SCHOOL STRATEGIES FOR MANAGING SOCIAL MEDIA INFLUENCE ON STUDENTS' DISCIPLINE IN KENYAN SECONDARY SCHOOLS

Simiyu Chrispinus Nyongesa*
School of Education, Moi University

Catherine Kiprop
Professor, Department of Educational
Management and Policy Studies School of Education, Moi University

Sammy Chumba
Lecturer, Department of Educational
Management and Policy Studies, School of Education, Moi University

ABSTRACT: *Social media is a global phenomenon changing the world in different ways. It has also been found to have both positive and negative influences on education processes as well as on students' discipline. Therefore, the study sought to develop strategies for managing the influence of social media on students' discipline in secondary schools in Kenya. Based on the study, this paper presents and discusses the research findings on the study objective which sought to establish and assess the strategies that the schools have and can put in place to manage the influence of social media on students' discipline. 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. The target population of study was 19,000 students in Form 3. 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 questions. Interviews were also used to get more information for the study. Multiple Regression used to analyse the quantitative data. The strategies for managing discipline by schools were rated highly for implementation. The study recommended that schools should allow social media to be used as a teaching and learning tool only. They should also employ experts to control social media misuse by students. Schools should also enable teachers to monitor the use of social media by students. Meanwhile, they should strive to reduce exposure time to social media by students. This study will help schools to better address the root causes of student indiscipline and thus enhance learning in their institutions.*

KEYWORDS: school strategies, managing social media influence, students, discipline, secondary schools

INTRODUCTION

Social media, derived from the social software movement, are a collection of internet websites Services, and practices that support collaboration, community building, participation, and sharing (Junco, Heibergert, & Loken, 2010). As defined by Bryer and Zavatarro (2001), "Social media are technologies that facilitate social interaction, make possible collaboration, and enable deliberation across stakeholders". These modern technologies now include blogs, wikis, media (audio, photo, video, text) sharing tools, networking platforms (including Facebook, WhatsApp), and virtual worlds (Bryer & Zavatarro, 2001).

Despite being expensive to buy and install at the initial stages, media technologies have turned out to be the world's largest job opportunity creator for many talented youth. From the onset of media invention, social lives of many people both young and old have transformed and will continue to change in the future. The impact of social media has generated both positive and negative influences in equal measures. At the global level, two billion people are active on social media as users. This means that the effect of social media on peoples' way of life and on education is inevitable. The main area of peoples' most affected by the social media is education. This is because majority of the social media users globally range from the age of 14-29, who comprise majority of school and college going students around the world (Danny, 2016).

The negative influences of social media on students' education have a far-reaching impact on the students' discipline in schools worldwide. Most students find it difficult to communicate face-to-face with people and have lost their socialization skills due to social media influence. Other negative effects of social media on students include the decay of morals, disrespect for authority and total defiance to school rules. Students' attention to details, attention to pronunciation and grammar, have declined drastically because most of the communication that happens online does not abide by the general rules of grammar and language use. This improper grammar is summed up in the rise of *sheng* (a slang language that combines elements of local languages, English and Kiswahili) in mostly urban parts of Kenya. *Sheng* terminologies are often used by students to abuse or exclude the elderly during conversations. As a result of social media use, students' ability to retain information has also decreased. Similarly, their willingness to spend time researching quality information from textbooks has reduced. This is because students are used to easy access to information on social media. Overall, student indiscipline mainly emanates from lack of concentration in class, a factor contributed by social media (Odhiambo, 2016).

Despite the negative influences listed above, social media has made the world a global village where more information, more knowledge and more opportunities exist. It has improved peoples' ability to absorb information, made information processing easy and quickened the evolving processes. Social media has helped students have a better direction of what they want; they find it easy to reach out to mentors in the same industry and people already working in the places to which they aspire to work. Social media thus enables students to get a taste of real-life engagements. Social media enables students to get closer to art and design, and are exposed continuously to new ideas. Therefore, they are given a great chance to nurture their creativity.

Thanks to social media influence, talents get discovered faster, and students who are good at special areas of art and technology get their names out easily. Google has helped over 20 million students in their education using social media and internet tools. Moreover, many students have been able to inform the public about their issues using social media sites that help bring awareness and helped to solve numerous problems (Linda, 2015).

School Strategies for Managing Social Media Influences on Students' Discipline
Willard (2015) states that it is inappropriate for students to be participating in commercial social networking sites while at school. She avers that it is advisable that schools seek to limit all non-educational, entertainment use of internet, including social networking activities through the district internet system that can block access to the sites. When the internet first came into schools, the primary concern was student access to pornography. Filtering software was promoted as the tool to effectively deal with that concern. Current concerns deal more with what students are posting, as well as how and with whom they are communicating. A search on the terms by-passed by internet filters showed that it was easy for students to find information on ways to get around the school filter and access internet. Students are unlikely to try to get around the school filter to access pornography because what they are looking at would be pretty obvious even from a distance. Still, many students are highly addicted to social media networking sites and are willing to take the risk to use proxies to access those sites, when it is far less likely that their access will be detected by the people in authority. Willard further advises that since the rapid evolution of technology is changing the way students learn, work and get educated, schools at all levels can prepare students for success with instruction based on their level of education and limit their access to social media that is beyond their level of perception. She recommends that instructors and administrators be empowered by law to filter the type of social media sites that the school allows students to access (Willard, 2015).

The authorities of learning institutions should be concerned about off-school internet activities to limit student access. This may be a stop-gap measure although involvement in those communities might negatively impact student well-being and the quality of the school environment. Students might post material on the sites that harm other students, provide clues or direct threats about suicidal or violent intentions, or provide indications of hate group or gang involvement, or drug sales and use. All these will pose discipline challenges to schools as intoxicated students are difficult to manage and control (Leon, 2012).

According to Willard (2015), a comprehensive approach to addressing student internet access is necessary. The strategies that schools should put in place include the following: A clear policy with a strong focus on educationally valuable use of the internet or no internet access. The policy must be supported by curriculum and professionalism at all levels. Schools should also develop clear expectations for teachers that all student use of the internet should be for high quality, well-planned instructional activities only. Moreover, student education about online safety and responsible use of social media is crucial. Effective technical monitoring of students while on internet by instructors and appropriate consequences like excluding the student from internet rooms for period of time while in school might help schools to control social media influence on student discipline.

Willard (2015) further proposes that schools and districts should consider a full review of internet use management policies and practices. A needs assessment and evaluation of internet use would provide helpful insight. Safe school personnel must be involved in the needs assessment process. All safe school personnel that include principals, counsellors/psychologists, and school resource officers (teachers) should be well-informed about the sites and associated concerns. Ensuring that safe-school personnel have the ability to immediately override the school filter to visit those sites to review material in the event of a report of concern is essential. Internet safety and responsible use is everyone's concern, but it is especially a concern for parents, because most students' internet use occurs at home. Schools can help by providing information and guidance to parents and encouraging parental involvement in their children's online activities. A "just say no" or "just say block" approach will not be effective in preventing student involvement in online communities or in addressing concerns associated with them. Proactive strategies to help students gain the knowledge, skills and motivation to make safe and responsible choices, and continued adult involvement are necessary to limit social media misuse (Willard, 2015).

In the limiting face-to-face communication, if a balance is not maintained, then too much technological input can have a detrimental effect on social skills that children need to learn. The need for schools to research, understand and implement educational establishments are slowly making their presence known on social media for advertising and information-based purposes. However, it requires a good level of technical understanding to use and maintain social media effectively. There are constant changes to platforms themselves and their security settings with which schools and teachers must keep up and act accordingly. The schools need to manage multiple sites and keep updated in order to make use of these platforms, pages and profiles in order to prevent them becoming stagnant. Similarly, social networks are now a breeding ground for scam artists who lure both children and adults to exchange personal information in order to gain access to other computer networks. Educational establishments need to be aware of this risk and monitor their usage accordingly. Schools have a duty to care for their students, and, as such, the use of social media platforms has to be planned and executed appropriately in order to protect children from inappropriate communication, images or video. Several options are available for use that includes YouTube (Osborne, 2014).

It is important for students in schools to be protected from inappropriate content as such content sharing and exposure is doing more harm to students than good. It is also necessary for teachers to monitor what the students share between themselves not only as a matter of duty but also protecting themselves against the irresponsible behaviour. Teachers also have to be keen to stop mobile devices from being used in class. This forms a basis for continual monitoring and regulation purposes. At the same time, if social media is introduced in the classroom, then the school has to provide the facilities to supply each student, if not, sometimes the students are asked to bring their own devices. This in turn highlights the division between students who can afford certain devices, and those that cannot. This if not well controlled, brings about classroom management crisis (Osborne, 2014).

According to Raj (2016), social media addiction has gotten to the point where some students prefer Facebook over meals in the schools' cafeteria. They do their Facebook status updates from the

bathroom or upon waking up in the middle of the night. While the addiction to socialize is innate, excess time online has been discovered to aggravate or stimulate symptoms of depression. Clearly there has been a problem and it is growing day after day. Social media and social networks are very unlikely to disappear anytime soon. Therefore, there are some precautions that high-frequency users have to take to keep addiction in check. These precautions or strategies include focus, culling network, using lists and filters, using schedules, setting timers, among others.

Under the strategy of focus, schools are advised to limit the number of social media networks they use to only those most relevant to their work and those for parental communication needs. For example, Twitter and Facebook for reporting school games activities to parents. In culling network, students connected to social media networks should be discouraged from following people or friends that they do not understand well. Even though social media plays a large and important part in their daily work, they should not approve every friend's request. The people to have some connection must either be true friends or have solid common interests such as academic knowledge sharing.

The strategy of using lists and filters, in Raj's (2016) view, applies when there are pressing academic reasons why students are connected to teachers. Both Twitter and Facebook offer friend list features that, if implemented properly, can benefit the students in terms of learning, teaching and testing. This specific connection will enable students to only access relevant information at any given moment that will promote academic pursuit and reduce indiscipline as well. In using a schedule, school administrators and parents at home are advised to schedule the use of social media accordingly. Unless there are overwhelming reasons otherwise, Facebook or other social media sites should not be left open in a web browser tab all the time. This practice has been the cause of the huge distraction and indiscipline among the students, especially in boarding schools. Raj (2016) avers that if after trying all of the above and schools still have difficulties in controlling the social media influence on students discipline, setting a timer of some sort, with an alarm that is a nuisance enough, as annoying as possible and out of reach of students when they are in computer laboratory should work. The design of the sensor is to switch on the alarm when it detects the presence of a human being in the computer laboratory outside the set time (Raj, 2016).

At secondary school levels in Kenya, various strategies have been used to manage the social media influence on students' discipline. Among the measures various schools have put in place include the suspension of students found with mobile phones in schools for the period of 14 days as stipulated in the Education Act 2013. During the suspension, the affected student clears with the school and carries away all his/her property from school and will seek fresh re-admission upon conclusion of the case. Secondly, all electrical sockets in the school dormitories are disabled to ensure that those who sneak phones into the school have nowhere to charge them. Similarly, some schools have an elaborate code of conduct for their non-teaching and support staff specifically not to handle mobile phones from students while in school. The consequences are instant dismissal. Schools with computer laboratories have rules in place that do not allow students to access the computers without the supervision of the technicians and computer teachers. Open destruction of mobile phones found in school has also been used as a strategy to manage social media device misuse in schools. Training and instructing of school security personnel to inspect and confiscate

mobile phones from students during school opening days at the school gates has been an effective strategy in many schools (Kai, 2016).

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 find out the strategies that schools have used or can use to mitigate the influence of social media on students' discipline in Kenyan schools. Analysis of the data under this objective culminated in the summaries of results presented in Table 1 below.

Table 1: Assessment of School Strategies for Managing Social media Influence on Discipline

School Strategies	Respondents	A F(%)	U F(%)	D F(%)	Mean	Std. Dev.
Temporary suspension of students who misuse social media from ICT rooms	Students	252(42)	54(9)	294(49)	2.90	1.50
	Deputies	11(27.5)	0(0)	29(72.5)	2.30	1.64
Banning social media use by students completely	Students	228(38)	42(7)	330(55)	2.80	1.54
	Deputies	11(28)	1(2)	28(70)	2.55	1.47
Leaving students to socialize freely on social media	Students	204(34)	42(7)	354(59)	2.64	1.55
	Deputies	8(20)	2(5)	30(75)	1.80	1.36
Allowing social media use as teaching/learning tool	Students	306(51)	78(13)	216(36)	3.20	1.42
	Deputies	38(95)	2(5)	0(0)	4.30	0.73
Employing experts to control social media misuse	Students	366(61)	42(7)	192(32)	3.40	1.46
	Deputies	39(98)	0(0)	1(2)	4.70	0.48
	Students	384(64)	42(7)	179(29)	3.57	1.55

Teachers monitoring students' social media use	Deputies	40(100)	0(0)	0(0)		
Reducing exposure time to social media by students	Students	408(68)	48(8)	144(24)	3.80	1.49
	Deputies	39(97.5)	0(0)	1(2.5)	4.60	0.63
Limiting student access to only educative social media sites	Students	408(68)	48(8)	144(24)	3.80	1.50
	Deputies	40(100)	0(0)	0(0)	4.90	0.36
Educate students on online safety and responsible use	Students	492(82)	24(4)	84(14)	4.10	1.22
	Deputies	40(100)	0(0)	0(0)	4.80	0.44
Empowering school managers by law to filter social media sites accessible to students	Students	378(63)	42(7)	180(30)	3.40	1.47
	Deputies	40(100)	0(0)	0(0)	4.90	0.33
Use of YouTube to protect students from inappropriate communication	Students	336(56)	48(8)	216(36)	3.25	1.53
	Deputies	39(97.5)	0(0)	1(2.5)	4.73	0.60
Guiding and encouraging parents to be involved in children's online activities	Students	414(69)	30(5)	156(26)	3.70	1.51
	Deputies	40(100)	0(0)	0(0)	4.90	0.36

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

Temporary Suspension of students who Misuse Social Media from ICT Rooms
The findings in Table 1 show how students valued ICT labs in schools. Majority of the student respondents, 294(49%) dissented on the strategy placed before them while 252(42%) agreed. The rest 54(9%) were undecided. The results gave a mean of 2.9 and standard deviation of 1.5 which actually justified the dissent. The findings were further boosted by deputy principal respondents numbering 29(72.5%) who also disagreed that exclusion of students from ICT rooms is a strategy to manage social media influence on discipline of students in schools. Only 11(27.5%) were in support of the strategy. The respondents, who averaged 2.3 with a mean and standard deviation of 1.64, dissented to the idea proposed.

Schools Banning Social Media Use by Students Completely
Social media use by students is a challenge that cannot be wished away. The respondents numbering 330(55%) rejected the proposed strategy for use in school to manage discipline. Another 228(38%) and 42(7%) disagreed and were undecided, respectively. With a low mean of 2.8 and standard deviation of 1.54, majority of the students disagreed that schools should ban social media use completely in schools as a way of managing discipline. A similar rejection rating was recorded by 28(70%) of the deputy principal respondents. A reasonable number of 11(28%) administrators agreed that schools should ban social media use by students while 1(2%) was undecided on the issue. The administrators who recorded a mean of 2.45 and a standard deviation of 1.47 rejected the statement as a strategy for use in schools to manage the social media influence on students` discipline. The students' responses were in line with Willard (2015) who stated that social media is a very useful tool for teaching and learning where students share homework and even link with their teachers to get assignments. Social media also has great importance in inseminating knowledge to students as a teaching and learning tool. Therefore, complete ban is detrimental in the world of today (Willard, 2015). Despite these advantages, a reasonable number

of students and deputy principals supported the ban as a strategy to manage student discipline problems that emanate from social media use.

Schools Leaving Students to Socialize Freely on Social Media

Being aware of the dangers posed by social media to students, 354(59%) of the student respondents dissented to the idea that schools should leave students to socialize freely on social media as a strategy to manage students` discipline in schools. A paltry 204(34%) respondents supported the statement as a strategy. Only 42(7%) of the respondents were unable to take a position. Both voices of the respondents jointly recorded a low mean of 2.64 and standard deviation of 1.55 fulfilling the justification of social media having more demerits than merits. A similar response of rejecting the strategy was established in the deputy principal responses where an overwhelming number of 30(75%) dissented. Only 8(20%) supported the idea. The rest 2(5%) were undecided over the strategy. With a low mean of 1.8 and standard deviation of 1.36, the respondents turned down the validity of the strategy for managing social media influence on students` discipline.

The conclusion drawn from the responses here is that both students and administrators failed to approve the strategy for use in schools. The strong disagreement was in line with the research by Andraessen (2015) which established that extreme exposure to social media by the students led to addiction. Addiction was cited to be causing anxiety and self-destruction as a result of lack of focus and reduced productivity.

Schools Allowing Social Media to be used as Teaching and Learning Tool

A total of 306(51%) of the student respondents agreed that schools should allow social media to be used as teaching and learning tool only as a strategy to manage students' discipline in schools. Under this strategy, 78(13%) were undecided while 216(36%) did not support the idea. The responses contributed to the mean of 3.2 and standard deviation of 1.42 which in essence validated the strategy. Being aware of the Ministry of Education initiative of integrating ICT into learning, an overwhelming 38(95%) of the deputy principal respondents unanimously agreed that social media be used in schools as teaching and learning tool. With a high mean of 4.33 and standard deviation of 0.73, the respondents assented that the strategy is valid. According to research done by Gordon (2014), when social media is utilized in the classroom, it makes learning interesting, motivates learners to engage fully with teachers and opens up the teaching and learning processes in classrooms by creating room for even shy learners to fit in.

Schools Employing Experts to Control Social Media Misuse

Employment of computer laboratory technicians in schools has been a top priority for boards of management in most schools in Kenya. This is meant specifically to control the learners who use the laboratories so that they get the desired outcomes. The findings of the student respondents on the strategy above showed that 366(61%) of them agreed that schools should employ experts (technicians) in ICT rooms to control the students from misusing the social media sites that are accessible to them. Those who disagreed numbered 192(32%) of the entire sample size while the rest 42(7%) were undecided. With the mean value of 3.4 and standard deviation of 1.46, the acceptance level of the strategy was above board. Almost all the deputy principal respondents, 39(98%), concurred with the statement. Only 1(2%) disagreed. The approval rating of the strategy was catapulted by a high mean of 4.7 and a small standard deviation of 0.48.

Experience being the best teacher, both groups of the respondents unanimously preferred experts who have experience to be employed in schools to control the social media misuse by the students. As recommended by Kai (2016), students should not access school computer laboratories without the supervision of the technicians. Furthermore, Willard (2015) also, in her research on pros and cons, recommends that instructors must always accompany students whenever they are in ICT laboratories for learning/teaching activities.

Teachers Monitoring Use of Social Media by Students
The supervision aspect on the use of social media forms the backbone of the success of the school learning process. Perhaps with this in mind, 384(64%) of the student respondents agreed that teachers should monitor the use of social media by students as a strategy to manage discipline in schools. A small number of 42(7%) were not sure of where to stand while 179(29%) opposed to be monitored while using social media in schools. With a mean response of 3.57 and standard deviation of 1.55, the respondents overwhelmingly supported the statement as a strategy to manage discipline in schools. The deputy principal respondents unanimously endorsed the strategy. All the 40(100%) of them supported the idea that teachers monitor the use of social media by students. The statistical value of 4.6 as a mean and 0.48 as standard deviation of the data validated the choice of the strategy.

Impromptu inspections of students' bags on school opening days by teachers and regular checks of students' dormitories to confiscate mobile phones from students has been found helpful in the reduction of indiscipline cases (Kai, 2016). Kai further states that being closer to the students by monitoring them especially during free time in ICT rooms promoted awareness and proper use of the internet. In addition, monitoring reduced the chances of students accessing pornography on the internet in schools (Willard, 2015).

Schools Reducing Exposure Time to Social Media by Students
Reduction of free time by keeping students busy throughout the days in schools limits exposure time to unwanted activities. The student respondents numbering 408(68%) concurred with the [s proposal that reduction of exposure time to social media by students is valid strategy to manage students' discipline in schools. The respondents who never made a decision were 48(8%) while 144(24%) disagreed with the statement. The responses gave rise to a mean value of 3.8 and standard deviation of 1.49. The deputy principals recorded a similarly high rating of the strategy. The findings showed that 39(97.5%) of them endorsed the strategy fully while only 1(2.5%) of the respondents disagreed. With a mean value of 4.6 and the standard deviation of 0.63, the strategy was recommended for application. In line with curriculum implementation policy in Kenya, where every subject is allocated the required number of lessons on the timetable per week, introduction of a single lesson per class per week from Forms 1 to 4 to teach life skills was meant to enlighten learners on how to manage time and limit non-essential activities like accessing social media sites that are non-educative.

Limiting Student Access to only Educative Social Media Sites
Limiting students to access educative media sites only has been a great challenge to the internet administrators and school managers as well. Appetite to use internet by students does not recognize the curtains being raised by the concerned. The findings in Table 1 show that a total of 408(68%)

of the student respondents supported the idea that students should only access educative social media sites as a strategy to manage discipline of students. A reasonable part of the sample size equal to 144(24%) disagreed with the statement while 48(8%) displayed neutrality to the issue. The generated mean of 3.8 and standard deviation of 1.5 by the respondents basically rated the statement above as an acceptable strategy. A higher rating of the strategy was established from the findings of the deputy Principal respondents. All the 40(100%) of them agreed that students in schools should be guided to access educative social media sites only. With a mean value of 4.9 and the standard deviation of 0.36 the administrators rated the strategy as applicable in schools.

The respondents' decisions were in line with Willard's (2015) views on cons and pros of social media. She recommends that students in schools should be denied access to non-educational and entertainment internet sites which are beyond their level of perception. She further stated that unlimited access to social media was the main contributor to students` indiscipline both at school and home. Students' misconduct in schools was found to be imitations of what they learned from social media sites (Willard, 2015). Both groups of the respondents approved the strategy as valid for use to manage students` discipline in schools.

Schools to Educate Students on Online Safety and Responsible Use
Education being a tool for changing the world, it enlightens a person to be aware of what is good and bad as well as making sound judgment on issues. The two groups of the respondents overwhelmingly supported the strategy. With a record 492(82%), the student respondents accepted this approach, as only 84(14%) dissented while 24(4%) were unsure of the decision to make. The resultant standard deviation of 1.22 and a high mean value of 4.1 contributed highly to the rating of the strategy validity as shown in table 4.8. Similar rating was obtained from the deputy principal respondents where all the 40(100%) agreed that schools should educate the students on online safety and responsible use as a way of managing discipline of students that arise from social media. The high mean of 4.8 and a narrow standard deviation of 0.44 further cemented the strength of the strategy for use.

According to Willard (2015), the way out for the youth and social media is to take time and sensitize them on online safety and how to use social media responsibly. She emphasizes that internet safety and responsible use is a concern for most teachers and parents. Therefore, she advises school administrators to help provide information and guidance to parents and encourage parental involvement in their children's online activities. She specifically underscores the need to apply proactive strategies to help students gain the knowledge, skills, and motivation to make safe and responsible choices, and continued adult involvement were necessary to limit social media misuse (Willard, 2015).

Empowering School Managers by Law to Filter Social Media Sites Accessible to Students
As a strategy to manage the social media menace, a proposal to filter the social media sites accessible to students was supported by 378(63%) of the student respondents. A total of 180(30%) of them disagreed while 42(7%) stood undecided on the way forward. The respondents' choices gave a mean value of 3.4 and standard deviation of 1.47 which in essence gave approval that laws be enacted to empower the school managers to filter the social media sites that students access to

manage their discipline in schools. The same proposal was totally supported by 40(100%) of the deputy principal respondents who agreed that school boards of management be empowered by law to filter the social media sites that are accessible to the students in schools. The strategy was further credited by a mean score of 4.9 and standard deviation of 0.33.

The overwhelming support for the strategy by the two groups of the respondents was in line with the proposals made by Willard (2015) that direct installation of bypass internet filters was found to be manipulated by students who eventually access the social media sites at will. She thus recommends that school instructors and administrators be empowered by law to filter the type of social media sites that schools allow students to access. This lawful empowerment will guarantee protection of the people in authority in schools to discharge their duties accordingly to deny students' access to unwanted social media sites that that have made them addicts. Students who are addicted to social media in schools are hard to control due to intoxication by the social media (Leon, 2012).

Schools to Use YouTube to Protect Students from Inappropriate Communication
YouTube is a restricted site as the origin of content is often known. Because of this feature, only useful information is uploaded to YouTube. Accordingly, the findings in Table 1 show that only 336(56%) of the respondents had an idea of the importance of YouTube, as they agreed that its use would help in managing the discipline of students in schools. The rest 216(36%) disagreed with the idea of using YouTube while 48(8%) were undecided. This strategy is worth considering given that the mean value of the respondents was 3.25 and standard deviation of 1.53. Being aware of the importance and the contributions that YouTube can make in managing discipline, an overwhelming number of 39(97.5%) of the deputy principal respondents supported the idea that schools adopt the use of YouTube to protect students from inappropriate communications on social media. Only 1(2.5%) disagreed with the statement. The score of 4.73 as a mean response and standard deviation of 0.6 justified the statement as a strategy. In his study on how to protect the children from social media sites, Osborne (2014) states that schools have the duty to protect students. Therefore, he suggests that the use of social media platforms has to be planned and be executed appropriately in order to protect children from inappropriate communication. He recommends YouTube as the best option.

Schools Guiding and Encouraging Parents to be involved in Children's Online Activities
Emphasis on guidance and counselling by the Ministry of Education in Kenya as an avenue to manage discipline played out under this statement. The findings in Table 1 above indicate that 414(69%) of the student respondents agreed that parents should be involved in children's online activities as parental advice is important for the growth of the child. A small number of 30(5%) of the respondents were undecided while 156(26%) of them disagreed. The support for the strategy was further affirmed by the overall mean of 3.7 and standard deviation of 1.51. With the experience of handling students with social media related discipline cases, all the 40(100%) of the deputy principal respondents agreed the schools should provide guidance and encouragement to parents to be involved in children's online activities at home and also during visiting days in schools. The respondents mean of 4.9 and standard deviation of 0.36 recorded showed that they were strongly supportive of the strategy that parents should be involved in their children`s online activities. This

has always been enhanced by regular and termly academic days in schools where parents are educated on proper parenting and how to handle the social media influences on students` discipline in schools and at home.

Internet safety and responsible use, according to Willard (2015), is everyone's concern, especially for teachers and parents, because most students' internet use occurs at home. She recommends that schools should help by providing information and guidance to parents and encouraging parental involvement in their children's online activities. This is an effective way of preventing student involvement in online activities that are unfriendly. Proactive strategies to help students gain the knowledge, skills, and motivation to make safe and responsible choices, and continued adult involvement are necessary to limit social media misuse (Willard, 2015).

Hypothesis Test Results

The study hypothesised that *there is no significant relationship between the strategies utilized by schools to manage social media influence and parameters for measuring students' discipline in secondary schools.* The relationship between the independent variables (school, government and home strategies) and dependent variable (discipline parameters) was determined quantitatively by use of the Multiple Regression analysis. 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	Parameters of Discipline	72.2	11.3	600
	School Strategies	40.5	9.4	600
Deputy Principals	Parameters of Discipline	82.4	1.6	40
	School Strategies	78.7	1.9	40

Table 2 above shows the overall mean and overall standard deviation of how the 600 student and 40 deputy principal respondents were able to respond to every statement in the combined responses that were classified under parameters for measuring discipline, school strategies, government strategies and home strategies. The descriptive statistics showed that the student respondents rated the parameters for measuring discipline relatively higher with a mean of 72.2 and standard deviation of 11.33. The overall mean score of school strategies was 40.52 and standard deviation of 9.40 while the mean score of government strategies was 38.08 and standard deviation of 8.61. The home strategies recorded a mean response of 26.43 and standard deviation of 6.43. The statistical values from Table 2 above indicate that student respondents did not agree with most of the strategies to be implemented by the Government and home. The dislike was because the strategies were punitive and likely to limit them from accessing social media whose popularity was above board.

Contrary to student respondents' overall view of the parameters and strategies, the deputy principals overwhelmingly rated parameters and the strategies well above average. As shown in Table 2 above, their mean and standard deviation were 82.4 and 1.6 respectively for parameters for measuring discipline. Their overall mean and standard deviation for school strategies were 78.7 and 1.6, respectively. For government strategies, the deputy principal respondents' overall mean

was 78.4 and standard deviation of 2.3 while their mean and standard deviation on home strategies were 73.8 and 2.6, respectively. The descriptive statistics summary results from deputy principal respondents showed that the administrators wholly supported the parameters for measuring discipline and strategies for managing the influence of social media on students discipline.

Table 3: Correlation Coefficients (Student Respondents)

		Parameter Discipline	School Strategies	Government strategies	Home Strategies
Pearson Correlation	Parameter Discipline	1.000	.292	.346	.332
	School Strategies	.292	1.000	.455	.379
Sig. (1-tailed)	Parameter Discipline	.	.000	.000	.000
	School Strategies	.000	.	.000	.000
N	Parameter Discipline	600	600	600	600
	School Strategies	600	600	600	600

The Pearson correlation in Table 3 above show that there was a correlation between parameters for measuring discipline and the strategies for managing students discipline in schools. The table shows that the parameters for measuring discipline had linear relationship with school, government and home strategies for managing students' discipline in schools. All the three numerical values were positive. For example, the correlation between discipline parameters and school strategies was R=0.292. The coefficient of determination of the two variable R^2 =0.292 x 0.292   = 0.08526 x100= 8.526%. This means that 8.5% of the dependent variable (parameters for measuring discipline) can be explained or be accounted for by school strategies for managing the influence of social media on students` discipline in school. Similar consideration gave rise to R=0.346 and R=0.332 for Government and home strategies respectively.

The correlation output indicated that there was a significant positive relationship between parameters for measuring discipline and school, government and home strategies for managing the influence of social media on students' discipline in school at $p<0.05$. In summary, the general conclusion was that a parameter for measuring students` discipline in a school was a significant factor in determining the strategy for managing social media influence on students` discipline in a school.

CONCLUSION

The study assessed the strategies that schools used to manage the influence of social media on students' discipline. Both the student respondents and the deputy principal respondents also concurred that the proposed nine strategies were applicable in managing the influence of social media on students` discipline in schools. Therefore, it is evident that school can use the following strategies to mitigate social media influence on student discipline: Schools allowing social media

to be used as teaching/learning tool only; schools employing experts to control social media misuse; teachers monitoring use of social media by students; schools reducing exposure time to social media by students; students accessing educative social media sites only; schools educating students on online safety and responsible use of social media; school managers being empowered by law to filter all social media sites accessible to students; schools' use of YouTube to protect students from inappropriate communication, and schools providing guidance and encouragement to parents to be involved in children's online activities.

RECOMMENDATIONS

Based on the research findings and conclusions, it is recommended that the Kenya Ministry of Education, together with other stakeholders, need to convert the school strategies established into policy regulations and these should be gazetted for use in managing the influence of social media on students' discipline in schools. Additionally, schools should adopt all the nine strategies proposed in this study. This means schools should allow social media to be used as a teaching and learning tool only. They should also employ experts to control social media misuse by students. Schools should also enable teachers to monitor the use of social media by students. Meanwhile, they should strive to reduce exposure time to social media by students. Moreover, schools should ensure that students access only educative social media sites and they should also sensitize students on online safety and responsible use of social media. Among other strategies, school managers need to be empowered legally to filter all social media sites accessible to students, and parents should be also facilitated by schools to be involved in their children's online activities.

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