INFLUENCE OF SOCIAL MEDIA ON STUDENTS' DISCIPLINE IN SECONDARY SCHOOLS IN KENYA

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ABSTRACT: *Social media are technologies that facilitate social interaction, make possible collaboration and enable deliberation across stakeholders. The study sought to develop strategies for managing the influence of social media on students' discipline in secondary schools. The objective of this paper is to determine the extent to which social media has influenced students' discipline in schools based on the research. The study utilized the pragmatic philosophical paradigm and the mixed methods research design where both positivists and constructivists approaches and techniques were combined. The study was undertaken in Bungoma County in Kenya. It was carried out in 306 secondary schools in the County targeting a population of 19,000 Form 3 students. Scott Smith`s formula was used to determine the sample size of 600 students from 40 secondary schools as respondents. Purposive sampling was applied to select the 40 deputy principals and 40 heads of guidance and counselling departments from the selected secondary schools as respondents in the study. Three categories of boys', girls' and mixed schools were chosen from each sub-county. The questionnaires used had both closed- and open-ended items. Interviews were also used to get more information for the study. Both qualitative and quantitative methods were used to analyse data. Social media was found to have influenced students' discipline negatively in schools. The study recommended that parents, educational and political leaders should implement policies on limiting social media influence on students' discipline. It is expected that the Kenya Ministry of Education and other education stakeholders will utilize the results of the study to manage the influence of the social media on students' discipline in secondary schools.*
KEYWORDS: influence, social media, students, discipline, secondary schools, Kenya

INTRODUCTION
Different types of media have varied influences on students' discipline in schools. Advertisements all over the world have negative influences on teenagers (especially students) through the depiction of celebrity movie stars using tobacco products and exposure to thousands of junk food advertisements. The constant excessive exposure of sexual activities and violent images in movies, endless beer advertisements and hair cut styles have all influenced students negatively (Hamilton, 2015). Students who spend most of their time on social media tend to lack discipline because of

the ego-bolstering motivation of social media that discourages students from accomplishing what is required of them in school. The subjective nature of social media impairs with students' attitudes towards learning and makes them pessimists who develop negative attitudes toward learning. Indiscipline cases emanate from negative attitudes towards learning (Arianna, 2016).

According to Malcolm (2015), students in institutions of learning are also influenced negatively by the celebrities as they strive to mimic them. The eventual outcome is display of disrespectful character to both school authorities and parents at home. Many indiscipline cases at home as well as in school emanate from this behaviour. Teenagers want to be accepted by their peers, they want to be loved, and they want to be successful. Because media depict idealized images of handsome men and beautiful women who have characteristics of successful persons, teenagers aspire and strive to be like those beautiful, handsome and successful people. Media advertisements tell them that it is time to buy the goods necessary to make them look like the celebrities in the world for recognition and appreciation (Malcolm, 2015).

Curtis (2012) posits that teenage obesity and anorexia have been identified in recent years as worldwide problems. Even while millions of adolescents presumably are fighting obesity, they are exposed to countless advertisements for fattening junk food juxtaposed against countless idealized images of successful people appearing thin. Many school girls and women of average proportions have been influenced to want to look like the images of super-thin models and celebrities they see in media, so they allow themselves to acquire eating disorders, which lead to health issues and even death (Curtis, 2012).

At the global level, more of students' social interactions take place on social networking sites and via other online social media. These social media interactions have a mixed array of effects on students' discipline in schools. Social media services, particularly social networking sites such as Facebook, WhatsApp, Twitter, Instagram and YouTube, have generated vast arrays of weak ties between students. On a positive note, sometimes these ties are good for sharing information and offering kind words or even assistance, as one might when in a study group. However, with a preponderance of weak ties, students lack the strong ties that ought to truly push them to do daring academic activities or experimental things in school science laboratories. As such, while more students may marginally benefit from more weak ties, fewer students benefit greatly because of the shrinking number of strong ties which are the baseline in knowledge provision and discipline enhancement (Malcolm, 2015).

The problems of social media range from lack or difficulty in self-regulation and susceptibility to peer pressure that makes students vulnerable to such evils as Facebook depression, sexting and cyber bullying, which are realistic threats. Other problems such as social network-induced obesity, Internet addiction and sleep deprivation are issues that continue to be a threat. As defined by the American Psychological Association, bullying is aggressive behaviour by an individual that causes discomfort to another through unpleasant emails. In addition, the research established that in sexting, school boys resorted to sending sexually explicit or suggestive messages while school girls resorted to sending inappropriate photographs of themselves, mostly to their boyfriends (Ramasubbu, 2016).

The popular media in the world that comprises television, radio, movies, newspapers and magazines have the greatest negative influence on students` discipline worldwide. They have positive effects on students ` success when they promote images of studious and hard-working students and eschew images of slackers. Unfortunately, these popular media is overrun with images of teenagers who are truancy and display of behaviours that are directionless which seems to make young people want to emulate that life style and attitude. The results are that young people put on a spectacle of "being cool" in which any enthusiasm particularly for school work is quashed. The eventual outcome of being cool is minimal success in school academic work due to indiscipline (Rushkoff, 2014).

In addition to popular social and academic media, there exists school media. This ranges from closed-circuit morning announcements to newsletters and student newspapers as well as yearbooks. The school media is intended to form a sense of camaraderie and school spirit which has a tremendous positive impact on some students` success in school if they allow themselves to feel part of a warm and welcoming community. However, for other students, the school`s media may alienate them if it does not seem to value a wide variety of activities or lifestyles that suits their interest. Such environment demoralizes students who end up recording low grades in school examinations deliberately as a protest to attract attention. This eventually leads to unrest in schools (Rushkoff, 2014).

Students with accounts on many social networking sites spend a lot of time visiting each one too often at the expense of their academic work because the social media sites have become too addictive and overwhelming. Many students have been so lost in their social media networks to the extent that they can't function if they aren't connected to the online world. They feel lost, isolated, and become dependent, which has become dangerous to the society that needs academicians who are independent minded and capable of making important decisions. Most students are observed to be online twenty-four hours of the day, which has made them to neglect their relationships with parents, family siblings, friends and colleagues in schools and their teachers as well (Sreenivasan, 2014).

Studies done have shown that students are spending lots of time interacting with friends or strangers online so as to make new friends. Because they are so used to working behind the scenes, they feel awkward in conversing with colleagues when they meet them offline. They get too many messages, notifications, tags that they find it tough to cope with once they are on these social media networks. Learners are facing short attention spans because of the time they spend on social networking sites. This has made it tough for them to cope with all the information because there is so much to read and learn and so little time available. Students who are continuously glued to social media, lack focus which reduces their productivity. These result into taking back seats when required to contribute to useful development agenda of their schools and the society at large. By wanting to listen always what everyone else has to say all the time over social media, students have developed a negative addiction called fear of missing out (FOMO). This has made most students anxious and crazy most of the time such that listening to teachers in class is a nightmare. These withdrawal symptoms among students contribute to indiscipline cases in schools (Raj, 2016).

Students waste time playing online games which are present on such social networking sites and they similarly invite friends to play such games online. This practice has been cited as one of the causes of media addiction by students. Away from school work, students are spending time clicking their pictures and sharing them with others on the social media and seeing what others share and comment on them. The sharing competition has become a distraction to the learning process. Family relationships are also breaking up because partners use social media sites to hook up or indulge into extra-marital activities. Similarly, shifting blames to either parent for failure to control children in the homes and in schools when discipline cases emanating from social media are reported is harming family unity (Eliot, 2015).

Learners who come across spammers on social media networking sites are tricked to download malicious software or visit certain sites where they are exposed to pornography and dirty literature. Health issues, like sleep deprivation and day dreaming due to being on the social networks texting or surfing online till late in the night have become a common phenomenon in schools. The side effects are not good as they affect the next days working program of students in schools. According to Rauch (2013), students who spend endless hours online, especially on social media networking sites, develop low appetite for studies in classes which is a pre-requisite for indiscipline in schools. This constantly affects their studies which results into low academic grades. Similarly, cyber bullying and cybercrime were reported to be on the rise due to constant use of social media by students (Rauch, 2013).

A recent study by Fowler (2014) has shown that Social media creates excessive drama. This is because positive messages are read as more neutral than they are intended to be; neutral messages are read as more negative as they are intended to be and one can only imagine what happens with messages that are intended to be negative. Students who are already sleep-deprived are becoming more sleep-deprived because many of them are up until the wee hours of the night texting. Students have failed to be present in the moment and are mostly seen at home on their smartphones when they are in the company of their peers. They lose the ability to interact mindfully in the moment and have been noted to be more aggressive and sexual when they feel anonymous and are communicating electronically. Things are getting out of hand very quickly with both cyber-bullying and sexuality being on the rise as painfully observed by parents, teachers and other educators (Fowler, 2014).

According to Willard (2015), many problems are associated with social networking sites, but the sites themselves generally are not the problem. These sites do seek to prohibit harmful activities. Nevertheless, with hundreds of thousands or millions of registered members, the sites cannot be expected to engage in effective babysitting. Social networking sites are very attractive environments for teens, students as well as for adults. Such sites present opportunities for self-expression and friendship building. Students play time in such environments can build skills that will be a foundation for career success in the 21st century. Many students are safely and responsibly engaged in such communities. Legitimate concerns however, do exist about student involvement on these sites. The concerns are grounded in three basic factors: The sites are attracting many students, some of whom are not making good choices, Many parents are not paying attention to what their children are posting on the sites and Sexual predators as well as other dangerous

strangers are attracted to places where students are not making good choices and adults are not paying attention. The students with such characters transfer them to schools. The influences destabilize schools` academic routines because of indiscipline (Willard, 2015).

Other negative effects of social media networks on students include cyber bullying, sexting and Facebook depression. Cyber bullying is a deliberate act of using digital media to communicate false, embarrassing, or hostile information about another person. It causes profound psychosocial outcomes including depression, anxiety, severe isolation, and, tragically, suicide. Sexting, which is defined as sending, receiving, or forwarding sexually explicit messages, photographs, or images via cell phone, computer, or other digital devices, has been reported to be on the rise among school going students. Facebook depression, defined as depression that develops when students spend a great deal of time on social media sites, and then begin to exhibit classic symptoms of depression, has been responsible for self-destruction. Recent research by Zickur (2016) indicates that there are frequent online expressions of offline behaviours, such as bullying, clique-forming, and sexual experimentation that have introduced problems such as cyber bullying, privacy issues, and sexting. Other problems that merit awareness include Internet addiction and concurrent sleep deprivation (Zickur, 2016).

Andraessen (2015) established that Facebook addiction in Norway had reached alarming levels. The behaviour was so common that other researchers together with Andraessen created a psychological scale to measure for Facebook addiction which they called Berge Facebook Addiction Scale (BFAS). The scale, developed at the University of Bergen in Norway, uses six criteria to measure Facebook addiction. These include statements, such as how long one spends on thinking about Facebook, planning how to use it and how one uses Facebook to forget about personal problems. The researchers reported that scoring often or very often on four of the six criteria indicated Facebook addiction. Interestingly, the researchers found that people who were more anxious and socially insecure were more likely to use the social media networking site. The study carried out in Universities and schools in Norway had similar results. Andraessen added that the management crises in schools in Norway were as a result of the social media addiction (Andraessen, 2015).

Many students have not learned how to deal with free time without staring at a digital screen. With less screen time, the students can have more opportunity to learn how to relax and use leisure time. Recent research by Sreenivasan of Columbia University (as cited in Sreenivasan, 2014) showed that social media creates excessive drama. Students who are already sleep-deprived are becoming more sleep-deprived because many of them are up until the wee hours of the night texting. Students have failed to be present in the moment and are mostly seen at home on their smartphones when they are in the company of their peers. They also lose the ability to interact mindfully in the moment. Students have been noted to be more aggressive and sexual when they feel anonymous and are communicating electronically on social media. Subsequently, the situation is fast getting worse with both cyber-bullying and sexuality being on the rise as painful observed (Sreenivasan, 2014).

In her article, Duley (2012), an American student, recalls how she noticed that her grades started to drop when she frequently checked into Facebook, Instagram and Twitter several times in a day. She realized that she was getting nothing accomplished by sitting and doing nothing productive with social media. She released her article not only to speak of her life experience but to benefit other students who were in similar situations of being affected negatively by social media. She believed that social media was not only a distraction to teenagers who had become addicted to checking their news feeds, but it was also leading to psychological and health issues. Her research showed that a number of anxiety and personality disorders stemmed from spending too much time on the internet. Duley further clarified that the social media anxiety disorder occurred when people became addicted to social media. Social media, she explained, drew some teenagers away from having relationships with themselves and with the people around them. They also put too much effort into following trends they saw online which were mostly harmful to them. She also demonstrated that Social Media Anxiety Disorder often affects academic performance of students in school, especially during examinations and sometimes causes disastrous outcomes. The reported cases of armed students in schools in the United States of America spraying bullets on their colleagues and teachers in classrooms are examples of she cited as being products of the Social Media Anxiety Disorder (Duley, 2012).

On the African continent where there are over 100 million active users of social media platforms like Facebook, most people access social media accounts in Afrikaans or Kiswahili, a language spoken across east and central Africa. The number of users on social media network continues to go up daily. Facebook, like other social media hubs, is going all out to win adherents. Among the 100 million active users of social media in Africa, students form the bulk of the population. Politics, sports clubs and sports celebrities are major centres of interest. Many students across the continent spend time on social media searching for the latest developments in sports. They spend sleepless nights on social media competing on who first gets the latest information on sports results and latest music hits from the continent and across the world. Upon congregating in schools, the agenda is basically on who found what on social media. The outcome of these is failure to obey teachers' academic directives which results in indiscipline (Sulaiman, 2014).

The political uprising in North Africa in 2011-2012 that led to the fall of Egyptian and Tunisian Governments was attributed to the spread of information through social media networks (Hussein, 2014). At the heart of the story of social media in Africa was the Arab Spring and how platforms like Twitter and Facebook were used to coordinate protests in the North African states. In the year-long revolt spanning Arab Africa, the number of Facebook users doubled. In Egypt alone, there were over five million new users in the period leading to the fall of Hosni Mubarak. Researchers believe that Twitter has many active users, almost all of them young tech-savvy Africans who are in colleges and schools. Students in schools and colleges in Africa have similarly often turned to Twitter and Facebook to spread falsehood about their institutions whenever they are dissatisfied with services offered (Hussein, 2014).

In Kenya, Munga (2014) reports that security concerns posed by the global terrorism have damaged the country's tourism industry. The frequent renewal of travel advisories by western countries to their citizens against travelling to Kenya have further aggravated the problem. The

country has eventually turned to social media such as Facebook, Twitter, WhatsApp and blogs to reach new audiences within the western countries. These efforts by the industry players to promote local tourism has had an impact on students behaviour in schools as they spend time on social media searching for hot spots offering free tourism promotions for them to flock there after school. This has posed a threat to educators especially at the Kenyan coast (Munga, 2014).

According to Kiganya (2015), social media in Kenya has been responsible for student unrests in schools where lives have been lost and property destroyed as well as marriage break ups that have affected students` discipline in schools today. Many couples spent time on business trips after social media link ups. They abandon their parental responsibilities even during school holidays. The children turn to social media for social and psychological satisfaction. The mannerisms they learn from the social media are transferred to school and used to influence other students. When parents are summoned to school over indiscipline of their children, many turn on one another by pointing fingers at each other over who is responsible for the decay of the children's moral values. Many arguments that arise from these engagements generate into dangerous consequences like disharmony, separation, divorce and even fights that end up breaking families (Kiganya, 2015).

Radio stations in Kenya have not been left behind in influencing the youth negatively. Unlike in the previous decade where the main station – the Kenya Broadcasting Cooperation (KBC) – used to allocate substantive amount of time to airing educative programmes in conjunction with the Ministry of Education, the programmes disappeared from the air after the mushrooming of many Frequency Modulation (FM) radio stations that started broadcasting live football matches from Europe which became favourites to the students. Subsequently, many students purchased mobile phones with FM bands, often with earphones, to access entertainment content from the new stations. Moreover, cases of students being found with mobile phones and earphones in schools are on the rise as thee learners strive to catch up with the late night music and sports news (Kimunge, 2014).

The growth in internet penetration in Kenya over the past years has been so rapid to the extent that the country has been branded a *silicon savannah* (Kilemi, 2013). In the social media stakes, Kenyans are second only to South Africans in Africa on the quantity of tweets they put out. The stiff competition between Kenyans and South Africans has motivated more youth in Kenya, especially students, to concentrate on internet at the expense of their studies. This is a factor that has contributed to a number of reported indiscipline cases in schools in the country. The hate speeches around tribalism during election campaign rallies led to post-election violence in 2007/2008 in Kenya. The seeds of tribalism sown through the social media among the youth, especially students in schools and colleges, continue to be felt to date in these institutions. Elections of student leaders in schools and even universities have become dangerous and destructive because of tribalism and hate campaign messages posted on social media (Kilemi, 2013).

In 2012, Kenyan activist, Boniface Mwangi, and a number of graffiti artists displayed lack of discipline by making provocative street art exhibits on social media that caricatured Kenyan members of parliament. They branded the Members of Parliament as vultures and wolves. The

descriptions made headlines around the world. As if that was not enough, in June 2013, Boniface was on social media again rallying Kenyans online, on Twitter, Facebook to take to the streets in a protest against legislators who were determined to give themselves a hefty pay rise. No action was taken against him by the relevant authority as a strategy and as a result, a new slogan 'Occupy Parliament' was born. Some students who were glued on to social media copied Mwangi's behaviour by rallying colleagues in schools to protest at any slight leap service provided in schools. The protests in many schools across the country in 2013/2014 were attributed to indiscipline that emanated from unlimited and uncontrolled exposure of students to social media both at home and in boarding secondary schools (Mwangi, 2014). Students used the social media especially twitter to write abusive words about their teachers and even colleagues. In one school in Nairobi, teachers descended on students with whips over the insults on social media as a way of instilling discipline in the use of social media in and out of school.

According to Katana (2014), a researcher with Coast Development Authority (CDA), social media is one of the causes of high school drop-out rates among the girls in secondary schools at the Kenyan coast. Because of their ability to operate high tech smartphones, sex tourists easily lure them out of school through Facebook. They eventually sneak out of schools and travel to meet the tourists who book them into five-star beach hotels along the coast. When few dollars are given to the girls to take to their poor parents, schooling becomes the last priority in their daily programmes (Katana, 2014).

Social media has also been observed to affect the positive thinking capacity of learners and instil fear in them (Kagero, 2015). This has motivated candidates in Kenya to resort to unorthodox means of passing the examinations. The administration of the Kenya Certificate of Secondary Education – National Examinations in Kenya – has become a nightmare for the government in recent years because of WhatsApp social media that is referred to as hurricane *panga* (machete) by candidates. The situation is so serious to the extent that School Prayer Days for national examinations candidates have been turned into silent *harambee* (marks-raising) where candidates join hands to *raise D* (Roman number for Kshs 500) to load smartphones for linking them up to WhatsApp to access examination leakages. This has negated the objectives of the Kenya National Examinations Councils' of evaluating candidates honestly and fairly (Kagero, 2015).

Discipline is a pre-requisite to academic excellence that requires methodical planning, deliberate and an orderly input and elements of commitment and hard work on the part of the students with minimum external influences. Social media has negated all these attributes (Osindi, 2013). In his article on one of the daily newspapers, Angira (2015) narrates how a college student committed suicide after a foreigner lured her through Facebook and assaulted her. Because of lack of discipline, the student sneaked out of College in Kampala to travel all the way to a Mombasa hotel to meet the tormentor. Upon realizing that the tormentor was up to no good in her life, she took her life because the man had threatened to sell her nude pictures to the internet and portray her on social media as a prostitute (Angira, 2015).

Educationist, Kiragu (as cited in Muchiri, 2015), in his address to parents in Kenya warned against assisting candidates to cheat in national examinations by buying them smartphones and

contributing money to load in the phones to buy examination leakages on social media sites. Engagement in this practice was creating the mentality in students that they can cheat in every aspect of life to achieve certain milestone such as getting jobs and promotions. Students cannot succeed in life when parents teach them to be dishonest. The behaviours they acquire at home from parents are transferred to schools and whenever discipline cases arise, the students cheat teachers as well to survive through the systems. Kiragu advised parents to be warry of social media use to help in managing students` discipline both at home and in schools (Muchiri, 2015).

Positive Influences of Social Media on Students' Discipline
In the United Kingdom, a number of observations have been documented as advantages of using social media as a learning tool in the classroom. For instance, Osborne (2014) observed that most of the students in the country were on social networking platforms, and these services were already tools that students felt generally comfortable with. By learning how to use these platforms as teacher educators, they were making themselves more aware of current affairs surrounding students. If a student reported a case of a classmate harassing him or her on Twitter over an issue, a teacher investigated the situation and took appropriate disciplinary measures (Osborne, 2014).

There is also the ability to share learning material on social media sites such as Facebook and Twitter that are full of user-generated content, links and shared items. This can be used in class as an advantage during research processes. The potential of social media to appeal to different learning styles provides learners with impetus to naturally preferred kinetic, audio or visual learning. The varied types of media and information found on social media sites normally appeal to a wide range of learner styles. Ease of access to social networking requires no expensive equipment or modern upgrades. All one needs is a computer or mobile device with internet connectivity. Some students find social interaction or contribution difficult and engaging such shy students through an online project can make this easier for them to learn and fit in the class (Gordon, 2014).

From current news feeds, following public figures, learning new languages or improving software skills, there is an endless range of free resources available through social media. Similarly, being able to find information online is a skill that is now important in the workplace and learning institutions. One can be taught through lessons designed around social media platforms in the world. If strategically conducted within a controlled environment, then social media can be a way for students and teachers to communicate effectively. This could include sending out reminders, posting homework notes and organizing projects or events such as revision classes. Teaching students to use social media in order to improve their job prospects can be extremely valuable (Osborne, 2014).

Using social media to give students hands-on experience can be adapted to fit almost any course. Rather than written assignments, a blog or creative project such as the Digital Media Asia Wiki can be assigned. An added benefit for students using social media for course work is that, once published online, it forms the beginning of an online portfolio visible, and marketable, to future employees. Building an online portfolio or establishing a hobby such as blogging, or social networking, helps demonstrate skills and understanding, and network with potentially useful

contacts for the future. As the internet continues to remain a key communication channel for companies, so candidates with strong experience and skills within online channels, such as social media, are sought by employers. The opportunity to blog and develop these communication skills whilst studying enables students to stand out and develop key skills that make them more attractive to future employers. It is well known that young people are the most passionate users of social media. Social media is a key part of the internet experience for many who have been using Facebook and Twitter for years. Online media offers a potentially engaging channel for course communication and engagement (Willard, 2015).

Social networking sites in the United States were found to be useful tools in identifying individuals with mental health issues. Researchers at the University of Missouri claimed that Facebook activity was an indicator of a person's psychological health (Arianna, 2016). The team found that people who shared fewer pictures on the site and communicated less frequently had a longer profile and fewer Facebook friends, and were more likely to experience social anhedonia which is the inability to encounter happiness from activities that are normally enjoyable, such as talking to friends. In fact, the researchers believe that this viral spread of happiness is so strong that if magnified, it could trigger an "epidemic of well-being". Part of learning to be a good friend, co-worker and classmate is to learn how to cooperate with others. This is not a skill learned on the Internet. The students have learned to be inclusive rather than being exclusive and cliquey. There are many more opportunities to learn to be inclusive in real life. Some of the studies suggested that social media use was improving on mental health and well-being of people (Arianna, 2016).

Most people have realized that although different media forms can be used elegantly for mediated learning, their major objectives are entertainment and product promotion (Aldridge, 2006). The kind of books and other print media that students read have influences on them. The books support their emotional, social, and intellectual development both directly and indirectly. Print materials, such as books, magazines, and newspapers, reach the students indirectly, through parents, care givers, and teachers. They also access them directly when students participate in a library presentation or select particular publications to buy or borrow. The printed materials made available to students imply the values of the home, school, and community in which students are brought up. Print media affect students' development indirectly through the publications their parents and teachers read. Books and magazines inform adults how to lead healthy and productive lives and proclaim the dangers of unhealthy practices. Advertising affects the types of clothing, food, and (especially) toys bought for children. Some toys engage children's imagination and are designed for groups of children playing together. Other toys are more suitable for children playing alone. Children's potential for social and intellectual development is affected by which type of toy adults are motivated to buy (Aldridge & Kirkland, 2006).

The top three African countries in terms of Facebook use are Egypt (16.8 million), Nigeria (11 million) and South Africa (9.4 million). Most users are male and under the age of 25. These countries are also among those with the infrastructure that will drive growth as more Africans access social media through handheld devices. The history of web-based social media in Africa goes back to 2005 and the establishment of the Nairaland online community in March of that year. The Reddit like community, aimed at Nigerians in Africa and the Diaspora, was the most visited

indigenous site and the seventh most-visited online site in Nigeria. Face book's 100 million users were most of the 167 million active internet users in Africa. Most of these people were on mobile devices. Unfortunately, that was just 16% of Africa's population. Despite being a small population, it had created a market worth $14 billion dollars. The projection estimated that the value of that market will clock $300 billion by 2025 (Nguneni, 2014).

In East Africa, Social media has grown exponentially to match with the rest of the world. Various bloggers have used social media to gain fame. Business entities have used social media to advertise for their products and services. Commerce lies at the heart of what is spurring the surge in social media use as businesses harness social media platforms' popularity to boost their bottom lines and broaden financial bases (Curtis, 2012).

Sandra Rwese (2014), a director of Uganda-based tourism marketing agency Gulu and Hirst, asserts that social media approach was noble for African countries as it was the only way for the future of marketing. Social media allowed Kenya to capture a generation of digitally aware consumers, who will be the next generation of tourists in East Africa in the face of western countries continued issuance of travel advisories due to the global terrorist threats. The young generations both in and out of school who access social media platforms are silent brand ambassadors. They play a crucial role in influencing family decisions. Social media platforms especially the educative ones have taken over more traditional promotional platforms that instil discipline among students at home and in school. This is because they are easily available, accessible, wider and cheaper in terms of purchasing as well as being portable in a way (Rwese, 2014).

Statement of the Problem
Social media has become a major distraction to students globally, causing the overall discipline of students in schools to decline. Students spend most of their time checking their social media sites like Facebook, WhatsApp and Twitter accounts instead of studying during holidays at home and sneak out of schools during school days to search for cyber cafes to interact with others on these social media sites. Sneaking out of school to video rooms to watch movies and live broadcasts of football matches is a common phenomenon. Social media websites have become notorious for cyber bullying as students post inappropriate content like pornography for the public to consume. They write hurtful messages about each other and their teachers as well. Some students have committed suicide for being exposed immorally on social media and being snatched social media devices in schools (Brannan, 2016).

Arianna (2016) asserts that social media is now more addictive than alcohol and cigarettes. The addictions have become dangerous to the extent that students' relationships with others, teachers and overall well-being are under threat. Students' obsession with and addiction to social media has reached idol-worshipping proportions. She adds that the addiction had gotten stronger and stronger to the extent that their secondary education is under threat because of indiscipline. Social media communication being instantaneous, seamless, interactive, blunt and borderless has become a double edged sword.

In Kenya, studies have shown that social media are mostly detrimental to students' education efforts. It has made many a student to put pleasure before consciousness and encouraged them to build charisma at the expense of character. This overdeveloped charisma and underdeveloped character on how to handle social media by students is posing a destiny hazard. Burning of colleagues in dormitories and destruction of school property has been attributed to the influences of social media (Minambo, 2014). Despite the intensity of these emerging and disturbing trends, the Kenyan courts still approach social media deformation like the traditional deformation in newspapers of yester years. Absence of laws on the land that prohibits access to social media by any age group has further compounded the problem. The absence of the Government regulation on social media influence on the education sector aroused the researchers' interest to identify the extent to which these media have influenced students' discipline in schools.

MATERIALS AND METHODS

The study was undertaken in secondary schools in Bungoma County in the western region of Kenya. The most suitable research design for the study was the mixed methods approach. The area was specifically chosen because of its establishment, especially on matters of education and socialization. Many town centres and schools are connected to the national electricity grid. This factor contributed to effective establishment and installation of cyber cafes in centres and computer laboratories that have enhanced ICT integration in the schools. Many schools enrol candidates for Computer Studies in Form 4 KCSE annually. This was a sign that they had fully established computer science labs. These factors have made it easy for students to access social media both in schools and in local centres within their surroundings.

The 306 secondary schools in Bungoma County were the source of the target population of 19,000 Form 3students. The deputy head teachers and heads of guidance and counselling departments of the listed secondary schools were also targeted as respondents in this study. The number of schools selected from the nine sub-counties was 40. A minimum of two boys` schools, one girls` school and one mixed-gender school was chosen from each sub-county. Each chosen school provided 15 students in Form 3 to fill the questionnaires. A total of 40 deputy principals and 40 heads of guidance and counselling departments of the selected schools also took part in the study. This gave a sample size (n) of 600 students. The student respondents from the selected schools were chosen by simple random technique. The 15 respondents (students) from each of the boys` and girls` schools were sampled based on the number of streams in each school. The deputy principals and heads of guidance and counselling departments were chosen by purposive sampling technique because they were directly involved in and responsible for students' discipline and uprightness respectively in their schools.

The research instruments used were questionnaires, interviews and document analysis. Since the research design of this study was the mixed methods where both quantitative and qualitative research techniques and methods were used, the data collected from the research field on strategies to manage the influence of social media on student discipline was analysed by the Multiple Regression analysis and examining, categorizing, tabulating and recombining.

RESULTS AND DISCUSSION

The study sought to establish the extent to which social media had influenced students' discipline in secondary schools. The respondents were given statements to which they were to respond. The summaries were presented both quantitatively and qualitatively as shown in Table 1 below.

Table 1: Extent of Social Media Influence on Students Discipline

Social Media Effects	Respondents	A F(%)	U F(%)	D F(%)	Mean	Std. Dev.
Accelerates indiscipline in schools	Students	420(70)	30(5)	150(25)	3.70	1.40
	Deputies	40(100)	0(0)	0(0)	4.90	0.30
Influences students to cheat in examinations	Students	414(69)	30(5)	156(26)	3.70	1.44
	Deputies	40(100)	0(0)	0(0)	4.90	0.30
Exposes students to pornographic content	Students	492(82)	24(4)	84(14)	4.10	1.30
	Deputies	40(100)	0(0)	0(0)	4.90	0.30
Destroys students' morals and character	Students	444(74)	36(6)	120(20)	3.90	1.37
	Deputies	40(100)	0(0)	0(0)	4.88	0.33
Denies students time to study	Students	444(74)	30(5)	126(21)	3.80	1.38
	Deputies	40(100)	0(0)	0(0)	4.80	0.42
Students are more attracted to social media than to meals	Students	378(63)	42(7)	180(30)	3.50	1.48
	Deputies	10(25)	0(0)	30(75)		
Makes students lazy thus affecting their well-being	Students	432(72)	30(5)	138(23)	3.90	1.99
	Deputies	40(100)	0(0)	0(0)	4.80	0.41
Destructive to learning processes due to *Sheng*	Students	432(72)	36(6)	132(22)	3.80	1.37
	Deputies	40(100)	0(0)	0(0)	4.80	0.41
Disconnects students from church matters	Students	384(64)	30(6)	180(30)	3.50	1.50
	Deputies	40(100)	0(0)	0(0)	4.70	0.46
Affects students' memory and thinking capacity	Students	384(64)	30(5)	186(31)	3.50	1.48
	Deputies	38(95)	1(2.5)	1(2.5)	4.60	0.67
Increases students' stress, depression, misery and mental disorder	Students	348(58)	48(8)	204(34)	3.30	1.50
	Deputies	40(100)	0(0)	0(0)	4.70	0.47
Disconnects students from their parents	Students	318(53)	90(15)	228(38)	3.10	1.50
	Deputies	19(47.5)	0(0)	21(52.5)	2.90	1.45
Reduces communication ability among the peers	Students	294(49)	48(8)	258(43)	3.05	1.55
	Deputies	38(95)	0(0)	2(5%)	4.73	0.72

KEY: A-Agree, U-Undecided, D-Disagree

Social Media Accelerates Indiscipline in Schools

Table 1 above shows how the respondents rated the statement that social media accelerates student indiscipline. An overwhelming number, 420(70%), of the respondents concurred with the statement that social media indeed accelerated indiscipline in schools. This was confirmed by the respondents' mean response of 3.7 and standard deviation of 1.4. A small number, 30(5%) and 150(25%), were undecided and disagreed respectively. Similarly, all the 40(100%) the deputy

principal respondents agreed that social media indeed accelerated indiscipline in schools. Further to this, their mean response of 4.9 and standard deviation of 0.3 validated the statement.

The responses above clearly indicated that social media indeed accelerated indiscipline in schools. As stated in by Angira (2015), cases of students sneaking out of schools, students committing suicide because of inappropriate exposure to social media, students' suspensions from schools and other forms of students' unrests in schools mostly emanated from social media effects. Another study by Minambo (2014) posits that competition to own the best smartphones among students in schools contributed to the rise of theft cases as all students strived to march one another irrespective of their family background.

Social Media Influences Students to Cheat in Examinations
The findings in Table 1 also show how students responded to the statement that social media influences students to cheat in examinations. The respondents who agreed with this statement numbered 414 which represented 69% of the sample size of 600. They recorded a mean of 3.7 and standard deviation of 1.44. Those who were undecided stood at 30(5%) and the rest 156(26%) dissented to the statement. In comparison to the deputy principals' responses, all the 40(100%) agreed that social media influenced students to cheat in Examinations. The mean of 4.9 and standard deviation of 0.30 further added flavour to the agreement by both groups of the respondents.

The rampant reports on student unrests in schools in 2016, according to Omollo (2017), showed that 75% of the cases investigated were social media related. In most schools, students destroyed property because they had not seen the leaked examinations as had been promised by schools' administrations or other external sources after payment for the same had been done in most of the cases. Adequate preparations for the national examinations had not been done in most schools as students in some schools had told off teachers not to waste their time doing revision. This was because students were confident of getting examinations on WhatsApp. When students realized that accessibility chances to leaked examinations were diminishing, destruction of property became an alternative. In the recommendations, Omollo advises principals and teachers to nurture a culture of honesty and self-reliance in students from Form 1 and develop stringent rules on supervision and invigilation of both internal and external examinations as well as discourage the attitude of cheating through dubious means by firmly dealing with culprits such as those who use of mobile phones to cheat in examinations. Parents were similarly advised to avoid buying mobile phones for school going children and allowing them to carry such gadgets to school. Banning of Prayer Days and Annual General Meetings (AGM) in Term 3 as well as closing of schools early for non-candidates (directives from the Minister for Education) was meant to limit supply of mobile phones to candidates during examination period. Storage of examination papers in well-guarded containers countrywide was similarly meant to keep away people with mobile phones from taking photographs of examination papers and circulating them on WhatsApp. All the measures taken above justified the respondents' support that social media being highly influential on students' cheating in examinations.

Social Media Exposes Students to Pornographic Content

As indicated in Table 1, the respondents gave their views on the statement that social media exposes students to pornographic content. With a mean of 4.1 and standard deviation of 1.3, the student respondents who numbered 492(82%) agreed that social media actually exposes students to pornography in the society. Of this, 24(4%) and 84(14%) of the respondents were undecided and disagreed, respectively. A similar high response was also obtained from the deputy principals where 40(100%) of them agreed that social media exposes students to pornography in society. To further underscore the importance of the respondents on this extends their mean value of 4.88 and standard deviation of 0.33 added the validity of the statement.

The above results are affirm what is in the reviewed literature that the students' morals have decayed to extreme low levels because of exposure to pornography. According to research by Ramasubbu (2016), on the negative effects of social media, school boys were so involved in and distracted by sexting. The school girls similarly resorted to sending inappropriate photos of themselves to boys. A similar research by Willard (2015) established that students are involved in a risky sexual behaviour that includes being seduced by sexual predators or child pornographers. Posting of sexually suggestive material or self-producing child pornography and making connections with other students for sexual hook-ups was also reported to be on the increase. This was further compounded by the increase of cases of students committing suicide in Kenya because of inappropriate exposure on the social media as reported by Angira (2015).

Social Media Destroys Students' Morals and Character

The findings in Table 1 above showed how respondents rated the view that social media destroys students' morals and character. Apart from 120(20%) of the respondents who dissented and 36(6%) who were undecided about the statement, 444(74%) concurred with the statement that social media actually destroys students' morals and character. The respondents recorded a mean of 3.9 and standard deviation of 1.37. A further boost to the rating arose from 40(100%) of the deputy principal respondents who agreed that social media indeed destroyed students' morals and character. This is after the respondents recorded a mean of 4.8 and standard deviation of 0.33. As stated earlier in the literature by Minambo (2014), students who were regularly glued to social media sites developed negative attitudes towards the rules and regulations which shape them in schools. He further stated that social media had become gods that are destroying students'` morals and character but advancing their pleasure by ignoring consciousness. A child without morals and character cannot fit well in society.

Social Media Denies Students Time to Study

Majority of the student respondents, totalling 444(74%), agreed that most of their colleagues spent more time on social media than on studies. These responses accounted for the mean of 3.8 and standard deviation of 1.38. A handful of 30(5%) and a significant number of 126(21%) of the respondents were undecided and disagreed, respectively. With a mean value of 4.8 and standard deviation of 0.42, all the 40(100%) deputy principal respondents agreed on average that social media denied students time to study.

According to Gordon (2014), educators working with middle and high school students are well aware of the explosive interest and involvement of students in such online sites and the time they spent on them. On these sites, the youth register and establish profiles that provide personal information and photos. They then make connections or links with other students who share the same interests or connections. The students in these cahoots spent most of their school time engaged in a variety of forms of communication and information sharing and discussion groups. The students involved in these engagements have minimal time for school work which has a ripple effect on their discipline (Gordon, 2014). In addition, studies done by Wambulwa (2015) showed that schools were using social media as "student silencers". School principals who wanted smooth and uninterrupted staff meetings to discuss important administrative matters would simply send students to the dining halls to watch a movie. Students will concentrate quietly and patiently in watching the movie for as long as the staff meeting will be in progress. Those students who caused disturbances in a number of schools were reported to have missed entertainment or lacked school buses that were video-installed.

Students are more attracted to Social Media than to Meals
The cumulative number of respondents who supported the statement that students were more attracted to social media than meals stood at 378(63%). The number of those who were undecided was 42(7%) while 180(30%) of the respondents disagreed. The responses from the students gave a mean of 3.5 and standard deviation of 1.48. In contrast, 30(75%) of the deputy principal respondents disagreed that students are more attracted to social media than to meals. Only 10(25%) agreed with the statement. With a mean of 2.6 and standard deviation of 1.30 recorded from administrator respondents, the overall joined percentage score of the two groups of respondents rejected the statement as having an influence to students' eating habits. Willard (2015), in her research, found that students were getting addicted to social media to the extent that the excessive amount of time spent on social media resulted in lack of healthy engagement in major areas of life such as taking meals for physical growth. The findings notwithstanding presented a variation in thought as respondents failed to rate the statement. Data obtained from the field in a number of schools showed that students were most punctual when it came to meals time and start of an entertainment program than even reporting for classes.

Social Media Makes Students Lazy thus affecting their Well-being
With a mean of 3.9 and standard deviation of 1.99, the students, who numbered 432(72%), confirmed that indeed social media was making students lazy and eventually affecting their well-being. The respondents who were undecided were 30(5%) while those who dissented were 138(23%). Similar findings were established when 40(100%) of the deputy principal respondents agreed that social media was making students lazy and affecting their wellbeing. The justification of this was the mean score of 4.8 and standard deviation of 0.41 recorded by the respondents. Clear observation made in the schools visited by the researcher showed that the dressing code in some schools was wanting as students were seen very untidy and careless in the way of dressing.

According to a study by Cross (2014), Facebook use was making people miserable because it fed anxiety and increased individuals' feelings of inadequacy. The research also found that people who were more anxious and socially insecure were more likely to use the social networking site

as a way of gaining attention and boosting their self-esteem. Some browse at other people's status updates as way of venting their emotions. The study further established that students who were constantly glued on to social media were unwilling to perform basic duties and instead preferred isolating themselves into loneliness. This behaviour has negative effects on mental health and well-being of school going students (Cross, 2014).

Social Media is Destructive to Learning Processes due to *Sheng*
From the sample size of 600 student respondents, 432(72%) agreed with the statement that social media was destructive to learning due to *sheng*. Those with no idea amounted to 36(6%) while 132(22%) disagreed with the statement. The responses contributed to a mean of 3.8 and standard deviation of 1.37. In line with the student respondents, 40(100%) of the deputy principals agreed that social media is destructive to learning processes due to sheng. With a mean score of 4.8 and standard deviation of 0.41, the administrators concurred fully with the statement. While summarizing the statements written by respondents from the structured part of this questionnaire, the researcher established that most of the sentences could not be read clearly due to the same problem of the *sheng* language.

Muchiri (2016), while giving a report on why candidates performed dismally in languages, stated that the language of communication enhanced by the students on social media platforms across the country and witnessed by teachers who teach languages display a worrying trend in learning as this language referred to as *sheng* does not link effective media for instruction. In addition, Odhiambo (2016) established that students were having a hard time communicating face-to-face with others and had lost their communication and socialisation skills because they spent more and more time talking from behind the screen. The attention to details, attention to pronunciation and grammar, has declined drastically, because most of the communication that happens online is not proper due to *sheng* in Kenya. *Sheng* terminologies are also reportedly used by students to abuse the elderly in society especially ageing teachers who are strict on discipline in schools. Moreover, the students' abilities to retain information has decreased and the willingness to spend more time in researching and looking up for good information from the text books has reduced, because they are used to easy access to information on social media (Odhiambo, 2016).

Social Media Disconnects Students from Church Matters
A total of 384(64%) of the student respondents agreed that social media disconnects students from church matters. Whereas 30(6%) of them were undecided, 180(30%) of the students disagreed. The high mean of 3.5 and standard deviation of 1.5 confirmed the case that indeed social media was disconnecting students from church matters. Overwhelmingly, all the 40(100%) of the deputy principal respondents agreed that social media was disconnecting students from church matters. The mean of the respondents being as high as 4.7 and a small standard deviation of 0.46, approved the statement. The findings illustrated the true nature of the situation on the ground as established by the researcher. The diminishing number of students in churches during school holidays is an eye opener to social media influence. Similarly, students on many occasions were being forced to attend church services while in schools as demanded by schools administration and sponsors was being attributed to social media influence.

As established by Omollo (2017), some students confidently cited the Constitution of Kenya (2010) that gives every citizen freedom of worship and used it inappropriately. Students in some schools preferred unstructured spiritual care programmes that created gaps for them to benefit by preferring to watch movies when others attend church services. It was further noted that schools that provide entertainment programmes to students on Saturday evenings were posing challenges to Sunday church services. Students were often found discussing what they watched the previous night while in church and complained of boring sermons. In one school, students disrupted a church service at noon because they were rushing to watch an early premier league football match kick-off. When the ring leaders were identified and suspended from school, the rest of the students caused unrest and destroyed school property (Omollo, 2017).

Social Media Affects Students' Memory and Thinking Capacity
In response to the above statement, 384(64%) of the student respondents agreed that social media affects the students' memory and their thinking capacity. Despite the question being psychological in nature, only 30(5%) of the respondents were undecided while 186(31%) of them disagreed. An output mean of 3.5 and standard deviation of 1.48 points to the accuracy of the responses. A close rating was also obtained from the 38(95%) of the deputy principal respondents who agreed in essence that social media affects students` memory and thinking capacity. Only 1(2.5%) was undecided while also 1(2.5%) disagreed with the statement. The respondents mean value of the choices of 4.6 and standard deviation of 0.67 actually showed that social media affects students` memory and thinking capacity.

The mass failure of Form 4 students in KCSE of 2017 and 2016 was attributed to candidates' unpreparedness as they had nothing in their minds to write because most of them spent reasonable time on social media sites at the expense of reading and putting content in their minds. Students' mental capacity of thinking and memorizing has been found to be deteriorating with frequent use of social media (Lukoye, 2018). According to Laura (2000), students who are constantly glued to social media allow limited time for their brains to rest. The unrested brains do not systematically transfer data from short term memory to long term memory for future academic use. This eventually affects students` memory and thinking capacity (Laura, 2000).

Social Media Increases Students' Stress, Depression, Misery and Mental Disorder
A total of 348(58%) students agreed that social media increases students stress, depression, misery and mental disorder. An equivalent of one classroom, 48(8%), was not sure of how to rate the statement while 204(34%) responded to the contrary. The respondents' choices registered a mean of 3.3 and the standard deviation of 1.5. Contrary to the student respondents' average percentage rating, all the 40(100%) deputy principal respondents agreed that social media increases students stress, depression, misery and mental disorder. This was further evidenced by the high mean response of 4.7 and standard deviation of 0.47.

The accumulative nature of the students' misbehaviour in schools that include committing suicide, killing of others in schools and destruction of property has been linked stress, depression, misery and mental disorder that are caused by unchecked exposure to social media. According to Duley (2015), a number of anxiety and personality disorders stem from spending too much time on the internet that was causing social media addiction. The addiction culminated in what she refers to as

"social media anxiety disorder syndrome". This disorder reduces the functioning efficiency of their brains and increases the stress that disconnects the brains and the classroom work. The students who acquire these syndromes often become violent and rebellious whenever matters of examinations are mentioned. This is because they fear raising poor grades that provide no ladder to climb in the competitive academic world (Duley, 2012).

Social Media Disconnects Students from their Parents

The disconnection between parents and students due to social media influence according to the student respondents was relatively low as those who agreed were 318(53%) while those who disagreed were 228(38%). The rest 90(15%) were undecided. These varying responses gave a mean of the 3.1 and standard deviation of 1.50. A similar margin of the results were obtained from the deputy principal respondents whose findings indicated that 19(47.5%) agreed while 21(52.5%) of the respondents disagreed with the statement that social media disconnects students from parents. The second group of the respondents recorded a mean of 2.9 and standard deviation of 1.45. The two statistical values were close to those of the first group an indication that both groups failed to rate the effect above. The deputy principals of some schools under study reported that most students who requested phones to make calls automatically called parents because of wanting pocket money, asking for replenishing personal effects or reminding them to come to school on visiting day. From this findings, it is established that social media does not disconnect students from parents. The research findings were contrary to a report by Sreenivasan (2014) that students with accounts on many social media networking sites spent a lot of time visiting each one too often that eventually makes them isolated, lost and neglecting their relationships with parents.

Social Media Reduces Communication ability among the Peers

The degree of being cool while on social media was played out by the student respondents accordingly. Whereas 294(49%) of the student respondents supported the statement, 258(43%) dissented. The rest 48(8%) were undecided. With a mean value of 3.05 and standard deviation of 1.55, the respondents rated the statement below board. The findings from the deputy principals respondents was converse as 38(95%) of them agreed that social media was actually responsible for the reduction in communication ability among the peers. Only 2(5%) disagreed. The respondents mean of 4.73 and standard deviation of 0.72 was sufficient to further prove that social media reduces communication ability among the peers. The interesting scenario here showed a wide path of choices. Whereas student respondents doubtfully approved the statement, teachers overwhelmingly approved the statement. Teachers normally identify and notice student participation in class activities easily during lessons. Those who become look warm are easily isolated. The deputy principals' approval was further rated highly by the research done by Fowler (2014). He established that students who are constantly glued on social media no longer exercise together, visit and see each other and rarely get out of house to see sunshine. They have lost the ability to interact mindfully at the right moment and are ever seen at home on their smart phone even when they are in the company of their peers. Most communications done by the youth were by behind the screens. They are afraid to face one another face to face but instead prefer using social media for communicating to one another (Fowler, 2014). The dissenting respondents were among the students who communicated on social media behind the screens and therefore could not understand why the communication ability was affected.

Hypotheses Test Results

Tables 2 below shows the outputs from the Multiple Regression analysis that was used to analyse the data quantitatively in line with the first null hypothesis which stated that: *There is no significant relationship between social media and students` discipline in Secondary Schools.* The hypothesis brought out social media as an independent variable while students' discipline was a dependent variable. The outputs in terms of descriptive statistics (mean and standard deviation) as well as coefficients of correlation were as shown in Tables 2 and 3 below.

Table 2: Descriptive Statistics on Study Summary

Respondents	Combined Responses	Mean	Std. Dev.	N
Students	Social Media Influence	77.9	8.6	600
Deputy Principals	Social Media Influence	88.2	1.3	40

The descriptive statistics summary shown on Table 2 above indicate that the student respondents rated social media influence on student discipline as high with a mean of 77.9 and standard deviation of 8.6. The deputy principal respondents recorded a higher mean at 88.2 and standard deviation of 1.3. Both groups of the respondents concurred that social media influenced students` discipline in schools.

The correlation coefficients between dependent and independent variables were as shown in Table 3 below.

Table 3: Correlation Coefficients (Students and Deputy Principal Respondents)

		Student		Deputy	Principals
		Social Media	Student Discipline	Social Media	Student Discipline
Pearson	Social Media	1.000	0.475	1.000	.527
correlation	Student Discipline	.475	1.000	.527	1.000
Sig.(1-tailed)	Social Media	-	0.000	-	0.000
	Student Discipline	0.000	-	0.000	-
N	Social Media	600	600	40	40
	Student Discipline	600	600	40	40

The Pearson correlation in Table 3 above for both groups of respondents showed that there was a correlation between social media and students` discipline in schools. Table 3 shows that social media and the students' discipline had linear relationship. The two numerical values were positive. For example, the correlation between social media and student discipline for student respondent was R=0.475 while that of deputy principal respondents was R=0.527. The coefficient of determination of the two variables for student respondents, R^2 =0.475 x 0.475 = 0.2256 x100= 22.56%. This meant that 22.6% of the dependent variable (students' discipline) could be explained or be accounted for by social media influence in schools. Similar consideration for deputy principal respondents gave rise to R^2 =0.527x0.527=27.77% that had the same explanation as above. The

correlation output indicated that there was a significant positive relationship between social media influence and students' discipline in schools at $p<0.05$.

CONCLUSION

From the research findings, it is evident that social media influences students' discipline in schools. In conclusion, therefore, social media accelerates students' indiscipline. It also influences students to cheat in examinations. Moreover, it exposes students to pornography. Social media also destroys students' morals and character. It denies students time to study and makes students lazy. Additionally, social media is destructive to learning due to *sheng*. Further, it disconnects students from church matters and it affects their memory and thinking capacity. Lastly, social media increases students' stress, depression, misery and mental disorders and reduces communication ability among the peers.

RECOMMENDATIONS

Based on the research results and conclusions drawn, it is recommended that parents, community leaders, sub-county, county directors of education, together with political leaders, should engage positively to stop exposure of students to pornography, to build and instil solid morals and character amongst students, to stop national examinations malpractices, to encourage hard work by setting up libraries and other social amenities within communities. Moreover, the Ministry of Education, the Teachers Service Commission, school principals, deputy principals, heads of guidance and counselling departments and teachers should jointly embrace the use of the parameters for measuring discipline in schools for the purposes of assessment, promotion and delocalization. The most effective parameters are: quality academic results in examinations, good time management and smooth flow of programs, well-maintained physical facilities, self-motivated and self-driven students, friendly and good working relationships in schools.

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