendance rates (92.9 percent), and the highest concentration of urban wealth (79 percent). Dagoretti and Langata sub-counties were selected considering the socioeconomic status represented. Langata sub-county comprises of Kibera informal settlement and also consists of the higher and middle income residential estates of Karen and Langata respectively. Dagoretti sub-county on the other hand comprised of Kawangare informal settlement and parts of the high income areas of Karen and Ngong. These demographic characteristics presented rich data for the study.

Theoretically, the study employed the uses and gratifications (U&G) theory as propounded by Blumler and Katz in 1974. Papacharissi and Mendelson (2008) argued that the U&G approach has been useful in connecting specific attributes to certain uses of the Internet. Equally, the expectancy value theory as espoused by Philip Palmgreen was also adopted.

Content on teenagers and SNSs choice is relatively undeveloped. According to Raacke and Bonds-Raacke (2008) peer reviewed published research evaluating the impact of friend-networking sites on behavior is scarce. This is echoed by Ahn (2011b) who argues that research literature pertaining to youth (12-18) and SNSs is only just emerging. The study specifically focused on content related to SNSs uses and gratification among the youth. Considering the interchangeability in the use of the terms youth, teenagers, and adolescents (Ahn, 2011b) the content for this study generally focused on youths but specifically addressed teenagers. Five popular SNSs namely, Facebook, Twitter, LinkedIn, Google+, and Pinterest formed the basis of high school teenagers' SNSs choices.

Methodologically, the main research design adopted for the study was mixed methodology, where the study population was sampled using both qualitative and quantitative methods. Study findings were triangulated. Bryman (2010) argued that the use of triangulation enhances confidence in the ensuing findings. This is corroborated by Creswell (2014) who argues that the mixing or blending of data provides a stronger understanding of the problem or question. Previous studies on the youth and social media have utilized different research methodologies with varying outcomes. Andersen, Tufte, Rasmussen and Chan (2007) did a comparative study on 'tweens' and new media

in Denmark and Hongkong. They adopted a survey design where quantitative methodology was used. In a different study on teenagers and social network sites, Ahn (2011b) adopted a quantitative approach where questionnaire was the main instrument. Ellison, Vitak, Gray and Lampe (In press) studied Facebook relationship maintenance behaviors and their role in social capital processes. Their study again adopted a quantitative approach where random sampling was applied. Although these studies adopt survey method, the prevalent use of a quantitative approach seems overbearing and therefore could affect generalizability of the findings.

Considering that content on SNSs and teenagers is just emerging (Ahn, 2011b), this study attempted to focus only on new knowledge emerging from empirical studies in the area. Affinity to new knowledge was ensured through inclusion of current literature. This was however complemented with theoretical and conceptual foundations from older literature.

1.9 Limitations of the study

Limitations are influences that the researcher cannot control. They describe situations and circumstances that may affect or restrict the methods and analysis of research data (www.bcps.org). Considering that this study was not an exception, several limitations were identified. Methodologically, (1) the study employed the use of Williams social capital scale to assess the influence of social capital on high school teenagers' choice of SNSs. This scale is set based on western contexts and therefore some of the items were not relevant to Kenyan settings. These were however modified to fit within the study context. This study suggests that Williams scale be contextualized for different settings or a new scale could be developed all together, (2) lack of prior research studies on user

gratifications and teenagers in Africa was considered a limitation. All the literature related to this study was focused on contexts outside Africa, mainly European, American, and Asian. More studies on teenagers and their gratifications of SNSs need to be conducted in Africa to enrich literature in this area. This study was considered a first step in this direction. In regards to limitations of the researcher, (3) access to public high schools was a challenge. The period between September and December, which was the main data collection period was a crucial period for most schools due to tight examination schedules in third term. Most data was therefore collected in January. Equally, public school teachers had gone on a nationwide strike during this period therefore interfering with data collection. The study therefore suggests that data collection related to public high schools be ideally collected in second term (May-August) when there is minimal interruption, (4) the study only focused on high school teenagers within Nairobi County. Although the demographic characteristics of Nairobi County could be different from other counties, it would be prudent to conduct a similar study in a different county, most preferable a rural county.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Literature on SNSs and youths is still developing, with much focus on western contexts and specific SNSs. This chapter reviews relevant literature in relation to user gratification factors influencing high school teenagers' choice of SNSs. This study adopted both the traditional and systematic approaches in reviewing literature relevant to user gratifications influencing the choice of SNSs (University of Toledo, 2014). Towards the achievement of this, the chapter was divided into the following sub-sections: (a) an overview of the teenage youth segment, the new media, and SNSs. Examples of SNSs are also presented, (b) theoretical framework, where the U&G approach and expectancy-Value theory were discussed, (c) conceptual framework, where the hypothesized variables of personal identity, social capital, diversion and surveillance, and gender, age and socioeconomic status were also discussed. Lastly, (d) the chapter presents an empirical review of literature, (e) a critical review of existing literature, and (e) outlines research gaps emanating from reviewed literature, and (f) summary.

2.1.1 The teenage youth segment

The UNFPA (2011) defined the youth as people within the age bracket of 15 to 24 years. The UNFPA (2011) report states that “although people 24 years old or younger make up almost half of the world’s 7 billion population (with 1.2 billion between the ages of 10

and 19), their percentage of the population in some major developing countries is already at its peak” (UNFPA, 2011, p. 10). The Global Roundtable Working Group on the Youth (2011) affirmed these statistics by stating that the number of youth between the ages of 15 and 24 is 1.1 billion; youth constitute 18 percent of the global population. Youth and children together, including those aged 24 and younger, account for nearly 40 percent of the world’s population. Geographically, the largest population of youth is concentrated in Asia; 15 percent, in Africa; 10 percent, in Latin America and the Caribbean; and the remaining 15 percent, in developed countries and regions. Such statistics demonstrate that:

In middle income and some rapidly developing lower income countries, the number of years in which a large, young working population can be counted on to fuel development may be fleeting, and governments and the private sector need to act expeditiously to prepare the young for productive roles (UNFPA, 2011, p. 11).

This study focused on currently enrolled public high school teenagers aged between 14 and 19 years.

Locally, Kenyans in the age bracket of 1 to 30 years constitute 75 percent of the country’s population (Kenya National Youth Policy, 2006). The policy defines the youth as “persons resident in Kenya in the age bracket of 15 to 30 years” (Kenya National Youth Policy, 2006, p. 2). This takes into account the physical, psychological, cultural, social, biological, and political definitions of the term. The youth in Kenya number about 9.1 million and account for 32 percent of the population. Of these, 51.7 percent are female. The youth form about 60 percent of the total labor force but majority are

unemployed due to the country's high unemployment level (Kenya National Youth Policy, 2006). The policy further stated that the youth have remained on the periphery of the country's affairs and their status has not been accorded due recognition. The Kenya National Youth Policy (2006) stated that secondary school enrolment by 2002 totaled 847,287 while university students were estimated to be 63,941 in the 2002/2003 academic year. This therefore makes it prudent that researchers identify the motivations for SNSs choice among teenagers as this will enable better communication strategies targeting the youth as they transit to the tertiary level. The development of new media technology puts traditional media such as television and newspaper at risk given that youth are now able to get information directly from the Internet either on their laptops, mobile phones, i-pads, or tablets.

Many of the youth have been excluded from designing, planning and implementing programs and policies that affect them. Many, who are productive and energetic remain unemployed, continue to suffer from poor health, and lack sufficient support. Some of them have special needs that require attention. These include those living off the streets and those with HIV/AIDS. The responsibility of ensuring that the aspirations and hopes of the youth are met lies with a multiplicity of stakeholders. Several issues continue to affect the youth in Kenya. The HIV/AIDS pandemic among other diseases has continued to negatively impact on the health of the youth. About 33 percent of all HIV/AIDS cases reported are of those aged 15 to 30 years (NYP, 2006). Among the other issues affecting the youth include: (a) unemployment and underemployment where only about 25 percent of the youth are absorbed leaving 75 percent unemployed, (b) the youth face a myriad of health related problems including STI's, drug and substance abuse as well as poor access to health services. The Global Roundtable Working Group on Youth (2011)

attested that millions of adolescents face the prospect of early marriage, early childbearing, incomplete education and the threat of HIV and AIDS. Increasing youth's knowledge, improving services for young people, and encouraging youth's participation in program decisions will help all young people to lead healthier and more productive lives, (c) increasing school and college dropout rates, crime and deviant behavior, limited sports and recreation facilities, abuse and exploitation, limited participation and lack of opportunities, limited and poor housing, and (d) limited access to ICT. These limitations imply that "the youth cannot exploit career, business and education opportunities available because they lack access to ICT due to unavailability especially in rural areas, and high costs" (Global Roundtable Working Group on Youth, 2011, p. 4).

2.1.2 An overview of the new media

The new media is defined broadly and generally refers to a range of applications that merge traditional media such as print, television, film, newspapers and images with digital technology to create interactive and dynamic publications, tools and uses (Conway, 2011). The new media is characterized by elements such as open access, user driven and collaborative content generation, feedback, and digital delivery. Among the common examples of new media include "virtual worlds, collaborative workspaces, social media, and open access journals, applications for smart phones, tablets, and e-readers" (Conway, 2011, p. 247). The youth form a considerable segment of new media users due to the high levels of interactivity involved. With new forms of media emerging and the convergence of media technology, the patterns of media usage will inevitably undergo rapid changes.

A characteristic of the new Information Communication Technologies (ICTs) is the multifunction capacity. 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 & Weaver, 2002; as cited in Chan & Fang, 2007). Worldwide, a growing number of individuals are connected through the Internet and related Information and Communication Technologies (ICTs), such as mobile phones, personal computers, Personal Digital Assistants (PDAs), tablets and other networked gadgets and electronic devices, which are themselves converging (Dutta, Dutton, & Law, 2011). The beginning of the 21st century is marked by the rise of ubiquitous technology in everyday life. As more and more people are connected to the Internet, today's networked society makes it increasingly difficult to remain offline. "As new products, such as the Apple iPad, Samsung Galaxy Tab, and Cisco Cius, entered the market this same year, sales for the reinvented media tablet were forecasted to reach 19.5 million." (Dutta *et al.*, 2011, p. 5). Consequently, individual citizens are becoming more focused on the opportunities and risks electronic devices pose. Among these include the risk of indecent exposure, enculturation, pornography, and anti-social behaviors among others.

Littlejohn and Foss (2008) highlighted the idea of the 'Second Media Age', as propounded by Mark Poster in his book 'The Second Media Age', which signal important changes in media theory. Three key assumptions of the second media age include: firstly, that the concept of "media" is loosened from primarily "mass" communication to a variety of media ranging from broad to personal in scope. Secondly, the concept evaluates new forms of media use ranging from individualized information and knowledge acquisition to interaction. Thirdly, the power of media comes back into focus including a renewed interest in characteristics of dissemination and broadcast

media. The first media age was said to be characterized by “(a) centralized production (one to many); (b) one-way communication; (c) state control for the most part; (d) the reproduction of social stratification and inequality through media; (e) fragmented mass audiences; and (f) the shaping of social consciousness” (Littlejohn & Foss, 2008, p. 292). The second media age, in contrast, and which was the focus of this study is described as being “(a) decentralized; (b) two-way; (c) beyond state control; (d) democratizing; (e) promoting individual consciousness; and (f) individually oriented” (Littlejohn & Foss, 2008, p. 292).

Severin and Tankard (1998) and Littlejohn and Foss (2008) further argue that the World Wide Web (WWW) is seen as an open, flexible, and dynamic information environment, which allows humans to develop a new orientation to knowledge and thus engage in a more interactive, community-based, democratic world of mutual sharing and empowerment. SNSs constitute this new platform through which teenagers interact. Littlejohn and Foss therefore add that “the Internet provides virtual meeting places that expand social worlds, creates new possibilities for knowledge, and provide for a sharing of perspectives worldwide” (Littlejohn & Foss, 2008, p.292). The new media contain powers as well as limits. Examples include: provision of openness and flexibility of use, can lead to confusion and chaos. New media greatly widen choice. Diversity is one of the great values of new media, but can lead to division and separation. New media may also allow flexibility in how we use time but also create new time demands.

2.1.3 Social Network Sites (SNSs)

Closely related to the Internet and most popular among the youth are SNSs. The online phenomenon of SNSs has been consistently growing in popularity over the past five

years. SNSs constitute a form of virtual community, with sites such as bebo, Facebook and MySpace commanding a vast global following (Dunne & Lawlor, 2010; Boyd & Ellison, 2008). For example, Facebook and MySpace report in excess of 70 and 50 million visitors, respectively on a monthly basis to their sites (Dunne & Lawlor, 2010). This view is echoed by Ohito (2012) who conceded that social media consumption in Kenya is among the highest in Africa. Among the popular SNSs in Kenya include Facebook, LinkedIn, and Twitter. This study focused on Facebook, Twitter LinkedIn, Google+, and Pinterest as the five most popular SNSs globally (The e-Business Guide, 2014). Consequently, a new aspect of new media referred to as ‘user-generated media’ has emerged. Boyd and Ellison defined a SNS as “a web-based service that allows individuals to (a) construct a public or semi-public profile within a bounded system, (b) articulate a list of other users with whom they share a connection, and (c) view and traverse their list of connections and those made by others within the system” (Boyd & Ellison, 2008, p. 211). Boyd and Ellison further argued that SNSs “are increasingly attracting the attention of academic and industry researchers intrigued by their affordances and reach” (Boyd & Ellison, 2008, p. 210). They posited that since their introduction, SNSs such as Myspace, Facebook, Cyworld and Bebo have attracted millions of users, many of whom have integrated these sites into their daily lives. Boyd and Ellison argued that “SNS researchers’ ability to make causal claims is limited by a lack of experimental or longitudinal studies. Although the situation is rapidly changing, scholars still have a limited understanding of who is and who is not using these sites, why, and for what purposes, especially outside the U.S.” (Boyd & Ellison, 2008, p. 224).

Although their influence on the world at large is still unclear, user-generated media (UGM) are fundamentally changing the world of entertainment, communication, and

information. This is attributed to their self-sustaining nature and ever growing audience size (Shao, 2009). Historically, UGM can be traced back to the bulletin boards on such portal sites as Yahoo and AOL in the 1990s. Over time, “they have evolved to encompass blogs, wikis, picture-sharing, video-sharing, social networking, and other user-generated web sites” (Shao, 2009, p. 8). UGM thus refers to “the new media whose content is made publicly available over the Internet, reflects a certain amount of creative effort, and is created outside professional routines and practices” (Shao, 2009, p. 8). This probably explains the popularity of YouTube as a UGM among the youth in Kenya. The challenge here is in relating the gratifications sought and those obtained through the choice of these new forms of media. Though past studies attempt to highlight on these gratifications, their contexts do not capture the state of teenagers and SNSs choice in Kenya.

2.1.4 Examples of Social Network Sites (SNSs)

Social Network Sites have permeated every social space and come in different forms. Ellison and Boyd (2013) argued that the proliferation and evolution of SNSs makes it challenging to give a standard definition. They further defined a social network site as;

A networked communication platform in which participants 1) have uniquely identifiable profiles that consist of user-supplied content provided by other users, and/ or system-provided data; 2) can publicly articulate connections that can be viewed and traversed by others; and 3) can consume, produce, and/ or interact with streams of user-generated content provided by their connections on the site

(Ellison & Boyd, 2013, p. 7).

Examples of popular SNSs among the youth include Facebook, Twitter, LinkedIn, and Google+. Willems (2011) described Facebook as “a social utility which connects people with friends and others” (Willems, 2011, p. 1322). There are more SNSs, which are ranked based on their popularity as shown in Table 2.1.

Table 2.1 Top ten social network sites (SNSs) in the world

Rank	Site	Estimated unique monthly visitors
1	Facebook	800,000,000
2	Twitter	250,000,000
3	LinkedIn	200,000,000
4	Google+	150,000,000
5	Pinterest	140,500,000
6	Tumblr	110,000,000
7	Flickr	67,000,000
8	VK	65,400,000
9	Instagram	50,000,000
10	MySpace	26,500,000

Source: The e-Business Guide (2014)

This study focused on the top five SNSs, Facebook, Twitter, LinkedIn, Google+, and Pinterest based on their visitor strengths of 800,000, 250,000, 200,000, 150,000, and 140,500 respectively.

2.2 Theoretical review

This study was premised on the Uses and Gratifications (U&G) theory as propounded by Blumler and Katz in 1974. Other relevant theories that provided insight in to the conduct and comprehension of the study findings were also explored. Specifically, the study equally adopted the Expectancy-value theory by Philip Palmgreen. The uses and gratifications (U&G) theory is based on the notion that media cannot influence an individual unless that person has some use for that media or its messages (Rubin, 2002). This marks a shift from the traditional viewpoint of ‘powerful-media-effects’ theories in which an audience is depicted as passive and easily manipulated by media influences. Quan-Haase and Young (2010) argued that in U&G theory a key distinction is made between gratifications obtained and gratifications sought. Quan-Haase and Young (2010) draw this distinction by arguing that “gratifications obtained (GO) refer to those gratifications that audience members actually experience through the use of a particular medium” (p.352). By contrast, gratifications sought (GS), which are often referred to as “needs’ or “motives” refer to “those gratifications that audience members expect to obtain from a medium before they have actually come into contact with it” (Quan-Haase & Young, 2010, p. 352).

This study focused on the gratifications sought by high school teenagers in their choice of SNSs. Dunne, Lawlor and Rowley (2010) reinforce this by classifying GS as “communication, friending, identity creation and management, entertainment, escapism and alleviation of boredom, information search, and interaction’ against GO, which include ‘portrayal of one’s ideal image, peer acceptance, relationship maintenance, safety from embarrassment and rejection, and engagement in playground politics”

(Dunne, Lawlor & Rowley, 2010, p. 51). Song, Larose, Eastin and Lin (2004) found seven gratification factors specific to the Internet. These are; virtual community, information seeking, aesthetic experience, monetary compensation, diversion, personal status, and relationship maintenance. From the foregoing arguments, it is quite clear that teens indeed seek a variety of gratifications from SNSs and in turn gain different satisfactions from the same. A further exploration of the U&G approach in the next section will give insight into the user gratification factors influencing high school teenagers' choice of SNSs.

2.2.1 The uses and gratifications (U&G) theory

According to Littlejohn and Foss (2008) one of the most popular theories of mass communication is the U&G approach. This approach focuses on the consumer-the audience member rather than the message. The theory imagines the audience member to be a discriminating user of media. The audience is assumed to be active and goal directed. The audiences are largely responsible for choosing media to meet their own needs. The media are considered to be only one factor contributing to how needs get met, and the audience members are assumed to have considerable agency or in essence know their need and how to gratify those needs.

The U&G approach was propounded by Blumler and Katz in 1974. The underlying assumption is that audiences are active and they seek out that content which provides the most gratification (Fawkes & Gregory, 2001). Fawkes and Gregory further added that “the level of gratification depends on the level of need or interest of the individual” (Fawkes & Gregory, 2001, p. 120). According to Katz, Blumler and Gurevitch (1973-1974), the last few years have witnessed a revival of direct empirical investigation of

audience uses and gratifications. Each of these studies attempts to press towards a greater systemization of what is involved in conducting research in this field. Katz, Blumler and Gurevitch added that the U&G approach is concerned with: “(a) the social and psychological origins of, (b) needs, which generate, (c) expectations of, (d) the mass media or other sources, which lead to, (e) different patterns of media exposure (or engagement in other activities), resulting in, (f) need gratifications and, (g) other consequences, perhaps mostly unintended ones” (p. 510). This model informed the present study in the sense that, (a) teenagers have social and psychological needs, which (b) determine the Gratifications Sought (GS) through specific SNSs, and (c) have expectations of the different SNSs available, which (d) enables them to access social media, (e) and engage in different online activities, resulting in (f) gratifications obtained (GO) and, (g) other consequences (both positive and negative), mostly unintended. The theory is modeled by McQuail and Windahl (as cited in Fawkes and Gregory, 2001) as illustrated in Figure 2.1. This theoretical model was adopted for this study.

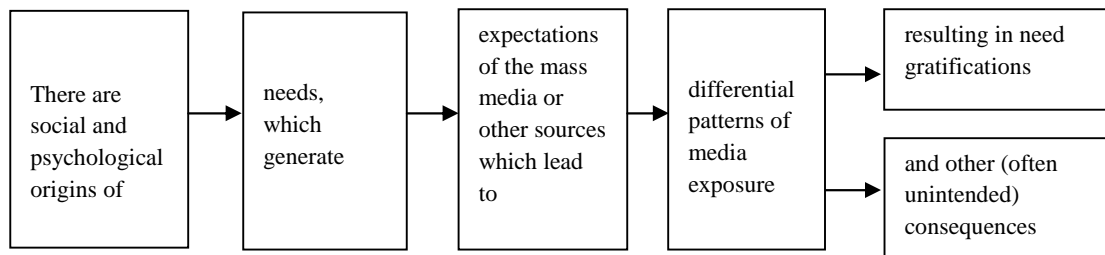


Figure 2.1 Uses and gratifications model

Source: Fawkes and Gregory, 2001

2.2.2 Expectancy-Value theory

Closely related to the U&G approach is the Expectancy-Value theory espoused by Philip Palmgreen. The theory postulates that the gratifications sought from media are determined by your attitudes towards the media. These include the beliefs about what a particular medium can give you and your evaluation of the material (Littlejohn & Foss, 2008). Littlejohn and Foss further argued that your entire cluster of beliefs and evaluations will determine your orientations to any type of program. Palmgreen's formula for this, which mirrors the general expectancy value formula, is represented below:

$$GS_i = b_i e_i$$

Where:

GS_i gratification sought

b_i belief

e_i evaluation

The extent to which you seek gratifications in any segment of the media is determined by the formula. "As you gain experience with a program, genre, or medium, the gratifications you obtain will in turn affect your beliefs, thus reinforcing your pattern of use" (Littlejohn & Foss, 2008, p. 301). This theory was relevant to the study of user gratification factors influencing high school teenagers' choice of SNSs in the sense that it provided a formula for determining the gratifications sought by media users.

2.3 Conceptual framework

Factors influencing the choice of SNSs among high school teenagers have been summarized into the following variables; (a) diversion, which is escape from routine and problems; emotional release, (b) personal identity/ individual psychology, which relates to value reinforcement, (c) surveillance, which is information about things which might affect one or will help one do or accomplish something (Severin & Tankard, 1998), and (d) social capital, which captures the benefits accrued from personal relationships, for example, family, friends, classmates, and acquaintances (Vitak, Ellison & Steinfield, 2011; Severin & Tankard, 1998). The conceptual framework is illustrated in Figure 2.2.

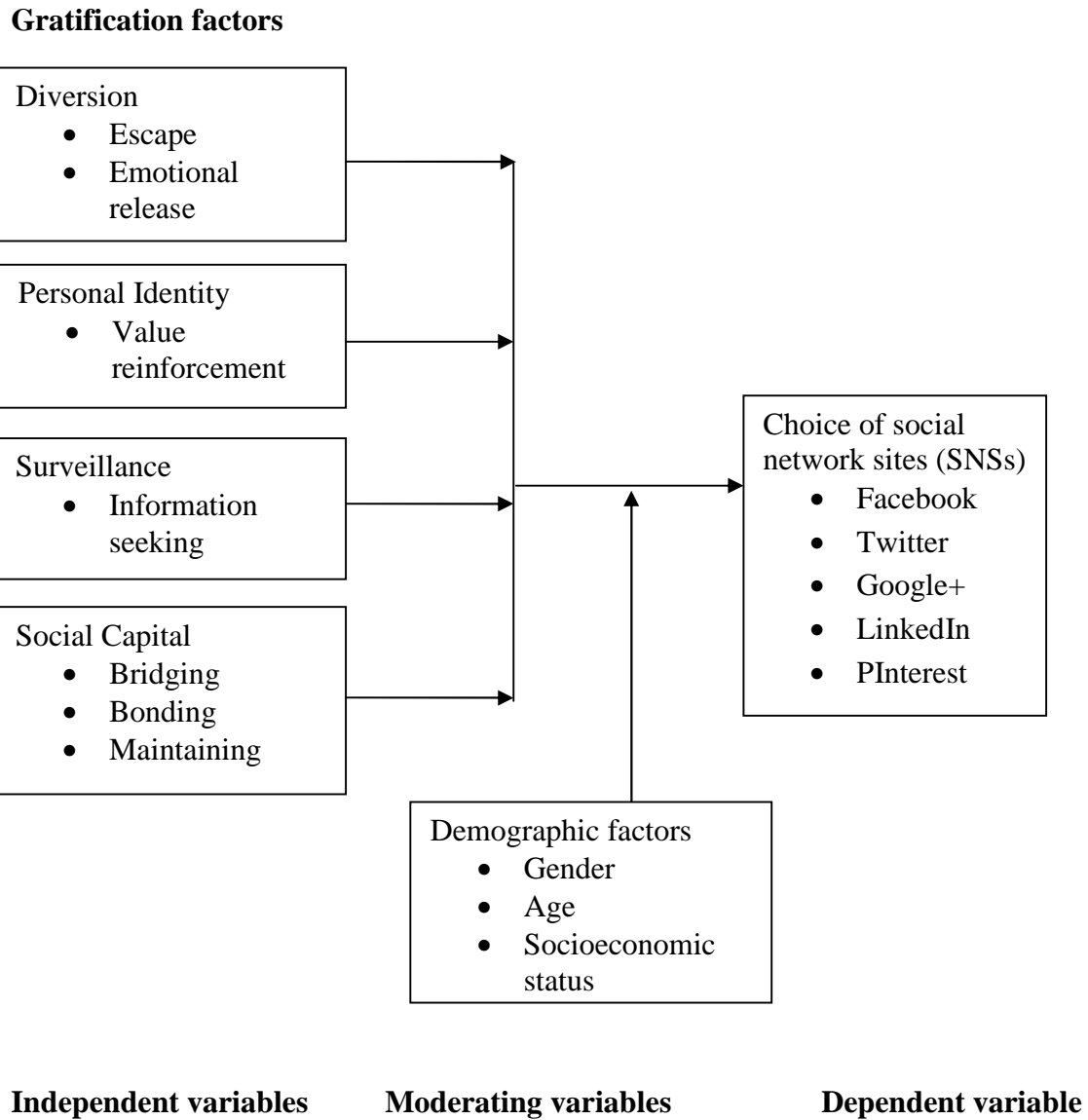


Figure 2.2 Conceptual Framework

The assumption made is that high school teenagers' choice of one or more of the five SNSs (Facebook, Twitter, Google+, LinkedIn, & Pinterest) is motivated by the four gratification factors of diversion, personal identity, surveillance and social capital. This is explained as follows, (1) Diversion is seen as escape from aspects such as boredom or routine and as a form of emotional release, (2) personal identity has more to do with value reinforcement. Brandtzaeg (2009) argued that users reported the opportunity to surf other users' profiles as a main reason for SNSs use, (3) surveillance is basically the information seeking aspect of users. Joinson (2008) posits that "SNSs like Facebook may also serve a surveillance function, allowing users to 'track the actions, beliefs and interests of the larger groups to which they belong'" (Joinson , 2008, p. 1028), and (4) social capital, which entails bridging, bonding, and maintaining. These factors are mediated upon by the demographic characteristics of gender, age and socioeconomic status. Each of these variables is explained in more detail in the following sections.

2.3.1 Personal identity

Personal identity was a critical variable in this study considering that the importance of presenting a positive self-identity among teenagers cannot be overemphasized. Harrison and Thomas (2009) defined identity as "the way in which users develop their online profiles and lists of friends to carry out important community processes" (Harrison & Thomas, 2009, p. 114). They further outlined aspects of identity as follows.

- (a) Impression management, which is concerned with personal identity formation,
- (b) friendship management, which is linked to impression management in that users use publicly displayed profiles of others to choose who they would like to include as friends on their list,
- (c) network structure, relates to

the roles that users play in the social community in which they participate, and (d) bridging of online and offline social networks, which is concerned with the degree to which the SNS becomes an integral part of the users' actual life while offline (Harrison & Thomas, 2009, p. 114).

This is evidenced by Dunne and Lawlors' (2010) study on young people's use of online SNSs. Their study was carried out among girls aged 12 to 14 years and focused on one SNS 'Bebo'. Findings revealed an active use of Bebo for personal motives and gratifications in terms of presenting and managing a certain identity and persona in a social context. One respondent in their findings stated, "sometimes you look at people's profile pictures and go "oh my god", what are they at"? Some of the stuff they say about themselves is exaggerated as well, they are trying to make themselves look cool" (Dunne & Lawlor, 2010, p. 52). Chigona, Kamkwenda and Manjoo (2008) echo this by arguing that among the process gratifications sought by the youth include the need for image, fashion and status. The study thus presented the following hypothesis.

H₀₁ There is no relationship between personal identity and choice of social network sites among high school teenagers.

2.3.2 Diversion

Severin and Tankard (1998) categorize the variable of diversion as a gratification factor. They define diversion as escape from routine and problems. Quan-Haase and Young (2010) further outline the main reasons to use Facebook as (a) to learn about social events, (b) to keep in touch with friends, and (c) as a diversion from school work. These fit in well with the main objective of the present study, which sought to investigate user

gratification factors influencing high school teenagers' choice of social network sites. This was therefore hypothesized as:

H₀₂ There is no relationship between diversion and choice of social network sites among high school teenagers.

2.3.3 Surveillance

Severin and Tankard (1998) define surveillance as seeking information about things, which might affect one or will help in accomplishing given tasks. Surveillance is further defined as the desire to see what old contacts and friends are upto, how they look, and how they behave. This is echoed by Johnson (2008) as cited in Quan-Haase and Young (2010) who suggested that 'keeping in touch' dimension of Facebook comprises of surveillance and social searching. McQuail as cited in Brandtzæg and Heim (2009) argued that there are four main motivations for media use; (a) information, (b) entertainment, (c) social interaction, and (d) personal identity. Leung (2007) echoes this by listing entertainment, surveillance, passing time, and escape as motivations for internet use. This is supported by Joinson's (2008) argument that the surveillance and 'social search' functions of Facebook may, in part, explain why so many Facebook users leave their privacy settings relatively open. Joinson (2008) further posits that "if social searching is a public good, then reciprocity rules would dictate that by enabling a degree of surveillance of oneself, one would/ should be also be able to engage in reciprocal surveillance of others" (Joinson , 2008, p. 1028). Although these motivations are observed from a broad perspective, it is clear that surveillance acts as a motivation for Internet use. This information could be related to bridging and bonding social capital among teenagers. This was therefore hypothesized as:

H₀₃ There is no relationship between surveillance and choice of social network sites among high school teenagers.

2.3.4 Social capital

The concept of social capital draws a variety of definitions in multiple fields (Ellison, Steinfield & Lampe, 2007). Broadly though, (Ellison, Steinfield & Lampe, 2007; Valenzuela, Park & Kee, 2009) defined social capital as the resources accumulated through the relationships among people. This definition is reinforced by Williams (2006) assertion that:

It is loosely understood to operate like financial capital in that it creates more of it. However, instead of goods and services, the things being used and created are personal relationships and the benefits that come with them: Some social actors interact and form a network of individuals – a “social network”- resulting in positive affective bonds. These in turn yield positive outcomes such as emotional support or the ability to mobilize others (Williams, 2006, p. 594).

Valenzuela, Park and Kee (2009) argued that unsafe disclosure of information, cyberbullies, addiction, risky behavior, and contact with dangerous communities are among the popular concerns raised about the use of SNSs. They further posit that “other research shows that young people are motivated to join these sites to keep strong ties with friends and to strengthen ties with new acquaintances” (Valenzuela, Park and Kee, 2009, p. 876). This validates Williams (2006) argument that bridging and bonding social capital could be motivating factors influencing choice of SNSs.

Putnam as cited in Williams (2006) splits social capital into ‘bonding’ and ‘bridging’. He argues that bridging and bonding allow for different types of social capital to result when different norms and networks are in place. According to Putnam, these two types of social capital are related but not equivalent. Bridging social capital is inclusive and occurs when individuals from different backgrounds make connections between social networks. By contrast, bonding can be exclusive. It occurs when strongly tied individuals, such as family and close friends, provide emotional or substantive support for one another (Williams, 2006). Papacharissi and Mendelson (2008) argued that media audiences also seek to maintain social capital. They add that maintained social capital focuses on staying connected to groups from previous moments in one’s life. The question though at this point is whether high school teenagers’ choice of SNSs is motivated by the desire to ‘bridge’, ‘bond’ and ‘maintain’ social capital. This was hypothesized as:

H₀₄ There is no relationship between social capital and choice of social network sites among high school teenagers.

2.3.5 Demographic characteristics of gender, age and socioeconomic status

Ahn (2011b) conceded that there have been few studies that consider systematic differences in user characteristics of SNSs. Studies in the United States point to a relationship between socioeconomic status (SES) and Internet access. This could by extension be applied to SNSs. Ahn (2011b) argued that “parents’ education beyond a high school diploma, a common indicator of SES, did not have a significant relationship to teens’ use of SNSs” (p. 3). Additionally, teenagers who primarily accessed the Internet away from home or school were most likely to be SNSs members (Ahn, 2011b).

According to boyd (2008) gender and age also appear to influence participation on Social Network Sites (SNSs). Boyd (2008) further stated that younger boys are more likely to participate in SNSs than younger girls but older girls are far more likely to participate than older boys. Boyd argued that the motivations for using SNSs are that inherently, “older boys are twice as likely to use the sites to flirt and slightly more likely to use the sites to meet new people than girls of their age” (Boyd, 2008, p. 121). Although Boyd (2008) does not classify specific age categories to these motivations, it is apparent that age and gender are indeed predictive of teenagers’ Social Network Sites choices. These considerations framed the general hypothesis:

H₀₅ Demographic characteristics of age, gender and socioeconomic status will not influence high school teenagers’ choices of SNSs.

This was sub-hypothesized as:

H_{05a} Demographic characteristic of age will not mediate high school teenagers’ choices of social network sites.

H_{05b} Demographic characteristic of gender will not mediate high school teenagers’ choices of social network sites.

H_{05c} Demographic characteristic of socioeconomic status will not mediate high school teenagers’ choices of social network sites.

2.3.6 Choice of Social Network Sites

Kim, Sohn and Choi (2011) argued that the unique social nature and mounting popularity of SNSs has necessitated academic research into the motivations underlying the use of social media. Kim *et al.* (2011) further outline these motivations by stating that the global expansion of SNSs mirrors the inherent desire people have in common. This is the desire to relate to others. Although they note differences across different Internet applications, the basic motivations underlying SNSs choice are considered similar and include information seeking, entertainment, convenience, and social interaction. This is in tandem with Boyd's (2008) argument that the rapid adoption of SNSs by teenagers around the world raises some important questions. "...why do teenagers flock these sites? What are they expressing on them? How do these sites fit into their lives? What are they learning from their participation?" (Boyd, 2008, p. 119). Boyd (2008) further argued that SNSs are based around profiles, a form of individual home page, which offers a description of each member. These profiles "contain comments from other members and a list of people that one identifies as friends within the network" (p. 123). While socializing drives certain kinds of engagement with SNSs, Boyd (2008) and Kim *et al.* (2011) agree that several motivating factors drive teenagers to SNSs. These are generally summarized as, meeting friends, seeking information, entertainment, self expression, passing time, communication, and personal identity. For the purpose of this study, these motivations are classified into four independent variables of personal identity, diversion, surveillance, and social capital. These have been discussed in the preceding sections.

2.4 Empirical review of literature

Several studies have been carried out relating the U&G theory to SNSs. In one such study, Urista, Dong and Day (2009) sought to explain why young adults used MySpace and Facebook through the U&G theory. The exploratory study applied the focus group method to investigate how members of Facebook and MySpace used the sites to fulfill their wants and needs. This qualitative approach was used in order to provide insights into thoughts, ideas, perceptions, and attitudes of individual SNS members who used online sources to fulfill their needs and wants. Findings revealed five themes from the focus group discussions. These included: (a) efficient communication, (b) convenient communication, (c) curiosity about others, (d) popularity, and (e) relationship formation and reinforcement. The findings also suggested that an immediacy driven tendency motivated young people to use SNSs. Members used SNSs to satisfy a specific gratification that they sought. Whereas Urista, Dong, and Days' (2009) study is different from this study, there are some parallels in relation to the research method and theoretical framework applied. The classification of young adults is also broad considering that these could be in the age category of between 15 to 24 years (UNFPA, 2011). This study will focus on high school teenagers between the ages of 14 to 19.

In another study, Wyche, Schoenebeck and Forte (2013) examined Facebook use in Kenya, where social media participation is growing but less developed technological infrastructures and uneven access to technology limit use. This study emphasized how the potential for ICT to support economic prosperity, education, and civic engagement had been widely discussed, but lament the scarcity of research on SNSs in such contexts. This was a qualitative study where the researchers conducted observations and

interviews at Internet cafés in rural Kenya. Among the key findings of the study included the fact that participants were familiar with Facebook but there were high costs associated with Facebook access in rural Kenya. Cases of limited Bandwidth and power outages were also cited as impediments to Facebook access. Though focused on a narrow aspect of SNSs, this study presents one of the first studies of SNSs use in rural and peri-urban Kenya. Whereas Wyche, Schoenebeck and Forte's (2013) study sets the stage for future research on SNSs, there is a clear gap in the relationship between theory and SNSs use. The study also fails to address a specific segment of the population thus making it difficult to direct communication strategies aimed at segments of the population. The present study presented a different perspective to the study of urban populations' choices of SNSs by specifically targeting high school teenagers.

Ellison, Steinfield and Lampe (2007) examined the relationships between use of Facebook, a popular SNS and the formation and maintenance of social capital. This study employed a survey method where the findings point to an association between use of Facebook and the three types of social capital, with the strongest relationship being to bridge social capital. This compares favorably with Dunne, Lawlor and Rowley's (2010) research, which explored the U&G that young people, specifically girls aged 12 – 14 years, derived from online SNS (Bebo). The study sought to explore the girls' usage of the Internet and more specifically SNSs, and examine the reasons for this behavior. A qualitative methodology was employed in the study involving a total of seven focus groups which were conducted in the setting of an Irish secondary school. Their findings identified gratifications sought (GS) as communication, Friending, identity creation and management, entertainment, escapism and alleviation of boredom, information search, and interaction with boys. The gratifications obtained (GO) included, portraying ones

ideal image, peer acceptance, relationship maintenance, safety from embarrassment and rejection, and engaging in playground politics. This study demonstrated how the U&G approach is both appropriate and relevant in the context of the online environment and specifically SNSs.

Rack and Bonds-Raacke (2008) conducted a study to evaluate why people use friend-networking sites, what the characteristics are of the typical college user, and what U&G are met by using these sites. This was an exploratory study, which applied the quantitative method. The questionnaire was employed as the main tool of data collection. In a study examining whether off-line inequalities predict teenagers online social networks, (Ahn, 2011b) analyzed a dataset of 701 U.S. teenagers aged between twelve and eighteen years. This study employed a survey methodology where online questionnaire was the main tool for data collection. Findings suggested that the characteristics of teenagers that use Facebook, Myspace, or both SNSs showed distinct differences. Although Ahn's (2011b) study is closely related to the present study in the sense that teenagers' SNSs choices are under focus, Facebook and Myspace SNSs are used thus locking out those teenagers who might belong to other SNSs. All these studies ideally examine the motivations for using specific SNSs but are deficient in explaining the gratifications that inform the choice of these SNSs. The studies are also methodologically deficient in that the use of one research design may not present accurate findings, which can be generalized to large populations.

2.5 Critique of existing literature

Shao (2009) studied user generated media (UGM) such as YouTube, Myspace, and Wikipedia, and what generated user appeal towards these media. The study was mainly

based on analytical review of existing literature and therefore presented interesting insights into user appeals for UGM but in essence failed to place media users in context. The findings indicated that users consumed media contents for fulfilling their information, entertainment, and mood management needs. Participation was based on interaction with content as well as with other users for enhancing social connections and virtual communities. Although the motivations for media use agree with the present study, there lacks empirical underpinnings to these motivations. Shao's (2009) study could be considered an important first step in understanding user generated media but without placing it in context makes the study general. It would also be interesting if Shao's (2009) study incorporated other popular SNSs such as Twitter and Facebook. The present study examined five leading SNSs including, Facebook, Twitter, LinkedIn, Google+, and Pinterest.

Kumar and Kumar (2013) studied the use of SNSs among postgraduate students in Maharishi Dayanand University. The study involved 150 respondents and generally focused on SNSs. Their findings revealed a majority of the respondents (58%) being male while Facebook was the most popular SNS. Although the study was interesting, the methodology and data analysis and reporting were purely descriptive. The study mainly summarizes the demographic characteristics of postgraduate SNSs users but fails to investigate the motivations for SNSs use among this group. The study could have gone deeper and examined the motivations for SNSs use among this group. General demographics on SNSs usage do not assuage the negative perceptions attached to SNSs usage among the youth. The present study went further to investigate the motivations for SNSs use among high school teenagers.

Anderson (2001) examined Internet use among college students. The study involving 1300 college students sought to identify how the students' use of the Internet has affected their social and academic lives. Findings revealed that Internet usage to a degree interfered with other aspects of students' lives. Considering that the study was not piloted, the reliability of the survey instrument may be questionable. Equally, Anderson (2001) generally examines Internet consumption without specifically looking at aspects that attract college students to the Internet. It is indeed true that Internet usage is perilous to academic learning but the gratifications sought and those obtained could give more insight into addictive behaviors exhibited by the college students. The present study focused on gratifications sought among high school teenagers in their choice of SNSs.

Bumgarner (2007) conducted an online survey among 1,049 Facebook users at the University of North Carolina to examine why they use Facebook and how it fulfils their needs. Findings revealed the most prevalent use as being for social activities. Essentially, Bumgarner (2007) argued that Facebook appeared to operate primarily as a tool for the facilitation of gossip. Based on the findings of the present study, it is apparent that the use of SNSs is motivated by more factors than just gossip. Factors such as personal identity, surveillance, and social capital are overlooked by Bumgarner (2007). Further insights into other SNSs such as Twitter, LinkedIn and Instagram, among others, could lend credence Bumgarner's (2007) findings. Equally, the gratifications of college students, whose offline social networks are better developed, could be different from those of high school teenagers, who are in the process of developing their own social networks thus the present study.

Gangadharbtlä (2008) investigated the influence of college students' level of self efficacy, need to belong, need for cognition, and collective self-esteem on their attitude towards SNSs. The study, like many others, focused on 237 undergraduate students from a large southwestern university. Findings revealed Internet self-efficacy, need to belong, and collective self-esteem all having positive effects on attitudes towards SNSs. The study further argued that attitude towards SNSs mediates the relationship between willingness to join SNSs and (1) Internet self-efficacy, and (2) need to belong. Gangadharbtlä's (2008) study primarily focuses on self-esteem, need to belong, and Internet self-efficacy as predictors of college users' attitudes towards SNSs. Whether these attitudes can inform SNSs choice and in essence gratifications is in doubt. Equally, the context within which the study is conducted is restrictive. Other age categories need to be studied to find out if the same attitudes will emerge. The present study focused on user gratifications influencing SNSs choice among high school teenagers.

Roblyer, McDaniel, Webb, Herman, and Witty (2010) examined the likelihood of higher education faculty using Facebook for either personal or educational purposes. The study was informed by the perception that SNSs such as Facebook are one of the latest examples of communications technologies that have been widely adopted by students and consequently, have the potential to become a valuable resource to support educational communications and collaborations with faculty. Roblyer *et al.* (2010) reported that a comparison of faculty and student responses indicated that students were more likely than faculty to use Facebook and were significantly more open to the possibility of using Facebook and similar technologies to support classroom work. Although this study focused on college students and faculty, the findings are in tandem

with the present study's recommendations, which encourage the enhancement of positive use of SNSs in classroom learning.

2.6 Research gaps

Despite growth of the online phenomenon of SNSs and their growing popularity among teenagers, academia has been slow to keep pace with this continuous growth (Dunne & Lawlor, 2010). Empirical studies have focused on western contexts with little emphasis on developing countries. This gap was addressed through the overall objective of the study, which was to investigate user gratification factors influencing high school teenagers' choice of SNSs. The study population comprised of high school teenagers within Nairobi County. Another glaring gap in existing research was the lack of a clear focus on SNSs choice with most studies focusing on consumption habits. This gap was addressed through the first, second, third, and fourth objectives of the study. This study also related the U&G approach to SNSs choice, which has lacked in previous studies. This is supported by Palmgreen and Rayburn (1982); as cited in Severin and Tankard (1998), who conceded that very little has been done to explore the antecedents of gratifications sought among media users. The general objective of the study, which sought to investigate gratification factors influencing high school teenagers' choice of SNSs addressed this gap.

2.7 Summary of literature review

Previous studies have focused on characteristics of SNSs users where specific gratifications informing choice of SNSs have been overlooked. This chapter has outlined the theoretical background of the U&G approach where empirical review found a gap.

Urista, Dong and Day (2009) apply the U&G theory to their study but are limited to college students and focus on two popular SNSs. Literature has demonstrated the limitation of focusing on specific SNSs, which was overcome through the application of five popular SNSs in the present study. Gratifications sought are also addressed generally in previous studies. These were classified into four independent variables of personal identity, diversion, surveillance, and social capital. Findings pointed to personal identity, surveillance, and social capital as having influenced SNSs choice. Whereas previous studies have focused on different contexts, this study was able to adopt the U&G approach to a teenage and African context.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter addresses the knowledge paradigm influencing the research design, research design, population of the study, sampling frame, sample size and sampling techniques, data collection procedure, instruments, validity and reliability of research instruments, ethical considerations, and data processing and analysis.

3.1.1 Knowledge paradigms influencing research

The broad research approach involves the intersection of philosophy, research designs, and specific methods (Creswell, 2014). Slife and Williams (1995) as cited in Creswell (2014, p. 6) further argue that “although philosophical ideas remain largely hidden in research, they still influence the practice of research and need to be identified”. The four knowledge paradigms are illustrated in Table 3.2.

Table 3.2 Knowledge paradigms

Positivism	Constructivism
Determination	Understanding
Reductionism	Multiple participant meanings
Empirical observation and measurement	Social and historical construction
Theory verification	Theory generation
Transformative	Pragmatism
Political	Consequences of actions
Power and justice oriented	Problem-centered
Collaborative	Pluralistic
Change-oriented	Real-world practice oriented

Source: Creswell (2014)

The research design adopted for this study was based on the pragmatism paradigm. Pragmatism arises out of actions, situations, and consequences rather than antecedent conditions. Creswell (2014) and Hall (2012) argue that as a philosophical underpinning for mixed methods studies, pragmatism is important in focusing attention on the research problem in social science research. Further, it uses pluralistic approaches to derive knowledge about the problem. In support of applying the pragmatism paradigm to mixed

methods research, Creswell (2014) further argues that pragmatists do not see the world as an absolute unity. Similarly, mixed methods research looks to many approaches for collecting and analyzing data. For the mixed methods researcher, “pragmatism opens the door to multiple methods, different world views, and different assumptions, as well as different forms of data collection and analysis (Creswell, 2014, p. 11). Hall (2012) echoes this by arguing that pragmatism overcomes the problem inherent in the multiple paradigm approach.

3.2 Research design

Research design is defined as “plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis” Creswell (2009, p. 233). Creswell (2014) equally defines research designs as types of inquiry within qualitative, quantitative, and mixed methods approaches that provide specific direction for procedures in a research study. Research design is further described as “the ‘blueprint’ that enables the investigator to come up with solutions to research problems and guides them in the various stages of the research” (Nachmias & Nachmias, 1996, p. 99). Towards understanding the factors influencing choice of SNSs among high school teenagers, this study adopted a mixed method research design. The rationale for mixing is that neither qualitative nor quantitative methods are sufficient by themselves to capture the trends and details of the situation, such as the user gratification factors influencing high school teenagers’ choice of SNSs. Johnson, Onwuegbuzie and Turner (2007) defined a mixed method research design as,

One that planfully juxtaposes or combines methods of different types (qualitative and quantitative) to provide a more elaborate understanding of the phenomenon

of interest (including its context) and, as well, to gain greater confidence in the conclusions generated by the evaluation study (Johnson, Onwuegbuzie & Turner, 2007, p. 119).

Johnson, Onwuegbuzie and Turner (2007) justified the use of mixed method research design by arguing that such combinations are used to enable confirmation or corroboration of each other through triangulation. They further stated that combining qualitative and quantitative methods are used to enable or to develop analysis in order to provide richer data and that combinations are used to initiate new modes of thinking by attending to paradoxes that emerge from the two data sources. They further posit that “it offers a powerful third paradigm choice that often will provide the most informative, complete, balanced, and useful research results” (Johnson, Onwuegbuzie & Turner, 2007, p. 129). This is echoed by other scholars who argue that “the problems addressed by social and health science researchers are complex, and the use of either quantitative or qualitative approaches by themselves is inadequate to address this complexity” (Creswell, 2009, p. 203). The foregoing arguments therefore justified the use of this research design in the present study.

3.3 Population of the study

A population is defined as the aggregate of all cases that conform to some designated set of specifications (Robson, 2002; Nachmias & Nachmias, 1996; Kothari, 2004). The population of this study comprised of all students enrolled in public high schools within Nairobi County. The study adopted public high schools’ population considering that, (a) enrollment statistics in public high schools was updated and readily available at the Ministry of Education, (b) public schools constituted a diverse teenage population from

different socioeconomic backgrounds, which is in tandem with the objectives of the study, and (c) there is uniformity in access to new technologies in public high schools considering that the budgetary allocations to these schools are drawn from the national government. The study population is illustrated in Table 3.3.

Table 3.3 Enrollment figures in public high schools in Nairobi County

Sub-county	Enrollment		Total
	Boys	Girls	
1) Starehe	3290	2925	6215
2) Kamkunji	3223	639	3862
3) Kasarani	1812	1945	3757
4) Makadara	2130	3331	5461
5) Njiru	2137	1330	3467
6) Embakasi	1169	1449	2793
7) Langata	1880	875	2755
8) Dagoretti	4377	3117	7428
9) Westlands	2742	4051	6793
Total population	22760	19662	42531

Source: County Director of Education, Nairobi (2013)

3.4 Sampling frame

Nachmias and Nachmias (1996) argued that once researchers have defined the population, they draw a sample that adequately represents that population. They further

defined a sampling frame as “the list of the sampling units that is used in the selection of the sample” (Nachmias & Nachmias, 1996, p. 597). A sampling frame on the other hand is defined as the “source of the eligible population from which the survey sample is drawn” (Robson, 2002, p. 240). The study sample in this study was drawn from the following units: (a) sub-counties, (b) boys’ boarding schools, (c) girls’ boarding schools, and (d) mixed day schools. Based on the study objectives, data from the two selected sub-counties answered to the general demographic profiles of the respondents. This in essence addressed research objective five. Considering that gender was considered a demographic characteristic, the study obtained rich data from boys’, girls’, and mixed gender schools. Group comparisons for age per gender were conducted using ANOVA in order to assess the influence of the independent variables on choice of SNSs. The three selected sampling units therefore presented relevant data for this. In essence, all the four sampling units addressed the five objectives of the study. These are summarized in Table 3.4.

Table 3.4 Gender distribution by sub-county

Sub-county	Number of schools	Boys'	Girls'	Mixed
Starehe	11	4	4	3
Kamkunji	6	4	1	1
Kasarani	7	0	2	5
Makadara	9	2	6	1
Njiru	10	2	1	7
Embakasi	7	0	1	6
Langata	5	0	0	5
Dagoretti	12	4	4	4
Westlands	10	3	4	3
Total	77	19	23	35

Source: County Director of Education, Nairobi (2013)

3.4.1 Sample size

Onwuegbuzie and Collins (2007) define sampling as the process of selecting portions, pieces, or segments that are representative of a whole. According to Nachmias and Nachmias (1996), “once investigators have constructed their measuring instruments in order to collect sufficient data pertinent to the research problem, the subsequent explanations and predictions must be capable of being generalized to be of scientific value” Nachmias & Nachmias, 1996, p. 178). Nachmias and Nachmias (1996) further

argue that generalizations are not based on data collected from the entire population but use a relatively small number of cases referred to as a sample as the basis for making inferences. This is echoed by Krejcie (1970) who argued that the increasing demand for research has created a need for an efficient method of determining the sample size needed to be representative of a given population.

This study employed stratified sampling. Stratified sampling was used in order to achieve adequate representation from sub samples. Stratified sampling ensures the proper representation of the stratification variable to enhance representation of other variables related to them (Tayie, 2005; Berg, 2001; Kothari, 2004). Berg (2001) further argued that the population is divided into several sub-populations that are individually more homogeneous than the total population. Items are eventually selected from each stratum to constitute a sample. The study population was divided into two strata, (a) boys, and (b) girls. The following formula was adopted in determining the sample size for this study.

$$n = \frac{Z^2 Pq}{e^2}, \text{ where;}$$

$$e^2$$

$$Z = 1.96 \text{ (Z score corresponding to } \alpha = 0.5)$$

P = the population proportion (assumed to be .50 since this would provide the maximum sample size) with desired characteristics.

$$q = 1 - P = 0.5$$

$e = \text{Margin of error } (e = 0.05)$

$$n = \frac{1.96^2 \times 0.5 \times 0.5}{0.05^2} = 385$$

Considering that the population of the study was 42,531, the sample size of 385 respondents was therefore used. This figure was further over sampled in order to achieve a response rate of 80 percent thus;

$$\text{Number of tools} = \frac{100}{80} \times 385 = 481$$

80

3.4.2 Sampling technique

In order to achieve a representative sample from each segment of the population, probability sampling was used, specifically, stratified random sampling was employed. According to Robson (2002) stratified random sampling involves dividing the population into a number of groups, where members share particular characteristics. Teenagers in form one were excluded from the study considering that they are in transition from primary school and thus may be struggling to bridge, bond, and maintain social capital. Robson (2002) contends that:

Sampling theory shows that in some circumstances, stratified random sampling can be more efficient than simple random sampling, in the sense that, for a given

sample size, the means of stratified samples are likely to be closer to the population mean (Robson, 2002, p. 262).

The study population was first stratified based on enrollment data. Two sub-counties (Dagoretti and Langata) were then purposively selected from the strata based on the highest and lowest enrollment. Dagoretti and Langata sub-counties were also selected considering the socioeconomic status represented. Langata sub-county comprises of Kibera informal settlement and also consists of the higher and middle income residential estates of Karen and Langata respectively. Dagoretti sub-county on the other hand comprised of Kawangare informal settlement and parts of the high income areas of Karen and Ngong. These demographic characteristics presented rich data for the study. The high school enrollment in these sub-counties is illustrated in Table 3.5.

Table 3.5 Enrollment ranking of sub-counties

Sub-county	Enrollment
1) Dagoretti	7428
2) Westlands	6793
3) Starehe	6215
4) Makadara	5461
5) Kamkunji	3862
6) Kasarani	3757
7) Njiru	3467
8) Embakasi	2793
9) Langata	2755

Source: County Director of Education, Nairobi (2013)

In order to achieve the study sample of 481 respondents, the study further applied proportionate sampling, which included strata with sizes based on their proportion in the population (Tayie, 2005). The selected sub-counties are summarized in Table 3.6.

Table 3.6 Stratified sample for selected sub-counties

Sub-county	Strata		Number of schools		
	Boys	Girls	Boys'	Girls'	Mixed
1. Dagoretti	4377	3117	4	4	4
2. Langata	1880	875	0	0	5
Total	6257	3992	4	4	9

Source: County director of Education, Nairobi (2013)

Proportional allocation was used in determining the actual sample size for each stratum. According to Kothari (2004) samples from the different strata are kept proportional to the size of the strata. Therefore 294 male respondents and 187 female respondents drawn from seventeen public high schools within Langata and Dagoretti sub counties participated in the study.

3.5 Data collection procedure

Four major forms of data collection are outlined in the social sciences. These include observational methods, survey research, which incorporates personal interviews and questionnaires, secondary data analyses, and qualitative research (Nachmias & Nachmias, 1996). This study used survey and qualitative research data collection methods. The use of triangulation according to Nachmias and Nachmias (1996) has the benefit of raising social scientists above personal biases inherent in single

methodologies. Questionnaires were administered to the selected sample of the population comprising of high school teenagers in forms two, three and four. FGDs were conducted among the sampled population while In-depth interviews were conducted among purposively selected teenagers. In-depth interview participants did not participate in the FGDs.

The study employed the concurrent triangulation strategy. According to Creswell (2009) this approach is “the most familiar of the six major mixed methods models” (p. 211). In this strategy, the researcher collects both qualitative and quantitative data concurrently and then compares the two databases to determine if there is convergence, differences or some combination (Creswell, 2009). Quantitative and qualitative data collection is concurrent, happening in one phase of the research study. Ideally, the weight is equal between the two methods, but in practice, priority is given to one. In this study, quantitative data was collected in the first phase. Qualitative data was collected from purposively selected respondents concurrently with quantitative data. The mixing during this approach usually found in an interpretation or discussion section, is to actually merge the data or integrate or compare the results of the two databases side by side in a discussion. Creswell (2009) highlighted the advantages of this strategy as, (1) being familiar to most researchers and can result in well-validated and substantiated findings, and (2) concurrent data collection results in a shorter data collection time period as compared to the sequential models. This is illustrated in Figure 3.3.

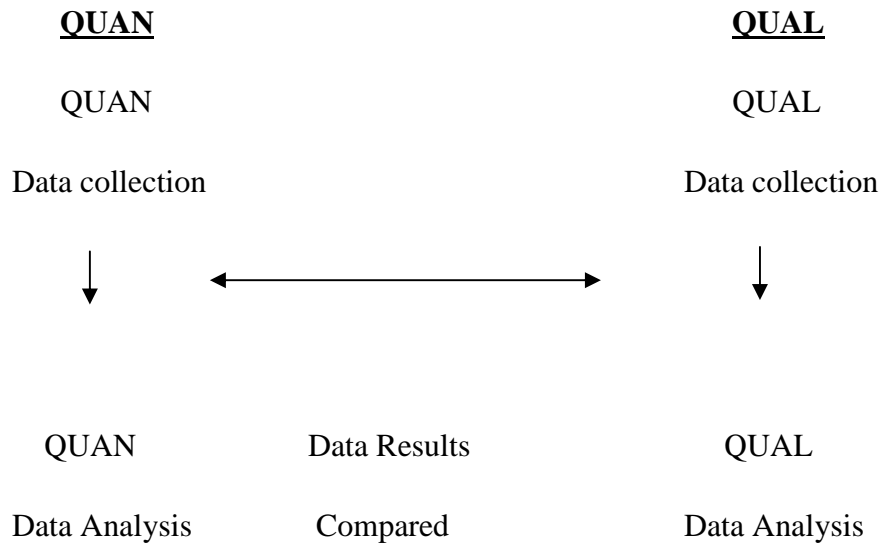


Figure 3.3 Concurrent triangulation design

Source: Creswell (2009)

3.6 Data collection methods

This study employed three data collection methods. These included In-depth Interviews, Focus Group Discussions (FGDs) and a self administered questionnaire. Bryman (2013) and Johnson, Onwuegbuzie and Turner (2007) defined triangulation as the use of more than one approach to the investigation of a research question in order to enhance confidence in the ensuing findings. Johnson, Onwuegbuzie and Turner (2007, p. 114) further argued that “the convergence of findings stemming from two or more methods ‘enhances our beliefs that the results are valid and not a methodological artifact’”.

According to Robson (2002) triangulation has several advantages compared to using one method. Robson (2002) further enumerates the benefits of triangulation as: (a) reduction of inappropriate certainty, (b) eliminates the delusion that the investigator has found the 'right' answer using one method, (c) the main advantage of employing multiple methods is commonly cited as permitting triangulation, (d) multiple methods can help in addressing different but complementary questions within a study, and (e) multiple methods can be used in complementary fashion to enhance interpretability. Considering that this study sought to understand the gratification factors influencing choice of SNSs, triangulation offered the prospect of enhanced confidence.

Kothari (2004) argues that quantitative research is based on the measurement of quantity. Kothari further posits that "It is applicable to phenomena that can be expressed in terms of quantity" (Kothari, 2004, p. 3). This study presented four independent variables, which were measured using both quantitative and qualitative research instruments. The first objective, "Investigate the influence of personal identity on high school teenagers' choice of social network sites" was addressed through questionnaire items 33 to 37. These constituted Likert items with statements such as "social network sites allow other people to understand who I am" and "I like to see how other people react to my profile". The second objective, which sought to determine the influence of diversion on high school teenagers' choice of social network sites was measured through Likert items 38 to 42 on the questionnaire. Examples of factors in this item included "I use social network sites to 'kill' time; I use social network sites to put off doing other things; social network sites keep me from being 'left out'". The third objective of the study sought to determine the influence of surveillance on high school teenagers' choice of social network sites. This objective was measured through a Likert scale. Questions

28 to 32 on the questionnaire addressed this. The fourth objective examined the influence of social capital on high school teenagers' choice of social network sites. This objective was measured through use of the questionnaire. Williams' (2006) Internet Social Capital Scales were adopted. These were considered suitable for this study considering that they have been widely used in similar studies as demonstrated in the literature. These were adjusted to SNSs context and aspects of bonding, bridging and maintaining social capital were assessed.

Bridging social capital – This was a five item Likert scale capturing the extent to which respondents felt they had access to new information and diverse perspectives within SNSs. Examples of items included, “Interacting with people on Social Network Sites makes me want to try new things” and “Interacting with people on Social Network Sites makes me feel like part of a larger community”.

Bonding social capital – this was a five item Likert scale that tapped into perceptions of high school teenagers' access to SNSs and the extent of social and emotional support within these networks. Examples of items included, “there are several people on SNSs I trust to help solve my problems” and “when I feel lonely, there is no one on SNSs I can talk to”.

Maintained social capital – This was measured using a five item Likert scale relating social relationships. Examples of items in this scale include, “I'd be able to find out about events in another school from a high school friend studying there” and “I would be able to find information about college or work opportunities from a high school friend”.

Research objective five sought to determine the influence of demographic characteristics on independent variables in high school teenagers' choice of social network sites. These were assessed through sections one and four of the questionnaire. Examples of questions in this section included, "what is your parents/ guardian's highest level of education?" and "which neighborhood do you come from?". This is summarized in Table 3.7.

Table 3.7 Variables, Hypothesis and Survey Items

Variable name	Research Hypothesis	Item on survey
Independent variable 1: Personal Identity	H ₀₁ : There is no relationship between personal identity and choice of social network sites among high school teenagers.	Question 33 to 37, 45
Independent variable 2: Diversion	H ₀₂ : There is no relationship between diversion and choice of social network sites among high school teenagers.	Questions 38 to 42, 45
Independent variable 3: Surveillance	H ₀₃ There is no relationship between surveillance and choice of social network sites among high school teenagers.	Questions 28 to 32, 45
Independent variable 4: Social capital	H ₀₄ : There is no relationship between social capital and choice of social network sites among high school teenagers.	Questions 13 to 27, 45
Dependent variable: Choice of SNSs	H ₀₁ , H ₀₂ , H ₀₃ , H ₀₄ , H ₀₅	Questions 43 and 44
Moderating variable: Demographic characteristics	H ₀₅ : Demographic characteristics of age, gender and socioeconomic status will not influence high school teenagers' choices of SNSs.	Questions 2 to 12.

3.6.1 Self administered questionnaires

The first instrument that was used in data collection was the self administered questionnaire. Questionnaires are considered advantageous in the sense that they are less costly and can ask more sensitive information than either type of interview, due to rapport that develops between the respondent and the survey instrument. They are also preferred because reading comprehension is higher than aural comprehension needed in an interview and can be much longer and more complex (Lee & McKinney, 2013). Questionnaires were administered to the selected sample of 481 respondents. Considering that proportionate sampling, which included strata with sizes based on their proportion in the population (Tayie, 2005) was applied, questionnaires were distributed as follows.

Table 3.8 Proportionate sampling of study sample

Gender	Sub-county	Proportion
Boys	Dagoretti	206
	Langata	88
Girls	Dagoretti	148
	Langata	39
Total		481

The study further subdivided this sample according to the identified stratum of class. Questionnaires were distributed to a stratified random sample of forms two, three and

four among public high schools in the two sub-counties. Considering that the schools were classified into three categories of boys', girls', and mixed gender, questionnaires were administered to purposively selected respondents in the three classes. The study employed the help of class teachers and class representatives to identify respondents who currently or had in the past belonged to SNSs. After these were identified in each of the three target classes, a random sample from each class was selected based on class attendance registers to participate in the study.

3.6.2 Focus Group Discussions (FGDs)

Considering that a mixed methodology was used, this study employed FGDs as one of the data collection methods. Hennink, Hutter and Bailey (2011, p. 136) defined a FGD as “an interactive discussion between six to eight pre-selected participants led by a trained moderator and focusing on a specific set of issues”. Three FGDs were conducted on purposively selected samples of high school teenagers in order to uncover unique perspectives on their choice of SNSs. FGDs provide an effective means to identify community norms, views and behavior (Hennink, Hutter & Bailey, 2011). Onwuegbuzie and Collins (2007) propose 6 to 9 participants for FGDs. They further argued that mixed method designs constitute 3 to 6 focus groups. This study employed three FGDs comprised of between six to nine participants. The study employed purposive sampling in the selection of FGD participants. Participants in the FGDs were selected based on the number of SNSs they belonged to and the frequency of their SNSs use. Respondents belonging to more than three SNSs and spending more than four hours daily on SNSs participated in the study. Each FGD further comprised of a participant from the three classes under focus. Considering that a majority of the respondents resided in Nairobi

(46.8%) and Kajiado (40.9%), respondents' residence was not used as a criterion for FGD participation. Overall, three FGDs comprising of one each for boys', girls', and mixed gender schools were conducted. The FGDs commenced with the moderator introducing themselves and equally having the participants conduct brief introductions. This enabled the participants to relax. The researcher generally outlined the purpose of the FGD and assured them of confidentiality. Consent was sought from participants on whether a recorder could be used to capture the proceedings, which was unanimously accepted. The discussions proceeded with help of one research assistant, who helped in the recording. Overall, the researcher made field notes and moderated the FGDs. Each FGD lasted between forty five minutes and two hours. These could have lasted longer but the strict high school timetables limited them to two hours. The FGD participant guidelines and discussion guide are illustrated in Appendix C and D.

3.6.3 In-depth Interviews

According to Nachmias and Nachmias (1996) "the personal interview is a face-to-face, interpersonal role situation in which an interviewer asks respondents questions designed to elicit answers pertinent to the research hypotheses" (Nachmias & Nachmias (1996, p. 232). This study employed In-depth interview as a final data collection method. Interviews are advantageous in the sense that questions that were not clearly dealt with in questionnaires can be elaborated further. These were administered to purposively selected informants from FGD responses. These also constituted of respondents selected from questionnaire responses based on the first three questions. These included, (a) whether the respondent belonged to a social network site(s), (b) the number of social network site(s) they belonged to, and (c) how often they accessed their social network

site(s). Interview participants were purposively selected from respondents who belonged to SNSs, those who belonged to the highest number of SNSs, and those who had the highest frequency of accessing their SNSs within each class. The study therefore comprised of four In-depth interviews drawn from a sample of one participant each from boys', girls', and two from mixed schools. Overall, two males and two females participated in the interviews. These were drawn from forms two, three and four. Each interview was conducted with the help of a research assistant who controlled the recording. The sessions, which lasted between 45 minutes to one and a half hours, were conducted in a quiet setting away from any interference. The interview schedule is illustrated in Appendix B.

3.6.4 Validity of research instruments

According to Robson (2002, p. 93) validity is concerned with whether the findings are 'really' about what they appear to be". Nachmias and Nachmias (1996) concur and add that validity is concerned with whether one is measuring what they intended to measure. Nachmias and Nachmias (1996) further argued that there are three kinds of validity, (a) content validity, which incorporates face validity and sampling validity, (b) empirical validity, which deals with the relationship between a measuring instrument and the measurement outcomes, and (c) construct validity, which relates a measuring instrument to a general theoretical framework. This study was premised on the uses and gratification approach as propounded by Blumler and Katz in 1974. The study ensured validity through (a) the use of random samples, (b) the use of heterogeneous samples, and (c) selection of a sample that is representative of the group to which the results were generalized.

3.6.5 Reliability of instruments

Reliability refers to the extent to which a measuring instrument contains variable errors (Nachmias & Nachmias, 1996). Reliability of the instrument is very important for decreasing errors that might arise from measurement problems in the research study. The main instrument of data collection used was a questionnaire, which incorporated five point Likert scale items for the independent variables. The advantage of the Likert scale is that they are easily understood, easily quantifiable and subjective to computation of mathematical analysis. The disadvantage of the Likert scale is that it is uni-dimensional and only gives 5 to 7 options of choice, and the space between each choice is not equidistant. This disadvantage is addressed in the next chapter. Glien and Glien (2003) argued that when using Likert type scales it is imperative to calculate and report Cronbach's alpha coefficient for internal consistency reliability.

The study was pre tested in selected high schools that share similar attributes with the study population within Nairobi County. The selected schools for the pilot test were excluded from the study population. Baker (1994) suggests a sample size of 10-20 percent of the sample size for the actual study as a reasonable number to consider in a pilot study. Overall, 38 questionnaires were issued to ten male, ten female, and eighteen respondents from a mixed day school. Questionnaire items were revised accordingly based on the pre test. Based on the pre-test results, some of the respondents created a 'pattern' in responding to Likert scale statements. This was inconsistent with their responses on other variables. To forestall this in the main study, one Likert scale item in each of the independent variables was negated in order to achieve consistency in the questionnaire responses. This was eventually reversed during analysis. Likert scale items

were equally increased to five for each variable from the initial three thus the independent variables of surveillance, personal identity, and diversion each had five Likert scale items. Social capital was broken down into three categories, maintaining, bonding, and bridging, with each of these categories having five Likert scale items.

Nachmias and Nachmias (1996) observe that one of the most popular reliability statistics in use today is the Cronbach's alpha. Cronbach's alpha determines the internal consistency or average correlation of items in a survey instrument to gauge its reliability. Scholars argue that "Cronbach's alpha reliability coefficient normally ranges between 0 and 1. However, there is actually no lower limit to the coefficient. The closer Cronbach's alpha coefficient is to 1.0 the greater the internal consistency of the items in the scale" (Glien & Glien, 2003, p. 87). This study obtained a Cronbach's alpha of 0.743 for 30 Likert scale items. This was considered reliable for statistical analysis. George and Mallery (2003) as cited in Glien and Glien (2003) further provide the following rules of thumb: $\alpha > .9$ – Excellent, $\alpha > .8$ – Good, $\alpha > .7$ – Acceptable, $\alpha > .6$ – Questionable, $\alpha > .5$ – Poor, and $\alpha < .5$ – Unacceptable. Internal consistency reliability analysis of the items measured on the Likert scale was conducted on the results of the study. The Cronbach's alpha for the independent variables is presented in Table 3.9. Individual Likert item scores are presented in Tables 4(j) to 4(n); (Appendix E). This will help assess how well the various items in a measure appear to reflect the attribute. The four independent variables presented the following scores.

Table 3.9 Reliability of survey instrument

Variable construct	Number of items	Cronbach's alpha coefficient
Surveillance	4	0.496
Personal Identity	4	0.644
Diversion	4	0.519
Social capital	15	0.662

The independent variable of surveillance was the weakest with a Cronbach's alpha coefficient of $< 0.5 = (0.496)$. Considering that this was a slight deviation from 0.5 this was considered reliable for the study. This is supported by Streiner (2003) who argued that "higher values may reflect unnecessary duplication of content across items and point more to redundancy than homogeneity" (p.102). Streiner further argued that because is affected by the length of the scale, high values do not guarantee internal consistency or unidimensionality. Nunnally (1967) as cited in Steiner (2003) recommended .50 to .60 for early stages of research. This is corroborated by Clark and Watson (1995) as cited in Neuendorf (2011) who posit that internal consistency reliability assessment is complicated by the fact that there are no longer any clear standards regarding what level is considered acceptable for Cronbach's alpha. They further argued that past criteria have ranged from .80 or .90 alpha coefficients, down to .60 or .70. The other three independent variables registered an impressive Cronbach's alpha coefficient value > 0.5 and therefore were considered reliable for statistical analysis.

3.6.6 Ethical considerations

This study maintained the principles of research by ensuring that respondents' rights were adhered to. The following ethical considerations were observed: (a) informed consent was sought from all respondents involved in the study. Considering that the study involved high school teenagers, consent was sought from the National Commission for Science and Technology and Innovation (NACOSTI) as shown in Appendix F, (b) confidentiality of the respondents was assured through the introductory section in the research questionnaire, (c) respondents were informed of the purpose of the study, and (d) respondents' right not to answer sensitive or personal questions was guaranteed.

3.7 Data analysis and presentation

Data analysis in mixed methods research relates to the type of research strategy chosen (Creswell, 2009). Collected data was organized using the following procedures, (a) collected data was pre-processed before analysis. The primary purpose of pre-processing is "to correct problems that are identified in the raw data" (Kombo & Tromp, 2009, p. 11). These include differences between the results obtained by different interviewers. This stage entailed the elimination of unusable data, interpretation of ambiguous answers, and contradictory data from related questions, (b) development of a coding scheme. A coding scheme is defined as "an ambiguous set of prescriptions of how all possible answers are to be treated, and what (if any) numerical codes are to be assigned to particular responses" (Kombo & Tromp, 2009, p. 111). Lastly, (c) data was stored in both paper and electronic forms. Quantitative data was analyzed with the aid of SPSS where the study hypotheses were tested using the *t*-test. Group comparisons were done

using univariate analysis of variance (ANOVA). Qualitative data was coded then classified into themes, before construction of narratives. Considering that this was a mixed method design, each method was analyzed separately as discussed in the following sections.

3.7.1 Analysis of quantitative data

Data obtained using the quantitative research method was coded and entered in the Statistical Package for Social Scientists (SPSS) version 21.0. After entry into SPSS, data was then cleaned to identify errors made while ‘keying in’ the data. Robson (2002, p. 398) argued that the best way to do this is “for the data to be entered twice, independently, by two people”. Group comparisons were conducted using univariate analysis of variance (ANOVA). Creswell (2009) argued that for experimental designs with categorical information (groups) on the independent variable, researchers use *t* tests or ANOVA. Group comparisons were done using ANOVA, while *t* tests were conducted to test the research hypotheses.

3.7.2 Analysis of qualitative data

The analysis of qualitative data varies from simple descriptive analysis to more elaborate reduction and multivariate associate techniques (Kombo & Tromp, 2009). In this second, qualitative phase of the study, the text data obtained through the interviews was coded and analyzed for themes. The steps in qualitative analysis included, (1) preliminary exploration of the data by reading through the transcripts and writing memos, (2) coding the data by segmenting and labeling the text, (3) using codes to develop themes by aggregating similar codes together, (4) connecting and interrelating

themes, and (5) constructing a narrative (Creswell, 2002). Data analysis involved developing a detailed description of each variable. Figure 3.4 represents the visual model of qualitative analysis for this study. Overall, the study adopted a thematic analysis approach where major concepts or themes drawn from the FGDs and interviews were identified. This was done procedurally through identification of information relevant to the objectives and research hypotheses, development of a coding system based on samples of collected data, classification of major issues covered, indication of the major themes in the margins, and development of a summary report identifying major themes and the association between them.

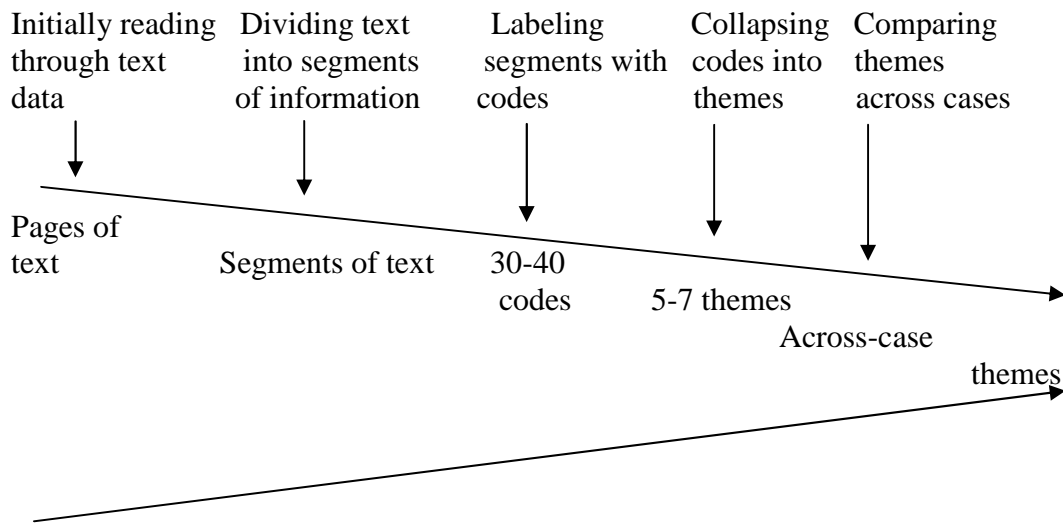


Figure 3.4: Visual model of qualitative analysis

Adapted from Creswell (2002)

To validate the qualitative findings, Creswell (2009) suggested four primary forms. These include, (1) triangulation, where different sources of information will be converged, (2) member checking, i.e getting feedback from the participants on the accuracy of the identified categories and themes, (3) providing rich, thick description to convey the findings, and (4) external audit through asking an independent source to conduct a thorough review of the study and report back.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents findings of the study on user gratification factors influencing high school teenagers' choice of social network sites. The study was premised on the following objectives: (1) investigate the influence of personal identity on high school teenagers' choice of social network sites, (2) assess the influence of diversion on high school teenagers' choice of social network sites, (3) determine the influence of surveillance on high school teenagers' choice of social network sites, (4) examine the influence of social capital on high school teenagers' choice of social network sites, and (5) establish the moderating effect of demographic characteristics on the independent variables in high school teenagers' choice of social network sites. Towards the achievement of these, the chapter presents the response rate, demographic data, quantitative findings and qualitative findings, hypothesis testing, and discussion of research findings. This includes the use of descriptive statistical techniques, *t*-test, and Analysis of Variance (ANOVA).

4.2 Response rate (RR)

According to Baruch and Holton (2008) “the level of response rate (RR) is an important, sometimes crucial, factor in assessing the value of research findings” (Baruch & Holton, 2008, p. 1140). Data for the study was collected from seventeen public high schools within Langata and Dagoretti sub-counties of Nairobi County. These consisted of mixed

day schools, girls' boarding schools, and boys' boarding schools. Some of the schools sampled were in the process of transforming from mixed to single gender boarding schools. This reflected in the questionnaire responses where some respondents indicated the future rather than the current status of the school. This was subsequently corrected before data analysis.

A total of 481 questionnaires were distributed to high school teenagers in forms two, three and four. A response of 365 was received, which represents a 76 percent response rate. Considering that the sample size of 385 was over sampled to 481 in order to achieve a response rate of 80 percent, this was considered adequate for analytical purposes for the study.

4.3 Demographic Information

The first section of the questionnaire consisted of eleven closed and open ended items, which sought to determine the demographic characteristics of high school teenage social network sites users. The first item, which was considered introductory in this section sought to establish whether the respondents belonged to SNSs. This came right after a general introduction and examples of SNSs was given. This was by asking if they currently or had in the past belonged to a social network site(s). Findings reveal a majority of the respondent (96.5%) as currently belonging to or having belonged to social network sites (SNSs) in the past. A minority (3.5%) did not indicate whether they had or had not belonged to SNSs. Interestingly, these respondents went ahead and completed other sections of the questionnaire. All the questionnaires completed were therefore considered for analytical purposes. This is illustrated in Table 4.10.

Table 4.10 High school Social Network Sites (SNSs) users

	Frequency	Valid Percent
No	12	3.5
Yes	333	96.5
Total	345	100

Section one of the survey questionnaire dwelt on the demographic characteristics of high school teenage SNSs users. This was in response to the first objective of the study, which sought to determine the demographic characteristics of high school teenage SNSs users. The first item in this section sought to establish the ages of the respondents. Findings reveal a majority of the respondents (45.7%) belonging to the teenage bracket of between 15 and 16 years. A smaller margin (1.9%) fell between the ages of 13 and 14 years as illustrated in Table 4.11.

Table 4.11 Respondents' age

	Frequency	Valid Percent
13-14 yrs	7	1.9
15-16 yrs	166	45.7
17-18 yrs	144	39.7
Above 18 yrs	46	12.7
Total	363	100

The second item in this section enquired on the gender of the respondents. Gender and age were considered moderating variables in high school teenagers' choice of SNSs. Table 4.12 demonstrates the gender composition of respondents.

Table 4.12 Respondents' gender

	Frequency	Valid Percent
Female	179	49
Male	186	51
Total	365	100

Findings reveal a majority of the respondents (51%) being male while 49 percent were female. This indicates that the gender composition of high school teenage SNSs users is almost evenly matched.

The third item on the demographics section of the survey questionnaire sought to identify the class composition of the respondents. Respondents were asked to tick the class to which they belonged. Findings reveal a majority of the respondents belonging to forms two (38.7%) and four (38.4%). Interestingly, a few respondents (0.6%) indicated that they belonged to form 1. This is understandable considering that form two respondents had just been promoted to the class and some had not internalized their new class and thus still checked their class as form one. This is shown in Table 4.13.

Table 4.13 Respondents’ class composition

	Frequency	Valid Percent
Form 1	2	0.6
Form 2	140	38.7
Form 3	81	22.4
Form 4	139	38.4
Total	362	100

In the fourth qualitative item in the first section of the questionnaire, respondents were equally asked about the location of their home. Considering that the study identified

socioeconomic status (SES) as a moderating variable on user gratification factors influencing high school teenagers' choice of social network sites, this item on the questionnaire was appropriate. This was an open ended item where respondents were asked to indicate the location of their home. Responses were clustered into specific counties as shown in Table 4(a); Appendix E. Findings reveal a majority of the respondents residing in Nairobi (46.8%) and Kajiado (40.9%) counties. This can be explained by the proximity of these schools to the respondents' residences.

The fifth and sixth questionnaire items in this section sought to establish the respondents' parents/ guardian's highest levels of education and their occupation. These were sequenced together considering their relationship. Findings show a majority (46.3%) of the parents/ guardians having achieved postgraduate education. This could be attributed to the respondents' residences proximity to Nairobi County where opportunities for further education are enormous. The concentration of universities in Nairobi County is equally the highest in the country implying that residents in this county and neighboring counties are exposed to these institutions.

Table 4.14 Parents/guardians' highest education level

	Frequency	Valid Percent
Certificate	53	16.9
Diploma	77	24.6
Undergraduate	38	12.1
Postgraduate	145	46.3
Total	313	100

Findings on the fifth item corresponded well with responses to the sixth item where a majority of the respondents' parents/ guardians were engaged in formal employment.

The seventh and eighth questionnaire items in this section asked the respondents whether they accessed social network sites in school or at home respectively. A majority (96.1%) accessed SNSs at home. The low accessibility of SNSs in school can be attributed to school rules, which did not allow students to access mobile phones or social network sites on desktop computers in the computer laboratories. Equally, social network sites were disabled in the school computer laboratories. This is illustrated in Table 4.15.

Table 4.15 Access to social network sites

	n	No		Yes	
		Count	%	Count	%
I access SNSs in school	355	320	90.1	35	9.9
I access SNSs at home	361	14	3.9	347	96.1

Regarding ownership and access to Internet enabled phones and computers, the ninth questionnaire item asked the respondents whether they had access to or owned a Smartphone, laptop, desktop computer or tablet. This was in order to make a comparison between the respondents' SES and access to SNSs. Findings revealed a significant percentage (69.8%) owning or having access to a Smartphone. A minority (19.5%) had

access to or owned a desktop computer. This implies that a majority of the respondents accessed SNSs through Smartphone. This is illustrated in Table 4.16.

Table 4.16 Social network sites access mediums

	n	No		Yes	
		Count	%	Count	%
I have access/own a smart phone	361	109	30.2	252	69.8
I have access/own a Mobile phone	361	234	64.8	127	35.2
I have access/own a Desktop computer	360	289	80.3	71	19.7
I have access/own a tablet	361	286	79.2	75	20.8

Closely related to the ninth questionnaire item, the tenth item in this section further asked the respondents to indicate how they mostly accessed SNSs. Findings reveal a significant percentage (54.4%) accessing SNSs through Internet enabled mobile phones, while only 5.6% accessed SNSs through computer. A further 40% accessed SNSs through both Internet enabled mobile phones and computers. This implies that Internet enabled phones are more popular channels of SNSs access among high school teenagers. This is illustrated in Table 4.17.

Table 4.17 Preferred mediums of social network sites access

	Frequency	Valid	Percent
Computer	20	5.6	
Mobile phone	193	54.4	
Both	142	40	
Total	355	100	

The last questionnaire item in this section sought to determine the types of school the respondents belonged to. This was in order to determine the moderating effect of gender on high school teenagers' SNSs preferences. Six categories were presented based on data from the Nairobi County Director of Education's office. Findings reveal 23.8 percent of the respondents belonging to mixed day schools while 36.4 percent belonged to boys' boarding schools. A further 34.5 percent belonged to girls' boarding schools. The insignificant percentages belonging to day school (boys' school), day school (girls' school), and mixed boarding school is attributable to the fact that some of the sampled schools were in the process of converting status from day to boarding schools and from mixed to single gender schools. This is illustrated in Table 4(c); Appendix E.

Section four of the questionnaire equally sought to outline the demographic characteristics of the study. The section also addressed the dependent variable of the study, which was choice of the five most popular SNSs namely Twitter, Facebook, Google+, Pinterest, and LinkedIn. Two items were presented here where the first

question asked respondents to rank the top five most popular social network sites in the order of preference.

Table 4.18 Ranking of social network sites

	N	Mean	Rank	Std. Deviation
Facebook	293	1.0785	1	0.42682
Twitter	112	2.0268	3	0.85382
LinkedIn	31	2.9677	4	1.19677
Google+	116	2.5259	2	1.05056
Pinterest	23	4.1304	5	1.48643

Findings revealed Facebook as being the most popular social network site with a Mean of (M = 1.0785) with Pinterest being the lowest ranked with a Mean of (M = 4.1304). The popularity of Facebook among teenagers was equally replicated in FGD and interview findings where respondents attributed its popularity to the user characteristics such as friending features, free downloads, and unlimited characters when sending posts. This is shown in Table 4.18 and is equally evidenced by excerpts from FGDs as follows.

What about the features. Are the features on Facebook similar to those on other SNSs?

Participant 3: *In Instagram, you only post photos...unless now you can send messages to friends...in Whatsapp you can send messages and call...but*

Viber, Facebook and Whatsapp they are the same because all of them have the calling feature. Twitter is limiting because of the limitation on characters.

The last item in this section asked respondents to indicate their frequency in visiting Social Network Sites (SNSs). Findings reveal a majority (55.8%) visiting SNSs several times a day. Comparatively, only 14.5 percent of the respondents visited SNSs about once a day. This indicates that a majority of teenagers spend several hours a day on SNSs (Table 4(b); Appendix E).

Table 4.19 Descriptive statistics of key variables

	N	Rank	Mean	Std. Deviation
SURVILLANCE	361	2	3.7299	0.70306
IDENTITY	360	3	3.6546	0.81311
DIVERSION	359	4	3.3099	0.79542
SCAPITAL	364	1	3.7592	0.49901
BONDING	363	1(c)	3.4479	0.81095
BRIDGING	364	1(a)	4.0394	0.59548
MAINTAINING	361	1(b)	3.7965	0.63278

Comparatively, the means of each variable revealed that overall, high school teenagers' choice of SNSs was mainly influenced by the need to gain social capital (M = 3.7592, SD = 0.49901), where most respondents specifically bridged social capital (M = 4.0394, SD = 0.59548) through their choice of SNSs. The need for diversion was considered

insignificant in their choice of SNSs ($M = 3.3099$, $SD = 0.79542$). This is illustrated in Table 4.19.

4.4 Correlation matrix

To determine the degree of relationship between the explanatory variables, Pearson's Correlation was performed as illustrated in Table 4.20. Pearson's Correlation (r) is a measure of the strength of the association between the two variables. This enabled the study to establish the level to which one variable moved together with the other in explaining choice of social network sites (SNSs). Study findings indicate that the relationship between all the variables, that is, surveillance, identity, diversion, and social capital with each other is significant since at significance level of 5 percent and 95 percent confidence level, two tail test is 0.01. The highest correlation was found between surveillance and personal identity with a coefficient factor of $r = 0.469$, $p < 0.001$. Other significant levels included surveillance and diversion with a coefficient factor of $r = 0.381$, $p < 0.001$, personal identity and social capital with a coefficient factor of $r = 0.369$, $p < 0.001$, and surveillance and social capital with a coefficient factor of $r = 0.360$, $p < 0.001$. These findings indicate that high school teenagers who sought surveillance in their choice of SNSs equally went for personal identity. This demonstrates the fact that personal identity correlated well with surveillance in the sense that high school teenagers who surveyed their surroundings identified the ideal or acceptable identities, which they preferably modeled through their chosen SNSs.

Table 4.20 Pearson Correlation matrix

		SURVILLANCE	IDENTITY	DIVERSION	SCAPITAL	BONDING	BRIDGING	MAINTAINING
SURVILLANCE	Pearson Correlation	1						
	Sig. (2-tailed)							
	N	361						
IDENTITY	Pearson Correlation	.469**	1					
	Sig. (2-tailed)	0						
	N	360	360					
DIVERSION	Pearson Correlation	.381**	.334**	1				
	Sig. (2-tailed)	0	0					
	N	359	359	359				
SCAPITAL	Pearson Correlation	.360**	.369**	.219**	1			
	Sig. (2-tailed)	0	0	0				
	N	361	360	359	364			
BONDING	Pearson Correlation	.218**	.266**	0.075	.774**	1		
	Sig. (2-tailed)	0	0	0.156	0			
	N	360	359	358	363	363		
BRIDGING	Pearson Correlation	.362**	.277**	.221**	.708**	.301**	1	
	Sig. (2-tailed)	0	0	0	0	0		
	N	361	360	359	364	363	364	
MAINTAINING	Pearson Correlation	.240**	.266**	.227**	.688**	.235**	.320**	1
	Sig. (2-tailed)	0	0	0	0	0	0	
	N	359	358	357	361	360	361	361

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

4.5 Descriptive and inferential research findings

This section outlines the research findings through both descriptive and inferential statistics. Specifically, the section explains the findings of each objective. The independent variables of diversion, personal identity, and surveillance were measured using five point Likert scale items each, which ranged from Agree (A), Strongly Agree (SA), Neutral (N), Disagree (D), and Strongly Disagree (SD). Social capital was tested using 15 Likert scale items with five each for bonding, bridging, and maintaining social capital. The percentages, means, and standard deviation for each item are discussed in the following sections.

In determining the influence of the four independent variables of diversion, personal identity, surveillance, and social capital on high school teenagers' choice of social network sites, the study conducted a one sample *t*-test. The one-sample *t*-test is used when we want to know whether our sample comes from a particular population but we do not have full population information available to us. The one-sample *t*-test is used only for tests of the sample mean. In order to test positivity of the influence of the independent variables on the choice of social network sites, the test value of 3.4 was arrived at based on the five Likert scale items, which were assigned codes of 1 to 5 where 5 = Strongly Agree (SA), 4 = Agree (A), 3 = Neutral (N), 2 = Disagree (D), and 1 = Strongly Disagree (SD). The main disadvantage of the Likert scale is that it is uni-dimensional and only gives 5 to 7 options of choice, and the space between each choice is not equidistant. In order to address this disadvantage, the values between 1 and 5 were further enumerated in order to establish an accurate range between each code. These ranges include, (1) 1 to 1.8, which represents "strongly disagree", (2) 1.8 to 2.6,

representing “disagree”, (3) 2.6 to 3.4 representing “neutral”, (4) 3.4 to 4.2 representing “agree”, and (5) 4.2 to 5 representing “strongly agree”. To explain the test value $\mu = 3.4$, the following method was used. The four spaces between the five Likert scale items (Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, and Strongly Agree = 5) were divided by the five numbers, which equals 0.8. This therefore implied that Neutral and below fell below $\mu = 3.4$ as illustrated.

1.....2.....3.....4.....5

1.....1.8.....2.6.....3.4.....4.2.....5

The study therefore concluded that any value < 3.4 was below the neutral and thus did not show positivity in the influence on choice of social network sites.

The *t*-test was used in this study to test hypotheses and determine whether the four independent variables influenced high school teenagers’ choice of SNSs.

$$H_0: \mu = 3.4$$

$$\text{Versus } H_1: \mu > 3.4$$

The *t*-test findings are represented in Table 4.21 and explained under each objective.

Table 4.21 One sample *t*-test scores

Test Value = 3.4						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
SURVILLANCE	8.916	360	<0.001	0.32992	0.2571	0.4027
IDENTITY	5.942	359	<0.001	0.25463	0.1704	0.3389
DIVERSION	-2.146	358	0.033	-0.09011	-0.1727	-0.0076
SCAPITAL	13.735	363	<0.001	0.35924	0.3078	0.4107
BONDING	1.126	362	0.261	0.04793	-0.0358	0.1316
BRIDGING	20.485	363	<0.001	0.63938	0.5780	0.7008
MAINTAINING	11.907	360	<0.001	0.39654	0.3310	0.4620

Considering that this study adopted a mixed method design, a qualitative methodology involving a total of three, all girl, all boy and mixed gender FGDs and four interviews were conducted in the setting of public high schools. Each FGD comprised of six to nine participants. These were considered small enough to allow each participant offer their viewpoint, whilst being large enough to allow discourse to develop and flow. In all 24 high school teenagers participated in the FGDs and interviews. Overall, four key themes emerged from qualitative findings. These include (a) the need for identity, (b) the need for surveillance, (c) entertainment, and (d) the need for social capital. Qualitative findings are triangulated with the quantitative findings for ease of analysis and comprehension.

4.5.1 Influence of personal identity on choice of social network sites

The first objective of the study sought to investigate the influence of personal identity on high school teenagers' choice of social network sites. This was measured using five Likert scale items. Findings reveal that high school teenagers sought to present their ideal image through SNSs (M = 3.9944, SD = 1.08205). Each statement in this item posted a high mean (>3) implying that personal identity rated highly in influencing the choice of SNSs. This is shown in Table 4.22.

Table 4.22 Influence of personal identity

	SD	D	N	A	SA	Mean	Std. Deviation
	%	%	%	%	%		
Social network sites allow other people to understand who i am	7	10.3	19.8	39.6	23.4	3.6212	1.15367
I try to make my profile represent the kind of person i am	4.5	6.7	11.7	39.1	38	3.9944	1.08205
I like to see how other people react to my profile	3.7	8.7	14.3	39	34.3	3.9157	1.07660
I cannot adjust my profile based on how other people react to it	14.3	15.4	19	25.2	26.1	3.3333	1.38342
I put a lot of effort into my social network site profile	15.3	19.2	24	22.3	19.2	3.1086	1.33785

4.5.2 One sample *t*-test for personal identity

Considering that the hypothesis being tested was,

H₀₁ There is no relationship between personal identity and choice of social network sites among high school teenagers.

Personal identity equally yielded the following findings. Since $t(359) = 5.942$, $p < 0.001$, we reject the null hypothesis and conclude that $\mu > 3.4$, which implies that the mean score of personal identity index is above the neutral position meaning that respondents choice of social network sites is determined by personal identity.

Qualitative findings were not far from the quantitative in the sense that FGD and interview responses concurred with these findings. Participants were asked.

FGD QB (i) 1: Would you create a suitable identity on a SNS?

Participant 1: *To cover your real identity...for example if you have a person who likes bothering you...like Facebook is full of lies...people are full of lies. You know I am in form 2 but on Facebook I could say I am in university. Everyone lies...why should you say the truth?...even you should join the group. They can never catch you...they don't know you.*

Participant 2: *Because there are some parents who do not want to see their children on Facebook and you you want to join so you just create an identity that is not your own...maybe you put your own things...now your parents won't know you...whether you are on Facebook or not. My parents would just know I am just there and not on social network sites.*

What if your parents were on SNSs? *We would definitely block them. What if they fake their identity? ...as in we never just accept friendships from*

anyone. I would first engage potential friends through direct messaging before I accept their friend request.

Participant 3: *The best thing is that you should not just trust everyone on SNSs. Others would post things that are not from them...like for me I would easily post something that my friends will not identify with me.*

Interview QB (i) 2: How would you want your friends to see you online?

Participant: *I would want to be seen as popular, fashionable; creative...you put a picture that would capture attention. You would want to make your friends believe that everything is going right in your life.*

Personal identity influenced high school teenagers' choice of social network sites ($t(359) = 5.942, p < 0.001$). This is in agreement with Dunne and Lawlor (2010) and Chigona, Kamkwenda and Manjoo (2008) who found that personal identity determined the choice of social network sites. Although none of their studies focused on high school teenagers, this could be considered a first step in determining high school teenagers' SNSs preferences. Harrison and Thomas (2009) attest to the fact that the popularity of SNSs such as Facebook, MySpace and LinkedIn demonstrate the addictive appeal of online and virtual communities across generations and cultures, particularly to teenagers. These findings are in tandem with Boyd's (2008) argument that "teens are modeling identity through social network profiles so that they can write themselves and their community into being" (p. 120). Dunne and Lawlor (2010) equally alluded active uses of SNSs among the youth to personal motives and gratifications in terms of presenting and managing certain identity and persona in a social context. These findings also concur

with Chigona, Kamkwenda and Manjoo (2008) who argued that among the process gratifications sought by the youth included the need for image, fashion and status.

4.5.3 Influence of diversion on choice of social network sites

The second objective of the study sought to assess the influence of diversion on high school teenagers' choice of SNSs. Findings reveal that diversion did not strongly influence choice of SNSs. This is demonstrated by the low Means (M) on the Likert scale items presented in the survey instrument (Table 4.23). Apart from the entertainment they sought through choice of SNSs, "It is entertaining to browse through social network sites" (M = 4.3820, SD = 0.91320), the rest of the statements scored low means (< 2). This implies that high school teenagers' choice of SNSs was not significantly influenced by diversion.

Table 4.23 Influence of diversion

	SD	D	N	A	SA	Mean	Std. Deviation
	%	%	%	%	%		
I use social network sites to 'kill' time	23.7	26.5	16.2	18.4	15.3	2.7521	1.39726
I use social network sites to put off doing other things	22.3	35.8	17	17	7.8	2.5223	1.22911
Social network sites do not help me escape from stress	26.1	26.9	17.9	16	13.2	2.6331	1.36667
It is entertaining to browse through social network sites	3.1	2	5.3	32.9	56.7	4.382	0.9132
Social network sites keep me from being 'left out'	10.6	12	17	28.8	31.6	3.5866	1.32506

4.5.4 One sample *t*-test for diversion

The one sample *t*-test was used to test the hypothesis,

H₀₂ There is no relationship between diversion and choice of social network sites among high school teenagers.

This independent variable, diversion, yielded a mean value below < 3.4, which implies that this was less than the neutral thus no logic in testing it further.

These findings concurred with FGD responses where participants were asked:

FGD QB (iv): Would you go to SNSs because you are bored?

All: *Yea (in unison)...but.*

Participant 1: *Yea...but not exactly. There are a lot of things to do away from social media. I would visit my friends, read a novel or watch a movie...social network sites are only a last resort when there is nothing else to do. You would want to go and find out what other people are doing...sometimes you may want to research...catch the latest news, music, videos etc.*

This was equally supported by interview findings where one interviewee who belonged to more than five SNSs alluded to the fact that diversion did not play a major role in choice of SNSs. Asked whether they would visit SNSs to ‘kill boredom’, one of the key participants observed.

...there is so much to do in Nairobi. Something new is always happening around me especially when I am on holiday...my friends may want us to party or engage in some other activity such as basketball...of course I will be online throughout...even in the process of doing other things, but this will mainly be to get updates of what is ‘kicking’ somewhere else. I also want to see who is online and what they are up to.

Diversion therefore did not positively influence high school teenagers’ choice of social network sites. The Means (M) and Standard Deviation (SD) for individual Likert scale

items equally fell below the neutral (< 3.4), which supports the hypothesis. Interestingly, the following Likert scale items reported a higher mean (> 3.4), which could imply that there are specific aspects of diversion that resonate with high school teenagers. These include (1) “it is entertaining to browse through social network sites” ($M = 4.382$, $SD = 0.9132$) and, (2) “social network sites keep me from being ‘left out’” ($M = 3.5866$, $SD = 1.32506$). High school teenagers ideally sought entertainment through choice of SNSs. FGD and interview findings supported entertainment as a motivation for SNSs choice. This could be investigated further as a gratification factor influencing choice of SNSs among teenagers. The fact that high school teenagers did not choose SNSs as a diversion is in contradiction to Quan-Haase and Young (2010) who in their study on the uses and gratifications of social media found that undergraduate students chose social network sites as a diversion from school work. Perhaps more studies need to be done on this with a different population.

4.5.5 Influence of surveillance on choice of social network sites

The third objective of the study determined the influence of surveillance on high school teenagers’ choice of social network sites. The study, through a five point Likert scale sought to determine the influence of surveillance on high school teenagers’ choice of SNSs. Findings reveal that a significant number of high school teenagers visited SNSs to see what is happening out there ($M = 4.1357$, $SD = 0.94037$). The weakest statement “I visit social network sites because I am not curious about what others are upto” posted a low mean (2.3556). This is shown in Table 4.24.

Table 4.24 Influence of surveillance

	SD	D	N	A	SA	Mean	Std. Deviation
	%	%	%	%	%		
I visit social network sites to see what is happening out there.	1.9	6.9	5.8	46.3	39.1	4.1357	0.94037
I visit social network sites because i wonder what other people said.	9.2	29.8	20.1	24.8	16.2	3.0891	1.24751
I do not visit social network sites because i am curious about what others are up to.	25	39.7	16.7	11.9	6.7	2.3556	1.17125
I join social network sites to help me keep track of my friends.	4.5	11.5	11.3	36.3	36.3	3.8845	1.15502
I visit social network sites in order to understand certain people much better.	2.8	13.6	15	37.5	31.1	3.8056	1.10505

4.5.6 One sample *t*-test for surveillance

To test the hypothesis,

H₀₃ There is no relationship between surveillance and choice of social network sites among high school teenagers.

The independent variable of surveillance revealed the following. Since $t(360) = 8.916$, $p < 0.001$, we reject the null hypothesis and conclude that $\mu > 3.4$, which implies that the mean score of surveillance index is above the neutral position meaning that there is a relationship between surveillance and choice of social network sites among high school teenagers.

FGD and In-depth interview findings equally communicated the same. Participants were asked.

FGD QA1: In your own words, what is it about SNSs that make them appealing?

Participant 3: *I interact with friends in other schools. It is the only way to get in touch with our friends in other schools...we get to have updates about what is happening in other schools and also new things in our estates (neighborhoods).*

Participant 4: *I get to follow news that I cannot get on television...for instance if there is an accident on my route, I will get the information from social network sites first. Most of the times my parents want to watch their programs on TV...which leaves me with social media as the only avenue for news.*

Participant 6: *Through social network sites I get to know where the action is. For example if my friends have a bash I will be able to know through social*

media. By 'liking' an activity on my friend's wall, it is an indirect invitation to attend...I will also know who will and will not attend. That way I am able to know whether I will also attend. For example if there is someone I hate and I know they are attending then I will not attend.

Interview QA2: What do you like most about SNSs?

Participant: *It helps you to know things that you do not know, for example if there is an attack somewhere and you didn't know or maybe you are travelling and you do not have a television. Ideally information gathering.*

High school teenagers' choice of social network sites is determined by the need for surveillance ($t(360) = 8.916, p < 0.001$). Four Likert scale items in the survey instrument recorded a Mean of above 3.4 (> 3.4) with one item scoring a Mean of 2.3556 and SD of 1.17125. This can be attributed to the negation of this item to read "I don't visit SNSs because I am curious about what others are up to", which may have confused the respondents. These findings agree with Lampe *et al.* as cited in Joinson (2008) who argued that "social networking sites like Facebook may also serve a surveillance function, allowing users to "track the actions, beliefs and interests of the larger groups to which they belong" (Lampe *et al.* as cited in Joinson, 2008, p. 1028). Further to this,

The surveillance and 'social search' functions of Facebook users leave their privacy settings relatively open. If 'social searching' is a public good, then reciprocity rules would dictate that by enabling a degree of surveillance of oneself, one would also be able to engage in reciprocal surveillance of others. (Joinson, 2008, p. 1028)

Specific attributes that enable users to search other people's profiles and equally have their profiles searched demonstrates why Facebook was the most popular SNS among high school teenagers. It also explains why SNSs sharing similar attributes were equally popular. Although Joinson's (2008) findings are based on one SNS (Facebook), this could be applied to other SNSs that share similar attributes with Facebook.

4.5.7 Influence of social capital on choice of social network sites

In order to examine the influence of social capital on high school teenagers' SNS preferences, the study adopted William's social capital scale. This was modified to suit the present context. Aspects of bonding, bridging, and maintaining social capital were measured using 15 Likert scale statements to which respondents were supposed to agree, strongly agree, neutral, disagree and strongly disagree. The means and standard deviations for bonding social capital are represented in Table 4.25.

Table 4.25 Influence of bonding social capital

	SD	D	N	A	SA		
	%	%	%	%	%	M	SD
There are several people on social network sites i trust to help solve my problems	15.9	14.8	23.1	30.4	15.9	3.1560	1.30455
There is someone on social network sites i can turn to for advice about making very important decisions	12.7	11.6	12.4	38.4	24.9	3.5110	1.32152
There is no one on social network sites that i feel comfortable talking to about intimate personal problems	13.8	13.3	17.7	34	21.3	3.3564	1.32422
When i feel lonely, there is no one on social network sites i can talk to	7.7	7.7	6.6	33.3	44.6	3.9945	1.23260
If i need an emergency loan of 100 bob, i know someone on social network sites i can talk to	19.1	15	11.9	31.9	22.2	3.2299	1.43944

The five Likert scale items presented to test whether high school teenagers sought to bond social capital through their choice of SNSs returned interesting findings. High school teenagers tended to turn to SNSs most when lonely (M = 3.9945) and least trusted people on SNSs to help solve their problems (M = 3.1560). Qualitative findings support this, where a key FGD participant commented:

Participant 3: *The best thing is that you should not just trust everyone on SNSs. Others would post things that are not from them...like for me I would easily post something that my friends will not identify with me.*

Table 4.26 Influence of bridging social capital

	SD	D	N	A	SA	Mean	Std. Deviation
	%	%	%	%	%		
Interacting with people on social network sites makes me less interested in things that happen outside of my school.	8.3	12.2	16.6	31	31.9	3.6593	1.26830
Interacting with people on social network sites makes me want to try new things.	4.4	4.9	12.1	47.3	31.3	3.9615	1.01431
Interacting with people on social network sites makes me curious about other places in the world.	2.2	2.5	7.2	43.9	44.2	4.2541	0.86582
Interacting with people on social network sites makes me feel like part of a larger community.	2.2	3.9	8.8	37.5	47.7	4.2452	0.92715
Interacting with people on social network sites makes me feel connected to the bigger picture.	3.9	3.3	16	33.9	43	4.0882	1.03152

High school teenagers' interaction with people on SNSs made them curious about other places in the world (M = 4.2541). Equally, interacting with people on SNSs made them feel like a part of a larger community (M = 4.2452). Respondents strongly agreed with the statements in this section as demonstrated by the Means in Table 4.26.

Table 4.27 Influence of maintaining social capital

	SD	D	N	A	SA	Mean	Std. Deviation
	%	%	%	%	%		
I'd be able to find out about events in another school from a high school friend studying there.	2.8	4.7	7.8	49.6	35.1	4.0947	0.92872
If i needed to, i could ask a high school friend to do a small favor for me.	2.5	5.3	20.6	48.3	23.3	3.8472	0.92414
I would be able to find information about college or work opportunities from a high school friend.	6.7	10.3	15.1	33.5	34.4	3.7849	1.21203
It would not be easy to find people to invite to my high school leavers bash.	10.9	11.1	13.9	27.9	36.2	3.6741	1.35043

Respondents were given a set of statements to test whether their choice of SNSs was influenced by the need to maintain social capital. Findings indicate that respondents

would be able to find out about events in other schools from their peers studying there ($M = 4.0947$, $SD = 0.92872$). Comparatively, each Likert item scored a high Mean indicating that high school teenagers' choice of SNSs was influenced by maintaining social capital. This is illustrated in Table 4.27. The fifth Likert scale item "I'd be able to stay with a high school friend if I travelled to a different town" was eliminated after posting a low mean (< 2). This indicated that it did not significantly affect choice of SNSs.

4.5.8 One sample *t*-test for social capital

To test the hypothesis,

H_{04} There is no relationship between social capital and choice of social network sites among high school teenagers.

One sample *t*-test findings revealed that social capital is a determining factor for social network sites choice since $t(363) = 13.735$, $p < 0.001$, we reject the null hypothesis and conclude the $\mu > 3.4$, which implies that the mean score of social capital index is above the neutral position meaning that there is a relationship between social capital and choice of social network sites among high school teenagers.

Based on qualitative responses, social capital equally emerged as a key theme in high school teenagers' SNSs preferences. Participants were emphatic about their motivations for choosing specific SNSs as illustrated.

Probing question: How do you connect with your primary school friends who might have joined different schools?

Participant 1: *We usually connect like in Facebook...you can connect through the 'people you may know' feature where you can see your friend's pictures, then you add them and can contact them.*

FGD QB(ii)2: Would you accept an invite from a stranger on your SNS?

Participant 6: *No...It depends. Another boy has ever told me that we meet. This was on Facebook. We agreed to meet in a place in town...then like when I reached the venue before him I asked how far he had reached...and he was like, even me I am in the same restaurant...so when I called him I realized he was standing somewhere there and then I told him to wave from wherever he was...so when I just looked and saw him I said no no... I have never met such a person. I walked out without even interacting with him.*

This clearly illustrates the urge to bond social capital among teenagers through establishment of new bonds with strangers but equally raises the question of the negative aspects of SNSs such as exploitation.

Social capital therefore plays an important role in determining high school teenagers' SNSs preferences ($t(363) = 13.735, p < 0.001$). This echoes Valenzuela, Park and Kee (2009) who argued that investment in social networks enabled individuals to develop norms of trust and reciprocity, which are necessary in collective activities. These activities may vary among high school teenagers. Considering that the core idea of social capital is the resources available to people through their social interactions, Valenzuela et al. (2009) further posit that when researchers operationalize Internet use as time spent

with the technology, they ignore the multiple audiences' motives and experiences that the medium allows. As evidenced in the study findings, high school teenagers tend to bridge and maintain social capital more than bonding. Valenzuela *et al.* (2009) contend that weak tie networks produce bridging social capital because they connect people from different life situations. "Individuals in weak tie relationships do not gain the benefits of bonding social capital, such as emotional support that occurs based on the interdependence and commonalities of strong tie networks" (Valenzuela *et al.*, 2009, p. 879). This is exhibited in the fact that two Likert scale items for bonding social capital scored low Means (< 3.4). These statements include; "there are several people on social network sites I trust to help solve my problems" (M = 3.1560, SD = 1.30455), and "if I need an emergency loan of 100 bob, I know someone on social network sites I can talk to" (M = 3.2299, SD = 1.43944). Overall, high school teenagers bond existing relationships through their online interactions and equally seek to maintain existing relationships through their choice of social network sites. This in essence supports Valenzuela *et al.* (2009) argument that individuals with a large and diverse network of contacts are thought to have more social capital than individuals with small, less diverse networks. Considering the diversity of the school system, this could not be further from the truth.

4.5.9 Influence of demographic characteristics on social network sites choice

The fifth objective of the study sought to establish the influence of demographic characteristics of gender, parents/ guardians' level of education, and respondents' residence on independent variables in high school teenagers' choice of social network sites. In determining the effect of demographic characteristics on high school teenagers'

choice of social network sites, a one sample *t*-test was performed. Findings reveal that the demographic characteristic of gender did not influence choice of SNSs (< 0.001). P-Values of below 5 percent on the independent variables of surveillance, social capital, specifically bridging and maintaining social capital signified that gender did not influence high school teenagers' choice of social network sites. However, on the independent variable of personal identity, gender influenced more for male (< 0.001) compared to female (0.005). This is illustrated in Table 4.28.

Table 4.28 Influence of respondents' gender on SNSs choice

Test value = 3.4		
Item	Boys	Girls
Surveillance*	< 0.001	< 0.001
Personal Identity	0.005	< 0.001
Diversion	-	-
Social Capital*	< 0.001	< 0.001
Bonding	-	-
Bridging*	< 0.001	< 0.001
Maintaining*	< 0.001	< 0.001

*There is no moderating effect

Parents' level of education was equally tested to determine whether it influenced high school teenagers' choice of social network sites. Findings show that for respondents whose parents had a lower level of education (certificate), level of education influenced their choice of social network sites. This could be attributed to the nature of colleges

offering certificate courses, which are in most cases located in local areas. This therefore implies that such parents could be finding it difficult to relate their experiences to their high school going teenagers thus increasing their (teenagers) need for surveillance. Personal identity and bonding social capital equally influenced high school teenagers' choice of SNSs. This is shown in Table 4.29.

Table 4.29 Influence of parents' level of education on SNSs choice

Test value = 3.4				
Item	Certificate	Diploma	Undergraduate	Postgraduate
Surveillance	0.001	< 0.001	0.056	< 0.001
Personal Identity	0.007	< 0.001	0.069	0.008
Diversion	-	-	-	-
Social Capital*	< 0.001	< 0.001	< 0.001	< 0.001
Bonding	0.012	0.327	0.58	0.914
Bridging*	< 0.001	< 0.001	< 0.001	< 0.001
Maintaining	0.017	< 0.001	< 0.001	< 0.001

*There is no moderating effect

The third variable on social network sites choice was respondents' residence. The two major places of residence inhabited by a majority of the respondents (Nairobi and Kajiado) did not influence any of the independent variables of surveillance, personal identity, and social capital. Respondents' places of residence influenced respondents' motivation for surveillance, personal identity, and social capital, specifically maintaining social capital, in their choice of SNSs. Residence on the other hand did not influence

respondents' desire to bridge social capital. The influence of respondents' residence was more visible in Machakos County, where surveillance (0.324), personal identity (0.496), and social capital (0.044) were reported. This implies that for respondents from Machakos, Kiambu and Mombasa Counties, residence influenced their choice of social network sites. This is shown in Table 4.30.

Table 4.30 Influence of respondents' residence on SNSs choice

Item	Test value = 3.4				
	Kiambu	Machakos	Nairobi	Kajiado	Mombasa
Surveillance	0.012	0.324	< 0.001	< 0.001	0.012
Personal Identity	0.045	0.496	0.003	< 0.001	0.225
Diversion	-	-	-	-	-
Social Capital	< 0.001	0.044	< 0.001	< 0.001	0.001
Bonding	-	-	-	-	-
Bridging*	< 0.001	< 0.001	< 0.001	< 0.001	0.001
Maintaining	0.001	0.158	< 0.001	< 0.001	0.211

*There is no moderating effect

As evidenced by the research data, demographic characteristics significantly moderated on the independent variables in high school teenagers' choice of SNSs. The fact that gender moderated more for male respondents than female should be investigated further. Education played a moderating role to social network sites choice among high school teenagers. The fact that findings attribute lower levels of education to higher levels of moderation is interesting. This is in agreement with Meng-Hsiang, Shih-Wei, Hsien-

Cheng and Chun-Ming (2015) who argued that socio-economic status is considered as an important factor that may moderate the relationship between the motivations and gratifications of users. They further posited that socio-economic conditions such as education profoundly influenced the use of communication technology. Hargittai (2008) as cited in Meng-Hsiang, Shih-Wei, Hsien-Cheng and Chun-Ming (2015) argued that people who have a college degree or above were more likely to use social media than those with a high school certificate, indicating that education is a vital factor that will impact users' choices of social network sites. This supports the present study where findings revealed a moderating effect on the independent variables of surveillance, personal identity and social capital among high school teenagers whose parent had a lower qualification.

Respondents' place of residence, which was considered a pointer to the income levels of the parents' and consequently socio-economic status (SES) yielded varying findings. Five counties with the highest incidence of residence were selected where residence moderated the independent variable of personal identity in Kiambu, Machakos, and Mombasa counties. This implies that respondents who resided in these counties sought to identify with those who resided in Nairobi. Considering that Nairobi is the capital city and has better technological infrastructure, this supports Brawn (1993) as cited in Meng-Hsiang, Shih-Wei, Hsien-Cheng and Chun-Ming (2015), who argued that the people with a higher level of education and income were more likely to spend time and money on leisure activities than those with lower level of education and income. They further argued that "people with higher level of education and income tend to have more access to entertainment media" (Meng-Hsiang, Shih-Wei, Hsien-Cheng & Chun-Ming, 2015, p. 229). Respondents' residence equally moderated on the independent variables of

surveillance and social capital among residents of Machakos County, with a more moderating effect witnessed in maintaining social capital. This implies that indeed socio-economic status to some extent, though not significantly, moderated on high school teenagers' choice of social network sites. This could to some extent be attributed to existing cultural practices where the relationship between parents/ guardians and their children is incomparable to Western contexts. That SES did not moderate on the choice of SNSs among residents of Nairobi County calls for further research.

4.6 Comparison of Age groups per Gender

The study also conducted ANOVA tests in order to make comparisons between different age groups under investigation. Post Hoc tests in ANOVA are designed for situations in which the researcher has already obtained a significant omnibus F-test with a factor that consists of three or more means and additional exploration of the differences among means is needed to provide specific information on which means are significantly different from each other (Stevens, 1999). The study adopted Scheffe's procedure, which is considered the most popular, flexible and conservative of the Post Hoc procedures (Stevens, 1999).

Table 4.31 ANOVA group comparisons for independent variables

		Sum of Squares	df	Mean Square	F	Sig.
SURVILLANCE	Between Groups	3.355	3	1.118	2.275	0.08
	Within Groups	174.516	355	0.492		
	Total	177.871	358			
IDENTITY	Between Groups	7.508	3	2.503	3.869	0.01
	Within Groups	229.013	354	0.647		
	Total	236.521	357			
DIVERSION	Between Groups	3.451	3	1.15	1.83	0.141
	Within Groups	221.923	353	0.629		
	Total	225.374	356			
SCAPITAL	Between Groups	1.255	3	0.418	1.703	0.166
	Within Groups	87.938	358	0.246		
	Total	89.193	361			
BONDING	Between Groups	2.7	3	0.9	1.378	0.249
	Within Groups	233.2	357	0.653		
	Total	235.9	360			
BRIDGING	Between Groups	0.789	3	0.263	0.744	0.526
	Within Groups	126.536	358	0.353		
	Total	127.325	361			
MAINTAINING	Between Groups	0.66	3	0.22	0.563	0.64
	Within Groups	138.852	355	0.391		
	Total	139.512	358			

* The mean difference is significant at the 0.05 level.

Based on ANOVA findings presented in Table 4.31, our major interest will most likely be focused on the value located in the "Sig." column, because this is the exact significance level of the ANOVA. If the number (or numbers) found in this column is (are) less than the critical value of alpha () set by the experimenter, then the effect is

said to be significant (www.radford.edu). Since this value is usually set at 0.05, any value less than this will result in significant effects, while any value greater than this value will result in non significant effects. Since the exact significance levels for surveillance, diversion, and social capital are (0.08, 0.141, and 0.166 respectively) provided in SPSS output, is greater than alpha (= 0.05) the results are not statistically significant. Personal identity scored below 0.05 (0.01) implying that it was significant in choice of SNSs between groups. This is shown in Table 4.31.

When the effects are significant, the means must then be examined in order to determine the nature of the effects. Considering that personal identity was significant in SNSs choice between groups, it was further examined. ANOVA findings for personal identity are shown in Table 4.32. Equally, there are procedures called post-hoc tests to assist the researcher in this task, but often the reason is fairly obvious by looking at the size of the various means (Stevens, 1999). This study employed the use of post-hoc (Scheffe). These are presented in subsequent sections in this chapter.

Table 4.32 ANOVA group comparisons for personal identity

IDENTITY					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7.508	3	2.503	3.869	0.01
Within Groups	229.013	354	0.647		
Total	236.521	357			

* The mean difference is significant at the 0.05 level.

Table 4.33 ANOVA group comparisons for age

IDENTITY								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min	Max
					Lower Bound	Upper Bound		
13-14 yrs	7	2.9286	1.10599	0.41802	1.9057	3.9514	1	4
15-16 yrs	166	3.7726	0.74102	0.05751	3.659	3.8861	1.5	5
17-18 yrs	142	3.6092	0.87413	0.07336	3.4641	3.7542	1.25	5
Above 18 yrs	43	3.4864	0.74534	0.11366	3.2571	3.7158	2	5
Total	358	3.6569	0.81396	0.04302	3.5723	3.7415	1	5

Group comparisons were conducted to determine the Mean differences of the respondents' age clusters basing on the independent variable of personal identity. The rounded means for age clusters between 15 and 16 years, 17 and 18 years, and above 18 years were above 3.0 that is, (3.77, 3.61, and 3.49 respectively). The cluster between 13 and 14 years had a rounded mean of 2.93.

Table 4.34 Post Hoc (Scheffe) group comparisons for age

(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
13-14 yrs	15-16 yrs	-0.84402	0.31035	0.062	-1.7158	0.0277
	17-18 yrs	-0.68058		0.191	-1.5553	0.1942
	Above 18 yrs	-0.55786	0.32782	0.409	-1.4787	0.363
15-16 yrs	13-14 yrs	0.84402	0.31035	0.062	-0.0277	1.7158
	17-18 yrs	0.16344	0.09194	0.369	-0.0948	0.4217
	Above 18 yrs	0.28616	0.13763	0.231	-0.1004	0.6728
17-18 yrs	13-14 yrs	0.68058	0.31141	0.191	-0.1942	1.5553
	15-16 yrs	-0.16344	0.09194	0.369	-0.4217	0.0948
	Above 18 yrs	0.12272	0.14	0.857	-0.2705	0.516
Above 18 yrs	13-14 yrs	0.55786	0.32782	0.409	-0.363	1.4787
	15-16 yrs	-0.28616	0.13763	0.231	-0.6728	0.1004
	17-18 yrs	-0.12272	0.14	0.857	-0.516	0.2705

* The mean difference is significant at the 0.05 level.

Group comparisons were equally conducted among the different age categories among respondents. Findings indicate there were no significant differences in the motivations for SNSs choice for all the independent variables tested among the different age groups

compared. Comparatively, each cluster yielded a sig. of > 0.05 . These are reflected in Table 4.34.

Table 4.35 Post Hoc (Scheffe) group comparisons for class

(I) Class	(J) Class	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Form 1	Form 2	-0.08929	0.56703	0.999	-1.6821	1.5035
	Form 3	0.01582	0.57011	1	-1.5856	1.6173
	Form 4	0.3223	0.56715	0.956	-1.2708	1.9154
Form 2	Form 1	0.08929	0.56703	0.999	-1.5035	1.6821
	Form 3	0.10511	0.11204	0.83	-0.2096	0.4198
	Form 4	.41159*	0.09587	0	0.1423	0.6809
Form 3	Form 1	-0.01582	0.57011	1	-1.6173	1.5856
	Form 2	-0.10511	0.11204	0.83	-0.4198	0.2096
	Form 4	0.30648	0.11264	0.062	-0.0099	0.6229
Form 4	Form 1	-0.3223	0.56715	0.956	-1.9154	1.2708
	Form 2	-.41159*	0.09587	0	-0.6809	-0.1423
	Form 3	-0.30648	0.11264	0.062	-0.6229	0.0099

* The mean difference is significant at the 0.05 level.

Equally, comparisons were conducted between the different classes to which respondents belonged. As indicated earlier, some of the respondents had not internalized their promotion to form two and therefore still checked form one as their class on the questionnaire. Still, there were insignificant group differences in relation to SNSs choice among the different class groups. For instance, the mean difference is significant for class comparisons between forms 2 and 4, and between forms 4 and 2 (sig. < 0.05). This is reflected in Table 4.35.

Table 4.36 ANOVA findings for Identity and Bonding

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min	Max
						Lower Bound	Upper Bound		
IDENTITY	Form 1	2	3.75	0.35355	0.25	0.5734	6.9266	3.5	4
	Form 2	140	3.8393	0.74854	0.06326	3.7142	3.9644	1	5
	Form 3	79	3.7342	0.81879	0.09212	3.5508	3.9176	2	5
	Form 4	136	3.4277	0.83221	0.07136	3.2866	3.5688	1.25	5
	Total	357	3.6587	0.81435	0.0431	3.574	3.7435	1	5
BONDING	Form 1	2	3.9	0.14142	0.1	2.6294	5.1706	3.8	4
	Form 2	140	3.7171	0.74408	0.06289	3.5928	3.8415	1.8	5
	Form 3	81	3.2481	0.76728	0.08525	3.0785	3.4178	1.4	4.6
	Form 4	137	3.3073	0.82799	0.07074	3.1674	3.4472	1	5
	Total	360	3.4567	0.80698	0.04253	3.373	3.5403	1	5

The mean differences between the independent variables of personal identity and bonding social capital were all above (> 3.0). This implies that there was no significant difference between the means of the two independent variables.

Table 4.37 Group comparisons for Personal Identity and Bonding

		Sum of Squares	df	Mean Square	F	Sig.
IDENTITY	Between Groups	12.29	3	4.097	6.462	0
	Within Groups	223.799	353	0.634		
	Total	236.089	356			
BONDING	Between Groups	16.47	3	5.49	8.994	0
	Within Groups	217.314	356	0.61		
	Total	233.784	359			

* The mean difference is significant at the 0.05 level.

Personal identity and bonding social capital significantly influenced high school teenagers' choice of SNSs between groups (sig. < 0.05). This is illustrated in Table 4.37.

4.7 Relating the Uses and Gratifications (U&G) approach

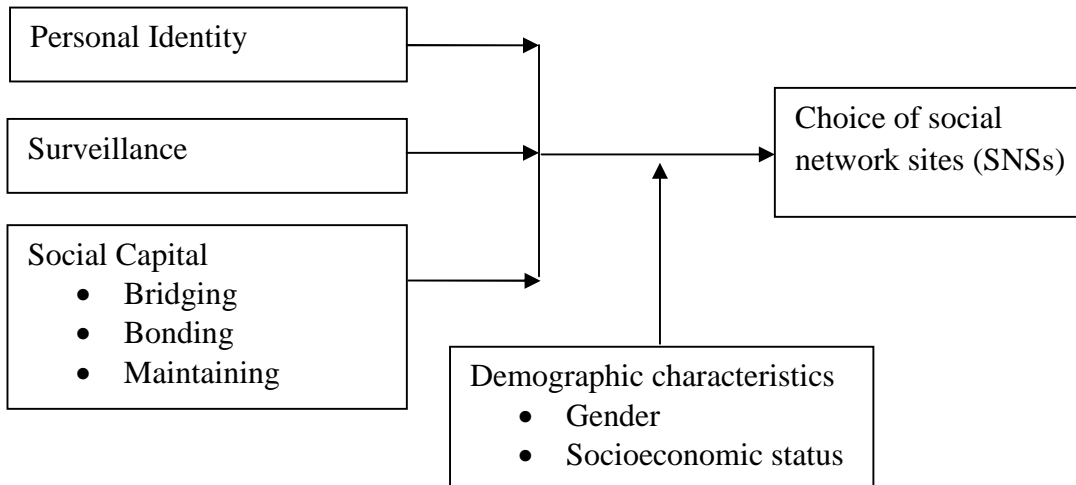
This study adopted the U&G theory. This approach focuses on the consumer rather than the message. In the case of this study the assumption is that the focus is on the high school teenager rather than the media messages sent and received through SNSs. These teenagers are assumed to be active and goal directed. This is evidenced in the study findings by the three gratification factors of personal identity, surveillance and social capital, which emerged as the main gratifications sought by high school teenagers. These

teenagers eventually choose specific SNSs in order to fulfill their own needs. The media are considered to be only one factor contributing to how needs or high school teenagers' gratifications get met, and the teenagers in essence know their needs and how to gratify these needs. This is in essence through their choice of SNSs. Based on the study findings the U&G theory can therefore be contextualized to read that, (a) high school teenagers have social and psychological needs, which (b) determine the gratifications sought through choice of SNSs and (c) have expectations of the different SNSs available, which (d) enables them to choose specific SNSs, and (e) engage in different online activities, resulting in (f) gratifications obtained (GO) and (g) other consequences, both positive and negative, mostly unintended.

4.8 Emerging knowledge from the study

Considering that this study endeavored to present a platform for new knowledge, the conceptual framework was revised based on study findings and is illustrated in Figure 4.5. The independent variable of diversion did not influence high school teenagers' choice of SNSs. Similarly, age as a demographic characteristic did not influence high school teenagers' choice of SNSs.

Gratification factors



Independent variables

Moderating variables

Dependent variable

Figure 4.5 Revised conceptual framework

The independent variables of personal identity, surveillance and social capital influenced high school teenagers' choice of SNSs. Results from other studies on SNSs show that personal identity, surveillance and social capital indeed motivate SNSs choice. Quan-Haase and Young (2010) in their study on undergraduates investigated the uses and gratifications of social media by comparing Facebook and instant messaging (IM). Their findings corroborate the present study in the sense that three motivations for SNSs use were identified. These included, (1) friending, (2) surveillance, and (3) social capital. The fact that undergraduate students joined Facebook and IM because their friends were there indicates that they would want to identify with their peers. Seeking to keep up with what their peers were upto through SNSs use reinforces the surveillance function of

SNSs. Equally, the accrued benefits from these online friendships seeks to build social capital. Raacke and Bonds-Raacke (2007) equally applied the uses and gratifications theory in their examination of MySpace and Facebook use among college students. Their findings indicate that a majority of college respondents were motivated by the need to keep in touch with current friends. Similarly, other motivations for SNSs use included looking at and posting pictures, making new friends, and locating old friends. These corroborate with the revised conceptual framework, which attributes three motivations of surveillance, personal identity, and social capital to SNSs choice.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The main objective of this study was to investigate user gratification factors influencing high school teenagers' choice of social network sites. Towards the achievement of this, the study sought to fulfill the following objectives, (1) investigate the influence of personal identity on high school teenagers' choice of social network sites, (2) assess the influence of diversion on high school teenagers' choice of social network sites, (3) determine the influence of surveillance on high school teenagers' choice of social network sites, (4) examine the influence of social capital on high school teenagers' choice of social network sites, and (5) establish the influence of demographic characteristics as moderating variables on independent variables in high school teenagers' choice of social network sites. This chapter summarizes the study findings, concludes and makes recommendations. Towards the achievement of this, the next section offers a summary of the research findings.

5.2 Summary

This section is segmented based on the study objectives. This enabled a more straight forward understanding of each objective and the accompanying findings.

5.2.1 Demographic characteristics of teenage social network sites users

The study initially examined the demographic characteristics of high school teenage social network site users. Based on the study findings, a majority of the respondents (96.5%) belonged to social network sites. The gender composition of high school teenage social network sites users was almost evenly matched with males being (51%) and females (49%). Class composition was also examined where a majority of the respondents (38.7%) belonged to the teenage group in form two. A majority (46.3%) of the parents and guardians had attained a postgraduate qualification. Regarding the location of social network sites access, a majority (96.1%) accessed social network sites from home. Closely related to this, respondents ownership of SNSs access media indicated that a majority (69.8%) owned or had access to a smart phone. Regarding the different categories of schools in Nairobi County, a majority (36.4%) of the respondents belonged to boys' boarding schools. Respondents equally ranked social network sites based on their access and preference. Facebook still remained the most popular social network site among high school teenagers (Mean = 1.078). These findings are supported by previous studies by Raacke and Bonds-Raacke (2008) who reported a majority of respondents (87.1%) belonging to either MySpace or Facebook.

5.2.2 Influence of personal identity on teenagers' choice of social network sites

The first objective investigated the influence of personal identity on high school teenagers' choice of social network sites. High school teenagers sought to identify themselves through social network sites. Each of the five Likert statements recorded Means of (> 3) implying that personal identity was a gratification factor influencing their choice of social network sites. Equally, the one sample *t*-test score ($t(359) = 5.942, p <$

0.001) implied that we reject the null hypothesis that, (H_{01} There is no relationship between personal identity and choice of social network sites). These corroborate qualitative findings where participants affirmed personal identity as a gratification factor. The fact that high school teenagers are at a critical stage in life where identity plays a major role in their operations is indicative of their desire to ‘frame’ ideal identities in order to be ‘accepted’ by their peers. These findings corroborate previous studies by Boyd (2008) and Dunne and Lawlor (2010) who attributed the use of SNSs among the youth to personal identity. Chigona, kamkwenda and Manjoo (2008) also agreed that the youth were motivated by the need for image, fashion and status in their SNSs use. This could have both positive and negative impacts considering aspects such as sexting, cyber bullying and even human trafficking. Positively, these identities could cultivate good relationships, which can improve their performance in school and enhance sexual health, awareness of the dangers of illicit drugs and sexually transmitted diseases.

5.2.3 Influence of diversion on teenagers’ choice of social network sites

The second objective of the study sought to assess the influence of diversion on high school teenagers’ choice of social network sites. Findings revealed diversion as not strongly influencing high school teenagers’ choice of social network sites. One sample *t*-test findings yielded negative values therefore the conclusion that high school teenagers’ choice of social network sites was not based on the need for diversion. Qualitative findings equally confirmed this. Considering that a majority of the respondents resided in Nairobi (46.8%) and Kajiado (40.9%), which have considerably developed Internet infrastructure, diversion was justifiably not a gratification factor. High school teenagers

attested to the fact that “it was entertaining to browse through social network sites” ($M = 4.382$, $SD = 0.9132$), and that “social network sites kept them from being ‘left out’” ($M = 3.5866$, $SD = 1.32506$). These findings contradict Quan-Haase and Young (2010) whose study identified diversion as a motivation for SNSs use.

5.2.4 Influence of surveillance on teenagers’ choice of social network sites

The third objective of the study sought to determine the influence of surveillance on high school teenagers’ choice of social network sites. The one sample t -test findings ($t(360) = 8.916$, $p < 0.001$) indicate that high school teenagers’ choice of social network sites was motivated by the need for surveillance. Likert scale statements for this variable equally scored high Means (> 3.4) affirming that surveillance was indeed a gratification factor influencing choice of social network sites. This was attributed to the fact that high school teenagers sought to keep track of what was happening in other schools, which correlated well with their need for bridging, bonding, and maintaining social capital. Surveillance of activities happening around them would keep them in touch and ensure they are not ‘left out’ of touch with their peers. Qualitative data equally confirmed that indeed high school teenagers chose SNSs for surveillance purposes. These findings corroborate with Joinson (2008) who argued that SNSs served a surveillance function. Joinson (2008) further posited that the surveillance function allowed users to track the actions, beliefs and interests of the larger group to which they belong.

5.2.5 Influence of social capital on teenagers’ choice of social network sites

The fourth objective examined the role of social capital on high school teenagers’ choice of social network sites. Findings reveal that high school teenagers’ choice of social

network sites was motivated by social capital. The one sample *t*-test scores ($t(363) = 13.735, p < 0.001$) showed that social capital was a determining factor for social network sites choice. Specifically, teenagers seemed to bridge ($M = 4.0394, SD = 0.59548$) than bonding ($M = 3.4479, SD = 0.81095$) and maintaining social capital ($M = 3.7965, SD = 0.63278$). Qualitative findings pointed to bridging social capital as a motivation for SNSs choice among teenagers. These findings are in line with Valenzuela et al. (2009) who contended that weak tie networks produced bridging social capital because they connected people from different life situations. This could be attributed to the fact that a significant percentage (38.7%) belonged to form two and were in the process of bridging their relationships with those that had completed primary level exams (class 8) and were waiting to join form one. This particular group equally strove to maintain social capital in the sense that the newly established friendships in high school had to be maintained.

5.2.6 Influence of demographic characteristics on social network sites choice

The last objective of the study established the influence of the demographic variables of gender, parents/ guardians' level of education, and respondents' residence on high school teenagers' choice of social network sites. Findings revealed that demographic characteristic of gender and did not influence teenagers' choice of social network sites. P-values of below 5 percent on the independent variables of surveillance, personal identity and social capital implied that gender did not moderate on the choice of social network sites among teenagers. However, gender moderated more for female students than their male counterparts on the independent variable of personal identity. This could imply that male students sought to construct 'ideal' identities in order to appeal to their female peers. These findings concur with Dunne, Lawlor and Rowley (2010), who

identified teenage girls as the predominant drivers of the growth of SNSs. They further argued that girls vastly outnumber their male counterparts. Whereas their male counterparts are still focused on identity, female teenagers scored higher on the other independent variables of surveillance and social capital. Parents' or guardians' level of education moderated more for teenagers whose parents or guardians had a lower level of education (Certificate). Meng-Hsiang et al. (2015) concurred with these findings by arguing that people who have a college degree or above were more likely to use social media than those with a high school certificate. Equally, respondents' residence moderated on their choice of social network sites, especially those that resided in satellite towns outside of Nairobi County. Residence moderated for teenagers residing in Machakos County, specifically on the independent variables of surveillance, personal identity and social capital. This was attributed to the fact that teenagers from this county had close proximity to Nairobi County and as such strove to keep up with their peers through chosen social network sites.

5.3 Conclusions

This study provides some of the first clear evidence of the influence of user gratification factors of diversion, social capital, surveillance, and personal identity on high school teenagers' choice of social network sites in Kenya. It is, moreover, one of the first large scale demonstrations that a mixed methodology design can be deployed to estimate the causal impact of user gratifications on SNSs choice. Based on the foregoing summary, it is therefore worth concluding that indeed the choice of social network sites is a complex phenomenon. Whereas all the objectives of the study were fulfilled, there still exist gaps in understanding user motivations for SNSs usage among high school teenagers. The

study therefore made the following conclusions. Firstly, the high percentage of high school teenagers belonging to SNSs is a clear indication of the importance that this category of youths attaches to this medium. The appeal of SNSs to adolescent teenagers should be encouraged and probably harnessed for positive outcomes both socially and in academics.

Secondly, the fact that diversion did not act as a gratification factor influencing choice of SNSs implies that exposure to urban lifestyles presents high school teenagers with a variety of choices in as far as social activities are concerned. Efforts should be made to enhance the equalization fund allocated to underdeveloped counties so as to enable accelerated development initiatives similar to those found closer to Nairobi County. Aspects such as free WiFi and hot spots, which allow fast and in most cases free access to Internet should be spread across all counties. Public high schools should equally be targeted in such initiatives.

Thirdly, the quest to enhance their Personal Identity motivated high school teenagers to choose SNSs. This can be attributed to the stage in their lives where they are between childhood and adulthood, implying that they are trying to find personal space for themselves in life. The fact that most teenagers would present an 'ideal' identity online shows that there is an identity crisis in this age group. Equally, these teenagers seek acceptance among their peers and thus switch their identities depending on which peer group they would feel 'cool' belonging to. Among the features presented on online SNSs, Facebook presented the best alternative for teenagers to find acceptance in their personal profiles. The fact that one can 'Like' another person's status update including photos and status messages supports the popularity of Facebook among this group. Other

SNSs such as Twitter, LinkedIn, Google+, and Pinterest could borrow a leaf from this and improve their interactivity.

Lastly, high school teenagers sought SNSs for content gratification, where they were inherently connected to the world outside the media system. Conversely, further investigation should be conducted among teenagers to determine whether process gratification can equally be achieved. The fact that diversion did not influence high school teenagers' choice of SNSs is testimony to the fact that teenagers are not consuming the medium itself and as a consequence pulling away from the outside world.

5.4 Recommendations

Based on the foregoing summary, discussions, and conclusions the study makes the following recommendations.

5.4.1 Recommendations to researchers

The use of mixed method designs in research, especially in developing countries is underutilized. This is evidenced by empirical literature presented in this study. Based on Johnson, Onwuegbuzie and Turners' (2007) argument, mixed method research provided rich data for this study. Johnson et al. (2007) further admit that this research design offers a powerful third paradigm choice that often will provide the most informative, complete, balanced, and useful research results. More studies should be conducted using the mixed method design in order to strengthen this as an emerging approach in mass communication research. This will in the long run enrich the area of mass communication through more comprehensive and detailed research, especially in

developing countries, which is lacking. With the emergence of new media technologies, mass communication researchers need to rethink the use of traditional research designs, which might not necessarily be able to capture the realities on the ground.

5.4.2 Recommendations to behavior change campaigners

Behavior change campaigns targeting teenagers and the youth in general require re-engineered thinking. The positive and negative outcomes of SNSs usage point to an emerging need to positively harness the power of SNSs in behavior change campaigns. The fact that a significant percentage of the youth belong to social network sites is testimony to the emerging importance of this medium. Behavior change campaigners should enhance the utilization of social network sites as a medium for communicating with teenagers. This is through the development of applications that will directly target the needs of teenagers. These could be one stop shops for information regarding sexual health, the dangers of drug addiction and alcoholism, and the negative impact of youth radicalization in society.

5.4.3 Recommendations to policy makers in government

Considering that a majority of teenagers are spending a considerable amount of time on SNSs daily, and that these interactions are mainly occurring through Internet enabled mobile phones, policy makers within government and the relevant ministries need to take keen interest in the upsurge of SNSs and high school teenagers' interactions with these media. Recent reports of youth recruitment into terror cells by insurgent groups such as *Al Queda*, Islamic State (IS) and *Al Shabaab* should redirect government efforts to the workings of SNSs and the motivations for teenagers choosing specific SNSs. This

will enable the government and key stakeholders to identify the gratifications sought and mitigate in obtaining these gratifications through positive use of SNSs.

5.4.4 Recommendations to software developers

Development of computer software and applications for mobile phones and computers should consider the user needs of developing countries. As it stands, the five most popular social network sites are a creation of Western countries therefore making teenagers from developing countries net consumers rather than creators of content. Efforts should be put in place to encourage teenagers in developing countries to help in the creation of software applications necessary to run contextualized SNSs. These could capture neglected areas such as local languages.

5.5 Suggestions for further research

The study makes the following suggestions for further research. (1) this study only focused on Nairobi County. Further studies could be carried out in rural counties. Comparative studies could equally be done on both urban and rural counties to establish whether gratifications factors will vary, and (2) considering that the youth constitute a wider age bracket than the teenage segment, which was the focus of this study, further studies could be carried out with a widened age bracket to cover the youth.

REFERENCES

- Ahn, J. (2011a). The effects of social network sites on adolescents' social and academic development: Current theories and controversies. *Journal of the American Society for Information Science and Technology*, 62(8), 1435-1445.
- Ahn, J. (2011b). Teenagers and social network sites: Do off-line inequalities predict their online social networks? *First Monday*. 17. doi: 10.5210/fm.V17i1.3752
- Ahn, J. (2011c). Digital divides and social network sites: Which students participate in social media?. *Journal of Educational Computing Research*, 45(2), 147-163.
- Andersen, L. P., Tufte, B., Rasmussen, J., & Chan, K. (2007). Tweens and new media in Denmark and Hongkong. *Journal of Consumer Marketing*, 24(6), 340-350.
- Anderson, K. J. (2001). Internet use among college students: An exploratory study. *Journal of American College Health*. 50(1), 21-26.
- Baker, R. K., & White, K. M. (2010). Predicting adolescents' use of social networking sites from an extended theory of planned behavior perspective. *Computers in Human Behavior*, 26(6), 1591-1597.
- Baker, T. L. (1994). *Doing social research* (2nd ed.). New York: McGraw-Hill Inc.
- Baruch, Y., & Holton, B. C. (2008). Survey response rate levels and trends in organizational research. *Human Relations*, 61(8), 1139-1160.

- Berg, B. L. (2001). *Qualitative research methods for the social sciences* (4th ed.). Boston: Allyn and Bacon.
- Boyd, D. (2008). Why youth heart social network sites: The role of networked publics in teenage social life. *Youth Identity and Digital Media*. Edited by David Buckingham. The John D and Catherine T. MacArthur Foundation Series on Digital Media and Learning. Cambridge, MA: The MIT Press, 119-142. doi: 10.1162/dmal.9780262524834.119
- Boyd, M. D., & Ellison, B. N. (2008). Social network sites: Definition, history, and scholarship. *Journal of Computer-Mediated Communication*, 13, 210-230.
- Brandtzæg, P. B., & Heim, J. (2009). Why people use social network sites. *Online Communities, LNCS 5621*, 143-152.
- Bryman, A. (2010). *Triangulation and measurement*. Retrieved from www.referenceworld.com/sage/socialscience/triangulation.pdf
- Bumgarner, B. A. (2007). You have been poked: Exploring the uses and gratifications of Facebook among emerging adults. *First Monday*, 12(11).
- Communications Commission of Kenya (July- September 2010/2011). *Quarterly sector statistics report* (1st quarter). Nairobi: CCK.
- County Director of Education. (2013). *High school enrollment statistics in Nairobi County*. Nairobi: Ministry of Education.

- Chan, K., & Fang, W. (2007). Use of the internet and traditional media among young people. *Young Consumers: Insight and Ideas for Responsible Marketers*, 8(3), 177-183.
- Chigona, W., Kamkwenda, G., & Manjoo, S. (2008). Uses and gratifications of mobile internet among South African students. *Interworld Communications*, 10(3).
- Commission for Revenue Allocation. (2013). *Kenya: County fact sheets* (2nd ed.). Nairobi: CRA. Retrieved from www.crakenya.org
- Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating quantitative and qualitative approaches to research*. Upper Saddle River, NJ: Merrill/ Pearson Education.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Los Angeles: Sage Publications.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). London: Sage Publications.
- December, J. (1996). Units of analysis for internet communication. *Journal of Computer-Mediated Communication*, 1, doi: 10.1111/j.1083-6101.1996.tb00173.x
- Dunne, A., Lawlor, M., & Rowley. (2010). Young people's use of online social networking sites – a uses and gratifications perspective. *Journal of Research in Interactive Marketing*, 4(1), 46-58.

- Ellison, N. B., & Boyd, D. (2013). Sociality through social network sites. In Dutton, W. H. (Ed.), *The Oxford Handbook of Internet Studies*. Oxford: Oxford University Press, 151-172.
- Ellison, N. B., Steinfield, C., & Lampe, C. (2007). The benefits of Facebook "Friends:" Social capital and college students' use of online social network sites. *Journal of Computer-Mediated Communication*, 12, 1143-1168.
- Ellison, N., Vitak, J., Gray, R., & Lampe, C. (2014). Cultivating social resources on social network sites: Facebook relationship maintenance behaviors and their role in social capital processes. *Journal of Computer-Mediated Communication*, 19, 855-870. doi:10.1111/jcc4.12078
- Fawkes, J., & Gregory, A. (2001). Applying communication theories to the Internet. *Journal of Communication Management*, 5(2), 109-124.
- Gangadharbatla, H. (2008). Facebook me: Collective self esteem, need to belong, and internet self-efficacy as predictors of the i-generation's attitudes towards social networking sites. *Journal of Interactive Advertising*, 8(2), 5-15.
- Glien, J. A., & Glien, R. R. (2003). Calculation, interpreting and reporting Cronbach's alpha reliability coefficient for Likert-type scales. *2003 Midwest Research to Practice conference in Adult, Continuing and Community Education*. Retrieved from <https://scholarworks.iupui.edu>
- Global Roundtable working group on the youth. (2011). *Youth and the state of the world*. Retrieved from www.advocatesforyouth.org

- Gratification. (2014). *In the Merriam-Webster dictionary*. Retrieved from www.merriam-webster.com/dictionary
- Greenhow, C., & Robelia, B. (2009). Old communication, new literacies: Social network sites as social learning resources. *Journal of Computer-Mediated Communication, 14*, 1130-1161.
- Hall, R. (2012). Mixed methods: In search of a paradigm. *University of New South Wales*. Retrieved from www.auamii.com
- Harrison, R., & Thomas, M. (2009). Identity in online communities: social networking sites and language learning. *International Journal of Emerging Technologies and Society, 7*(2), 109-124.
- Hennink, M., Hutter, I., & Bailey, A. (2011). *Qualitative research methods*. Los Angeles: Sage publications.
- Hornby, A. S. (2010). *Oxford advanced learner's dictionary of current English* (8th. ed.). New York: Oxford University Press.
- Internet World Stats. (2014). *Internet usage statistics: The Internet big picture*. Retrieved from www.internetworldstats.com/stats.htm
- Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2007). Towards a definition of mixed methods research. *Journal of Mixed Methods Research, 1*(112), 112-113.

- Joinson, A. N. (2008). 'Looking at', 'looking up' or 'keeping up with' people? Motives and uses of Facebook. *CHI 2008 Proceedings*, April 5-10, 2008. Florence, Italy, 1027-1036.
- Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of social media. *Business Horizons*, 53, 59-68.
- Katz, E., Blumler, J. G., & Gurevitch, M. (Winter, 1973-1974). *The Public Opinion Quarterly*, 37(4), 509-523.
- Kenya National Bureau of Statistics (KNBS), & ICF Macro. (2010). *Kenya demographic and health survey 2008-09*. Calverton, Maryland: KNBS and ICF Macro.
- Kim, Y., Sohn, D., & Choi, S. M. (2011). Cultural differences in motivations for using social network sites: A comparative study of American and Korean college students. *Computers in Human Behavior*, 27, 365-372.
- Kiragu, K., Sienché, C. V., Obwaka, E., & Odallo, D. (1998). *Adolescent reproductive health needs in Kenya: A communication response – Evaluation of the Kenya youth initiatives project*. The John Hopkins School of Public Health, Center for Communication Programs, Baltimore, March 1998.
- Kombo, D. K., & Tromp, L. A. (2009). *Proposal and thesis writing: An introduction*. Nairobi: Paulines publications Africa.
- Kothari, C. R. (2004). *Research methodology*. New Delhi: New Age International

- Krejcie, R. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30, 607-610.
- Kumar, A., & Kumar, R. (2013). Use of social networking sites (SNSs): A study of Maharishi Dayanand University, Rohtak, India. *Library Philosophy and Practice (e-journal)*. Paper 1000. Retrieved from [www: http://digitalcommons.unl.edu/libphilprac/1000](http://digitalcommons.unl.edu/libphilprac/1000)
- Larose, R., Mastro, D., & Eastin, M. (2001). Understanding internet usage: A social-cognitive approach to uses and gratifications. *Social Science Computer Review*, 19, 395.
- Lee, M., & McKinney, J. (2013). *Understanding and applying research design*. New Jersey: John Wiley and Sons, Inc. Retrieved from ebrary.com/lib/kmethke/docDetail.action
- Lenhart, A., Madden, M., Macgill, A. R., & Smith, A. (2007). Teens and social media: The use of social media gains a greater foothold in teen life as they embrace the conversational nature of interactive online media. *Pew Internet and American Life Project*. Retrieved from www.pewinternet.org
- Leung, L. (2007). Stressful life events, motives for internet use, and social support among kids. *CyberPsychology and Behavior*, 10(2).
- Littlejohn, S. W., & Foss, K. A. (2008). *Theories of human communication* (9th ed). Belmont, CA: Wadsworth Cengage Learning.

- McQuail, D. (2003). *McQuail's reader in mass communication theory*. London: Sage Publications.
- Meng-Hsiang, H., Shih-Wei, T., Hsien-Cheng, L., & Chun-Ming, C. (2015). "Understanding the roles of cultural differences and socio-economic status in social media continuance intention". *Information Technology and People*, 28(1), 224-241.
- Ministry of Youth Affairs. (2007). *The national youth policy*. Nairobi: Government of Kenya Press.
- Mugenda, O. M., & Mugenda, A. G. (2003). *Research methods: Quantitative and qualitative approaches*. Nairobi: Acts Press.
- Nachmias, C. F., & Nachmias, D. (1996). *Research methods in the social sciences* (5th ed.). London: Hodder Education.
- Neuendorf. (2011). *Internal consistency reliability: Can cronbach's alpha be too high?*. Retrieved from www.academic.csuohio.edu/kneuendorf/c63111/hand5a.pdf
- Ohito, D. (May 2012). *Kenya ranked ahead of South Africa in internet usage*. Retrieved from www.standardmedia.co.ke
- O'Keeffe, G. S., Clark-Pearson, K., & Council on Communications and Media. (2011). The impact of social media on children, adolescents, and families. *Pediatrics*, 127, 800-804. Retrieved from pediatrics.aapublications.org

- Onsomu, N. E., Mungari, J. N., Oulai, D., Sankale, J., & Mujidi, J. (2004). *Community schools in Kenya: A case study on community participation in funding and managing schools*. Paris: International Institute for Educational planning/ UNESCO.
- Onwuegbuzie, A., & Collins, K. (2007). A typology of mixed methods sampling designs in social science research. *The Qualitative Report*, 12(2), 281- 316.
- Papacharissi, Z., & Mendelson, A. (2008). Towards a new(er) sociability: Uses and gratifications, and social capital on Facebook. Paper presented at the Internet Research Conference, Copenhagen, Denmark, October, 2008.
- Park, N., Kee, K., & Valenzuela, S. (2009). Being immersed in social networking environment: Facebook groups, uses and gratifications, and social outcomes. *CyberPsychology and Behavior*, 12(6), 729-733.
- Putnam, R. (2001) "Social capital: Measurement and consequences". In John F. Helliwell ed. *The Contribution of Human and Social Capital to Sustained Economic Growth and Well-being* (Ottawa: HDRC) (Proceedings of an OECD/HRDC conference, Quebec, March 19-21, 2000).
- Quan-Haase, A., & Young, A. L. (2010). Uses and gratifications of social media: A comparison of Facebook and Instant Messaging. *Bulletin of Science Technology and Society*, 30, 350-361.

- Raack, J., & Bonds-Raacke, J. (2008). MySpace and Facebook: Applying the uses and gratifications theory to exploring friend-networking sites. *CyberPsychology and Behavior*, 11(2), 169-174.
- Roblyer, M. D., McDaniel, M., Webb, M., Herman, J., & Witty, J. V. (2010). Findings on Facebook in higher education: A comparison of college faculty and student uses and perceptions of social networking sites. *Internet and Higher Education*, 13, 134-140.
- Robson, C. (2002). *Real world research: A resource for social scientists and practitioner-researchers* (2nd ed.). Oxford: Blackwell Publishing.
- Ruggiero, T. (2000). Uses and gratifications theory in the 21st century. *Mass Communication and Society*, 3(1) pp. 3-37.
- Severin, W., & Tankard, J. (1998). *Communication theories: Origins, methods and uses in the mass media* (4th ed.). New York; Longman.
- Shao, G. (2009). Understanding the appeal of user-generated media: A uses and gratifications perspective, *Internet Research*, 19(1), 7-25.
- Song, I., Larose, R., Eastin, M., & Lin, C. (2004). Internet Gratifications and Internet Addiction: On the Uses and Abuses of New Media. *Cyber Psychology and Behavior*, 7(4), 384-394.
- Stevens. (1999). *Post Hoc tests in ANOVA*. Retrieved from pages.uoregon.edu/stevensj/posthoc.pdf

- Spiliotopoulos, T., & Oakley, I. (2013). Understanding motivations for Facebook use: usage metrics, network structure, and privacy. *CHI*. 2013, April 27 – May 2, 2013, Paris, France.
- Streiner, D. L. (2003). Starting at the beginning: An introduction to coefficient alpha and internal consistency. *Journal of Personality Assessment*, 80(1), 99-103, doi: 10.1207/S15327752JPA8001 18.
- Subrahmanyam, K., Reich, S. M., Waechter, N., & Espinoza, G. (2008). Online and offline social networks: Use of social networking sites by emerging adults. *Journal of Applied Developmental Psychology*, 29, 420-433.
- Tayie, S. (2005). *Research methods and writing research proposals*. Cairo: Centre for Advancement of Postgraduate Studies and Research in Engineering Sciences.
- The eBusiness guide. (2014). *Top 15 most popular social network sites*. Retrieved from www.ebizmba.com
- UNFPA. (2011). *State of World population 2011: People and possibilities in a world of 7 billion*. New York: UNFPA.
- University of Toledo (2014). *Literature review: Home*. Retrieved from <http://libguides.utoledo.edu/litreview>
- Urista, M. A., Dong, Q., & Day, K. D. (2009). Explaining why young adults use MySpace and Facebook through uses and gratifications theory. *Human Communication*, 12(2), 215-229.

- User. (2015). *In the Merriam-Webster dictionary*. Retrieved from www.merriam-webster.com/dictionary
- Valenzuela, S., Park, N., & Kee, F. K. (2009). Is there social capital in a social network site?: Facebook use and college students' life satisfaction, trust, and participation. *Journal of Computer-Mediated Communication, 14*, 875-901.
- Vitak, J., Ellison, B., & Steinfield, C. (2011). The ties that bond: Re-examining the relationship between Facebook use and bonding social capital. *Proceedings of the 44th Hawaii International Conference on System Sciences*.
- Williams, D. (2006). On and off the 'Net: Scales for social capital in an online era. *Journal of Computer-Mediated Communication, 11*, 593-628.
- Wyche, S. P., Schoenebeck, Y. S., & Forte, A. (2013). "Facebook is a luxury": An exploratory study of social media use in rural Kenya. *CSCW, 2013*, February 23-27.

APPENDICES

Appendix A: Research questionnaire

Dear respondent,

I am a PhD Mass Communication student at Jomo Kenyatta University of Agriculture and Technology currently working on my research in the area of social media. Please complete this questionnaire, following the directions specified for each section. Do not indicate your name anywhere as the responses will be treated with **strict confidentiality**. Your honest response to all questions will be highly appreciated by the researcher.

Important information (Please read carefully before completing the questionnaire)

Before you participate in this research, it is important to create a clear understanding of the term Social Network Site (SNS). A **Social Network Site (SNS)** is an application that enables users to connect by creating personal information profiles, inviting friends to have access to those profiles, and sending e-mails and instant messages between each other. Examples include Facebook, Twitter, Google+, Instagram e.t.c.

INTRODUCTION

The purpose of this research is to investigate factors that influence your choice of Social Network Sites (SNSs). This section will ask you some questions related to Social Network Sites.

Directions for questions 1 : Please tick [] the correct response.

1. Do you currently or have in the past belonged to a social network site(s)? Yes No

If you answered Yes [], please proceed to **SECTION I**.

SECTION I

Next, I would like to ask a few questions about you to help me interpret the results.

Please tick [] the correct response.

2. What is your age?

13 – 14 15 – 16 17 – 18 Above 18

3. Gender Male Female

4. Class Form 1 Form 2 Form 3 Form 4

5. Where is your home located? (please specify)

6. What is your parents/ guardian's highest level of education?

Postgraduate Undergraduate Diploma Certificate

Other: Please specify _____

7. What is your parents/ guardian's occupation? _____

8. I access social network sites in school Yes No

9. I access social network sites at home Yes No

10. I have access / own the following. Please tick [] the correct response(s).

Smartphone Laptop Desktop computer Tablet

Other: Please specify _____

11. I mostly access social network site(s) through; Please [] the correct response.

Computer Mobile phone Both Other: Specify _____

12. Please tick [] the correct response.

I am a day scholar (mixed school) I am a boarder (mixed school)

I am a day scholar (boys' school) I am a boarder (boys' school)

I am a day scholar (girls' school) I am a boarder (girls' school)

SECTION II

- a) The following is a set of statements about **bonding social capital**. For each statement please indicate whether you **(5)** strongly agree, **(4)** agree, **(3)** are neutral, **(2)** disagree or **(1)** strongly disagree.

Directions for questions 13 to 17: Please tick [] the response that most closely reflects the level to which you agree with each statement.	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
13. There are several people on Social Network Sites I trust to help solve my problems.					
14. There is someone on Social Network Sites I can turn to for advice about making very important decisions.					
15. There is no one on Social Network Sites that I feel comfortable talking to about intimate personal problems.					
16. When I feel lonely, there is no one on Social Network Sites I can talk to.					
17. If I need an emergency loan of 100 bob, I know someone on Social Network Sites I can turn to.					

- b) The following is a set of statements about **bridging social capital**. For each statement please indicate whether you strongly agree, agree, are neutral, disagree or strongly disagree.

Directions for questions 18 to 22: Please tick [] the response that most closely reflects the level to which you agree with each statement.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
18. Interacting with people on Social Network Sites makes me less interested in things that happen outside of my school.					
19. Interacting with people on Social Network Sites makes me want to try new things.					
20. Talking with people on Social Network Sites makes me curious about other places in the world.					
21. Interacting with people on Social Network Sites makes me feel like part of a larger community.					
22. Interacting with people on Social Network Sites makes me feel connected to the bigger picture.					

- c) The following is a set of statements about **maintaining social capital**. For each statement please indicate whether you strongly agree, agree, are neutral, disagree or strongly disagree.

Directions for questions 23 to 27: Please tick [] the response that most closely reflects the level to which you agree with each statement.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
23. I'd be able to find out about events in another school from a high school friend studying there.					
24. If I needed to, I could ask a high school friend to do a small favor for me.					
25. I'd be able to stay with a high school friend if I travelled to a different town.					
26. I would be able to find information about college or work opportunities from a high school friend.					
27. It would not be easy to find people to invite to my high school reunion party.					

SECTION III

Next, I would like to ask you several questions about your motivations for choosing social network sites (SNSs).

The following is a set of statements about **surveillance**. For each statement please indicate whether you strongly agree, agree, are neutral, disagree or strongly disagree.

<p>Directions for questions 28 to 32: Please tick [] the response that most closely reflects the level to which you agree with each statement.</p>	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
28. I visit social network sites to see what is happening out there					
29. I visit social network sites because I wonder what other people said.					
30. I do not visit social network sites because I am curious about what others are up to.					
31. I join social network sites to help me keep track of my friends.					
32. I visit social network sites in order to understand certain people much better.					

The following is a set of statements about **personal identity**. For each statement please indicate whether you strongly agree, agree, are neutral, disagree or strongly disagree.

<p>Directions for questions 33 to 37: Please tick [] the response that most closely reflects the level to which you agree with each statement.</p>	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
33. Social network sites allow other people to understand who I am.					
34. I try to make my profile represent the kind of person I am.					
35. I like to see how other people react to my profile.					
36. I cannot adjust my profile based on how other people react to it.					
37. I put a lot of effort into my social network site profile.					

The following is a set of statements about **diversion**. For each statement please indicate whether you strongly agree, agree, are neutral, disagree or strongly disagree.

<p>Directions for questions 38 to 42: Please tick [] the response that most closely reflects the level to which you agree with each statement.</p>	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
38. I use social network sites to 'kill' time.					
39. I use social network sites to put off doing other things.					
40. Social network sites do not help me escape from stress.					
41. It is entertaining to browse through social network sites.					
42. Social network sites keep me from being 'left out'.					

SECTION IV

43. If your response to question 1 was Yes [], please rank the social network site(s) you belong to, with [1] being the most preferred.

Facebook Twitter LinkedIn Google+ Pinterest

Other(s) Please specify _____

44. About how often do you visit social network site(s)? (Tick [] the correct response)

Several times a day Every few weeks

About once a day Less often

3 to 5 days a week

Don't know

1 to 2 days a week

Never

Other: Please specify _____

SECTION V

45. Do you have any other view on your social network site(s) choice that this questionnaire did not address? (Please use the space provided at the back)

Thank you for taking time to participate in this survey

Appendix B: Interview schedule

A. Introduction

1. Thank the interviewee for agreeing to take part in the study
2. Introduce myself
3. Explain the purpose of interview. A copy of the interview questions will have been circulated prior to the interview.

B. Main interview guidelines

1. In your own words, what is it about social network sites that make it appealing?
2. What do you like most about social network sites?
3. What do you like least about social network sites?
4. What would influence you to choose specific social network sites?

C. Conclusion

1. Thank the interviewee for their time
2. Respond to, and clarify any issues raised by the interviewee

Appendix C: Guidelines to Focus Group Discussion (FGD)

A. Welcome remarks

The FGD moderator will welcome the participants to the FGD:

Thank you very much for taking your time to participate in this FGD. I know you are now busy with your studies and as such really appreciate your coming.

The purpose of this discussion is purely academic. I am conducting a research on the user motivations that influence your choice of SNSs. These include Facebook, Twitter, Instagram etc. Remember that this discussion is not an examination. Therefore you need to relax and contribute in a free environment.

B. Introduction

The participants are taken through brief introductions of the moderator and themselves in order to relax and warm up.

C. Ethical considerations

Assure the participants of their confidentiality. Seek their permission to record their responses for purposes of transcribing. I assure you that your teachers or parents are not aware of what we are discussing here today.

D. Mode of conducting the FGD

The FGD will be conducted in a free and relaxed atmosphere. Each participant is allowed to contribute and support or challenge another participant's point of view. This should be done in a constructive rather than an acrimonious manner.

E. Participant contributions

In response to the FGD questions, each participant will be allowed sufficient time (without interference) to express their point of view.

F. Clarifications

Ask for any clarifications on the guidelines adopted.

Appendix D: Focus Group Discussion (FGD) guide

A. Introduction

1. In your own words, what is it about social network sites that make it appealing?
2. What do you like most about social network sites?
3. What do you like least about social network sites?
4. What would influence you to choose specific social network sites?
5. Which are your preferred SNSs? Why?

B. Main interview guidelines

(i): Personal identity

1. Would you create a “suitable” identity on a social network site?
2. How would you want your friends to see you online?

(ii): Social capital

1. How do you connect with your friends who are not in your school/ neighborhood?
2. Would you accept an invite from a stranger on your SNS?

(iii): Surveillance

1. Would you use SNSs to 'catch up' on what is happening in other schools/ neighborhoods?

(iv): Diversion

1. Would you visit SNSs when you feel bored?

C. Conclusion

1. Thank the group for their time.
2. Respond to, and clarify any issues raised by the focus group members.

Appendix E: Statistical Tables

Table 4(a) Respondents' residence

	Frequency	Valid Percent
Kiambu	9	2.6
Machakos	6	1.8
Nairobi	159	46.8
Kajiado	139	40.9
Mombasa	12	3.5
Nyeri	3	0.9
Nyanza	3	0.9
Kisii	1	0.3
U.S.A	1	0.3
Eldoret	1	0.3
Samburu	1	0.3
Kwale	1	0.3
Lodwar	1	0.3
Limuru	1	0.3
Garissa	1	0.3
Kenya	1	0.3
Total	340	100

Table 4(b) Frequency of SNSs visit

	Frequency	Valid Percent
Never	10	2.9
Don't know	8	2.3
Less often	23	6.6
Every few weeks	11	3.2
1 to 2 days a week	22	6.4
3 to 5 days a week	29	8.4
About once a day	50	14.5
Several times a day	193	55.8
Total	346	100

Table 4(c) Categories of respondents' schools

	Frequency	Percent
Day scholar (mixed school)	87	23.8
Day scholar (boy's school)	1	0.3
Day scholar (girls' school)	9	2.5
Boarder (mixed school)	6	1.6
Boarder (boy's school)	133	36.4
Boarder (girls' school)	126	34.5
Total	362	99.2

Table 4(d) Group comparisons for personal identity and bonding (Class)

Dependent Variable	(I) Class	(J) Class	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
IDENTITY	Form 1	Form 2	-0.08929	0.56703	0.999	-1.6821	1.5035
		Form 3	0.01582	0.57011	1	-1.5856	1.6173
		Form 4		0.56715	0.956	-1.2708	1.9154
	Form 2	Form 1	0.08929	0.56703	0.999	-1.5035	1.6821
		Form 3	0.10511	0.11204	0.83	-0.2096	0.4198
		Form 4	.41159*	0.09587	0	0.1423	0.6809
	Form 3	Form 1	-0.01582	0.57011	1	-1.6173	1.5856
		Form 2	-0.10511	0.11204	0.83	-0.4198	0.2096
		Form 4	0.30648	0.11264	0.062	-0.0099	0.6229
	Form 4	Form 1	-0.3223	0.56715	0.956	-1.9154	1.2708
		Form 2	-.41159*	0.09587	0	-0.6809	-0.1423
		Form 3	-0.30648	0.11264	0.062	-0.6229	0.0099
BONDING	Form 1	Form 2	0.18286	0.5564	0.991	-1.38	1.7457
		Form 3	0.65185	0.55924	0.715	-0.919	2.2227
		Form 4	0.5927	0.55648	0.769	-0.9704	2.1558
	Form 2	Form 1	-0.18286	0.5564	0.991	-1.7457	1.38
		Form 3	.46899*	0.10907	0	0.1626	0.7754
		Form 4	.40984*	0.09389	0	0.1461	0.6736
	Form 3	Form 1	-0.65185	0.55924	0.715	-2.2227	0.919
		Form 2	-.46899*	0.10907	0	-0.7754	-0.1626
		Form 4	-0.05915	0.10951	0.962	-0.3667	0.2484
	Form 4	Form 1	-0.5927	0.55648	0.769	-2.1558	0.9704
		Form 2	-.40984*	0.09389	0	-0.6736	-0.1461
		Form 3	0.05915	0.10951	0.962	-0.2484	0.3667

*. The mean difference is significant at the 0.05 level.

Table 4(e) Homogeneous subsets (personal identity)

Subset for alpha = 0.05

Class	N	1
Form 4	136	3.4277
Form 3	79	3.7342
Form 1	2	3.75
Form 2	140	3.8393
Sig.		0.798

Means for groups in homogeneous subsets are displayed.

Table 4(f) Homogeneous subsets (bonding social capital)

Subset for alpha = 0.05

Class	N	1
Form 3	81	3.2481
Form 4	137	3.3073
Form 2	140	3.7171
Form 1	2	3.9
Sig.		0.451

Means for groups in homogeneous subsets are displayed.

Table 4(g) Identity

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Form 1	2	3.75	0.35355	0.25	0.5734	6.9266	3.5	4
Form 2	140		3.8393	0.06326	3.7142	3.9644	1	5
Form 3	79	3.7342	0.81879	0.09212	3.5508	3.9176	2	5
Form 4	136	3.4277	0.83221	0.07136	3.2866	3.5688	1.25	5
Total	357	3.6587	0.81435	0.0431	3.574	3.7435	1	5

Table 4(h) Homogeneous subsets (age)

Subset for alpha = 0.05			
Age	N	1	2
13-14 yrs	7	2.9286	
Above 18 yrs	43	3.4864	3.4864
17-18 yrs	142		3.6092
15-16 yrs	166		3.7726
Sig.		0.149	0.703

Means for groups in homogeneous subsets are displayed.

Table 4(i) Reliability statistics

Cronbach's Alpha	N of Items
0.743	30

Table 4(j) Item-Total Statistics: Cronbach's alpha coefficient

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
There are several people on social network sites i trust to help solve my problems	104.8704	138.72	0.258	0.736
There is someone on social network sites i can turn to for advice about making very important decisions	104.5278	137.426	0.296	0.734
There is no one on social network sites that i feel comfortable talking to about intimate personal problems	104.6481	140.093	0.21	0.739
When i feel lonely, there is no one on social network sites i can talk to	104.034	142.361	0.157	0.742
If i need an emergency loan of 100 bob, i know someone on social network sites i can talk to	104.7809	137.868	0.25	0.737

Table 4(k) Item-Total Statistics: Cronbach's alpha coefficient

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Interacting with people on social network sites makes me less interested in things that happen outside of my school	104.3889	147.91	-0.035	0.754
Interacting with people on social network sites makes me want to try new things	104.0432	138.815	0.365	0.731
Interacting with people on social network sites makes me curious about other places in the world	103.7562	141.169	0.333	0.734
Interacting with people on social network sites makes me feel like part of a larger community	103.7562	138.495	0.426	0.729
Interacting with people on social network sites makes me feel connected to the bigger picture	103.9167	137.21	0.431	0.728

Table 4(l) Item-Total Statistics: Cronbach's alpha coefficient

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I visit social network sites to see what is happening out there	103.8611	141.321	0.297	0.735
I visit social network sites because i wonder what other people said	104.9568	136.37	0.358	0.730
I visit social network sites because i am not curious about what others are up to	105.6914	149.805	-0.096	0.756
I join social network sites to help me keep track of my friends	104.1389	138.411	0.321	0.733
I visit social network sites in order to understand certain people much better	104.1852	136.616	0.416	0.728

Table 4(m) Item-Total Statistics: Cronbach's alpha coefficient

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Social network sites allow other people to understand who i am	104.4136	134.968	0.447	0.725
I try to make my profile represent the kind of person i am	104.0278	136.665	0.422	0.727
I like to see how other people react to my profile	104.1204	135.351	0.466	0.725
I cannot adjust my profile based on how other people react to it	104.6883	143.076	0.105	0.747
I put a lot of effort into my social network site profile	104.9321	135.779	0.347	0.730

Table 4(n) Item-Total Statistics: Cronbach's alpha coefficient

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I use social network sites to 'kill' time	105.2963	142.036	0.135	0.745
I use social network sites to put off doing other things	105.5185	141.606	0.183	0.741
Social network sites do not help me escape from stress	105.4136	150.832	-0.127	0.762
It is entertaining to browse through social network sites	103.6605	138.473	0.423	0.729
Social network sites keep me from being 'left out'	104.4537	132.917	0.449	0.723

Table 4(p) Moderating effect of respondents' gender

Gender		Test Value = 3.4					
		t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper	
Girls	SURVILLANCE	5.727	178	0	0.31043	0.2035	0.4174
	IDENTITY	2.877	178	0.005	0.17961	0.0564	0.3028
	DIVERSION	-1.315	178	0.19	-0.08715	-0.2179	0.0436
	SCAPITAL	9.386	178	0	0.35124	0.2774	0.4251
	BONDING	-0.179	178	0.858	-0.01089	-0.1308	0.109
	BRIDGING	15.317	178	0	0.66555	0.5798	0.7513
	MAINTAINING	8.034	176	0	0.40198	0.3032	0.5007
Boys	SURVILLANCE	6.906	181	0	0.34908	0.2493	0.4488
	IDENTITY	5.629	180	0	0.32882	0.2136	0.4441
	DIVERSION	-1.795	179	0.074	-0.09306	-0.1954	0.0093
	SCAPITAL	10.01	184	0	0.36698	0.2946	0.4393
	BONDING	1.768	183	0.079	0.10516	-0.0122	0.2225
	BRIDGING	13.706	184	0	0.61405	0.5257	0.7024
	MAINTAINING	8.829	183	0	0.3913	0.3039	0.4788

Table 4(q)i Moderating effect of respondents' residence

Respondent's residence		Test Value = 3.4					
		t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
						Lower	Upper
.	SURVILLANCE	3.757	37	0.001	0.40263	0.1855	0.6198
	IDENTITY	3.077	37	0.004	0.38289	0.1308	0.635
	DIVERSION	1.032	36	0.309	0.13378	-0.1292	0.3968
	SCAPITAL	4.412	39	0	0.34988	0.1895	0.5103
	BONDING	0.658	39	0.515	0.085	-0.1765	0.3465
	BRIDGING	7.052	39	0	0.68333	0.4873	0.8793
	MAINTAINING	2.463	38	0.018	0.28333	0.0505	0.5162
Kiambu	SURVILLANCE	3.253	8	0.012	0.76667	0.2231	1.3102
	IDENTITY	2.367	8	0.045	0.6	0.0155	1.1845
	DIVERSION	1.063	8	0.319	0.23889	-0.2795	0.7573
	SCAPITAL	5.768	8	0	0.67196	0.4033	0.9406
	BONDING	1.696	8	0.128	0.28889	-0.1039	0.6817
	BRIDGING	6.192	8	0	0.97778	0.6136	1.3419
	MAINTAINING	4.857	8	0.001	0.75556	0.3968	1.1143
Machakos	SURVILLANCE	1.094	5	0.324	0.43333	-0.585	1.4517
	IDENTITY	0.734	5	0.496	0.26667	-0.6671	1.2004
	DIVERSION	3.376	5	0.02	0.475	0.1134	0.8366
	SCAPITAL	2.685	5	0.044	0.33333	0.0143	0.6524
	BONDING	-0.819	5	0.45	-0.23333	-0.9654	0.4988
	BRIDGING	8.043	5	0	0.96667	0.6577	1.2756
	MAINTAINING	1.661	5	0.158	0.26667	-0.1461	0.6794

Table 4(q)ii Moderating effect of respondents' residence

Respondent's residence		Test Value = 3.4					
		t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Nairobi	SURVILLANCE	5.842	157	0	0.31414	0.2079	0.4203
	IDENTITY	2.98	157	0.003	0.20127	0.0678	0.3347
	DIVERSION	-2.778	157	0.006	-0.17004	-0.2909	-0.0492
	SCAPITAL	8.357	157	0	0.34726	0.2652	0.4293
	BONDING	-0.098	157	0.922	-0.00665	-0.1402	0.1269
	BRIDGING	13.419	157	0	0.65063	0.5549	0.7464
	MAINTAINING	8.021	155	0	0.40641	0.3063	0.5065
Kajiado	SURVILLANCE	4.391	137	0	0.27331	0.1502	0.3964
	IDENTITY	3.848	136	0	0.26727	0.1299	0.4046
	DIVERSION	-2.051	136	0.042	-0.14513	-0.2851	-0.0052
	SCAPITAL	8.416	138	0	0.35797	0.2739	0.4421
	BONDING	1.1	137	0.273	0.07391	-0.059	0.2068
	BRIDGING	11.538	138	0	0.58561	0.4853	0.686
	MAINTAINING	7.803	138	0	0.41799	0.3121	0.5239
Mombasa	SURVILLANCE	2.996	11	0.012	0.57917	0.1537	1.0046
	IDENTITY	1.285	11	0.225	0.14167	-0.101	0.3843
	DIVERSION	1.918	11	0.081	0.37083	-0.0546	0.7963
	SCAPITAL	4.721	11	0.001	0.34127	0.1822	0.5004
	BONDING	1.398	11	0.19	0.30417	-0.1748	0.7832
	BRIDGING	4.646	11	0.001	0.55	0.2894	0.8106
	MAINTAINING	1.328	11	0.211	0.18333	-0.1206	0.4872

Table 4(r)i Moderating effect of parent/guardians' level of education

Parents/guardian's highest education level		Test Value = 3.4						
		t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference		
						Lower	Upper	
.	SURVILLANCE	3.996	51	0	0.36442	0.1814	0.5475	
	IDENTITY	1.816	51	0.075	0.18654	-0.0197	0.3928	
	DIVERSION	-1.399	50	0.168	-0.1402	-0.3415	0.0611	
	SCAPITAL	6.157	51	0	0.33178	0.2236	0.44	
	BONDING	-0.699	51	0.488	-0.07692	-0.2978	0.1439	
	BRIDGING	9.243	51	0	0.62308	0.4877	0.7584	
	MAINTAINING	5.887	51	0	0.45577	0.3004	0.6112	
	Certificate	SURVILLANCE	3.395	50	0.001	0.30915	0.1263	0.492
		IDENTITY	2.821	50	0.007	0.3598	0.1036	0.616
DIVERSION		-1.412	50	0.164	-0.18758	-0.4543	0.0792	
SCAPITAL		6.474	51	0	0.38718	0.2671	0.5072	
BONDING		2.604	51	0.012	0.23846	0.0546	0.4223	
BRIDGING		8.099	51	0	0.6641	0.4995	0.8287	
Diploma	MAINTAINING	2.474	50	0.017	0.26373	0.0496	0.4778	
	SURVILLANCE	4.097	75	0	0.34452	0.177	0.512	
	IDENTITY	4.001	75	0	0.37961	0.1906	0.5686	
	DIVERSION	-0.669	75	0.505	-0.06009	-0.239	0.1188	
	SCAPITAL	6.202	76	0	0.39239	0.2664	0.5184	
	BONDING	0.986	76	0.327	0.0974	-0.0993	0.2941	
	BRIDGING	9.382	76	0	0.62338	0.491	0.7557	
	MAINTAINING	6.458	76	0	0.45065	0.3117	0.5896	

Table 4(r)ii Moderating effect of parent/guardians' level of education

Parents/guardian's highest education level		Test Value = 3.4					
		t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Undergraduate	SURVILLANCE	1.974	37	0.056	0.23158	-0.0061	0.4692
	IDENTITY	1.873	37	0.069	0.24254	-0.0198	0.5049
	DIVERSION	-0.949	37	0.349	-0.11711	-0.3671	0.1328
	SCAPITAL	5.313	37	0	0.40526	0.2507	0.5598
	BONDING	0.558	37	0.58	0.06842	-0.18	0.3169
	BRIDGING	6.103	37	0	0.69474	0.4641	0.9254
	MAINTAINING	4.514	37	0	0.45263	0.2495	0.6558
Postgraduate	SURVILLANCE	5.699	143	0	0.34306	0.2241	0.462
	IDENTITY	2.681	142	0.008	0.17867	0.0469	0.3104
	DIVERSION	-0.705	142	0.482	-0.04627	-0.1761	0.0835
	SCAPITAL	7.413	144	0	0.32939	0.2416	0.4172
	BONDING	-0.108	143	0.914	-0.00764	-0.1469	0.1316
	BRIDGING	12.328	144	0	0.63034	0.5293	0.7314
	MAINTAINING	7.258	142	0	0.37832	0.2753	0.4814

Appendix F: Research permit



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref No.

Date:
9th September, 2014

NACOSTI/P/14/5159/3175

Geoffrey Sikolia Serede
Jomo Kenyatta University of Agriculture
And Technology
P.O. Box 62000-00200
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*User gratification factors influencing high school teenagers choice of social networks sites,*" I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for a period ending **30th November, 2014.**

You are advised to report to the **County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Nairobi County.

National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified