Secondary School Internet and Network Usage Policy and Students' Learning Outcome in Public Day Secondary Schools in Kenya

Ruth Mongina Ombiro, Paul Kiplagat

Secondary School Internet and Network Usage Policy and Students' Learning Outcome in Public Day Secondary Schools in Kenya

Ruth Mongina Ombiro
Department of Educational Management and Curriculum Studies, School of Education
Mount Kenya University

Dr. Paul Kiplagat
Department of Curriculum Studies, Educational Administration, Planning and Management
School of Education Jaramogi Oginga Odinga University of Science and Technology

Abstract

The school network access should offer students with exceptional chances to obtain information, engage in discussion, and liaise with individuals, organizations and groups in the so as to increase skills, knowledge and abilities. However, the globe has become a universal community through social media expertise of web-based appliance that enables people to relate, create, connect and distribute content in a digital environment via a multi-way of communication.   People who engaged in the web-based application are of different ages, majority of which are the youth who comprises the school going students. The students spend a lot of time engaged on internet for non-academic activities and they do not follow their learning institutions' social media policy. A school's social media policy is meant: to encourage students' to use media to support academic excellence and apply on valuable and inventive practices. The study sought to establish the extent to which students adhere to school internet usage policy and find out the influence of policy adherence on students' academic performance in public day secondary schools. The study established that 72.6% of the students who doesn't adhere to the school internet policy by misusing internet on social media activities experienced difficulty and inability to construction and develop correct sentences in English language. These group of students who didn't respect school rule on internet usage policy performed below average in overall examinations.

Keywords: Day Secondary Schools, School Internet Usage Policy, Academic Performances, Social Media

Introduction

Social Media refers to expertise of web-based appliance that enables people to relate, connect and share substance information in a digital environment using a multi-way communication (Davis et al., 2012) . According to Kirschner and Karpinski (2010), the sudden rise in reputation of social network sites began in the subsequent half of the preceding decade partly because of their extensive use by school and university students.

Leea, Chena and Lin (2015) indicate that the new technology of social network is more attractive to the young people as they give the room to share intimate activities which could have been impossible if done directly face to face. Young have advanced portable phones and the expertise for social association (Campbell, 2006, p. 290). Ellison and Boyd (2008, p.211) posit that young college students principally interact extensively on social media networks mostly through texting and chatting on non-academic issues. Gross and Acquisti (2005), also pointed out that internet was originally meant for educational information and research, but, in modern times, it is used for entertainment and business. On the other hand, Allens and Fertman, (2010), said that social media has eroded people's culture.

Karpinski (2009) established that students who visit internet are problematic in learning institutions. They don't concentrate on their learning because they are exhausted after spending several hours on internet since they to stay up late, get less sleep and therefor skip classes, a claim pointed out also by (Emenike, 2011).

The Kenya Sessional Paper Number 14 of the Ministry of Education entitled 'Reforming Education and Training Sectors in Kenya', states that "ICT is a major vehicle for gaining education that young aged learners begin to acquire digital skills which they increasingly use to explore and exploit the earth of information and gives opportunity for more student centered teaching, more self-learning and additional peer teaching'' (MOE, 2015). However, in public day secondary schools in Kenya, it's difficult to have students to comply with Sessional Paper Number 14 since students stay out of school and carry with them mobile phones, and what they do with them, nobody is in control.

It's expected that students observe guidelines and policies provided on the use of school and individually owned technologies on learning both inside and outside school. Despite increased interventions by the ministry of education through policies and education stake holders in enlightening students on positive and negative effects of social media on their academics, there is almost no control of day school students who continually performs dismally in national examinations, (KNEC, 2016). It's on this shortcoming that researchers sought to investigate the extent to which students adhere to school internet usage policy and to find out the influence of policy adherence on students' academic performance in public day secondary schools.

Theoretical Framework

This study made use of The Social Media Theory and Social Production Function Theory. Social Media Theory is an approach which was developed by (Couldry, 2012). The main power of Social Media Theory is the examination of how the society is modified by technical uniqueness of the range of media it encompasses. When talking about media's relations to the people and the world it means that whether clearly or not, taking a view on what there is in the shared world, that is, adopting a social ontology; what types of things, relations and processes are there in

spaces we call 'social'. The Social Media Theory draws a version that takes seriously the role that representations, power over representations and how people interact with technologies, play in the possibility of something like 'social order'. The Social Production Function (SPF) is an approach developed by (Lindenberg, 1996). SPF Theory is described by three most important features which are the hierarchical classifying of goals, the function of relative price effect and the opportunity to compare production factors by considering their relative efficiency in the production of well-being. SPF Theory fundamentally specifies for a particular person how well-being is produced and give an understanding of the social perspective of learning. SPF Theory further recognizes two vital goals human beings seek to optimize: the physical well-being and the social well-being; with their five influential goals: stimulation, comfort, class, behavioral substantiation and affection.

Literature Review

Livingstone and Haddon (2009) emphasizes that the heart of the blast in online communication is the craving to construct valued image of oneself which affirms and is affirmed by one's peers. Lin and colleagues (2011) asserted that almost one third of adolescents regularly talk on phone, text, view television, listen to music or surf the internet while attending to their homework. Young populace tend to have very positive insight of cellphones and consider the technology as a significant means for social connection (Campbell, 2006, p. 290). As Ellison and Boyd (2008, p.211) put it, ''they are principally communicating with people who are already part of their comprehensive social network''. In addition to texting, contacting the Internet, SNS has become an inexhaustible communication action among college students.

Gross and Acquisti (2005), also recorded that the internet was originally meant for educational information collection for research, but, in modern times, it is gradually more used for communication amongst people and for entertainment business especially by students.

Further, a survey statistic show that young people are highly dynamic users of SNS as a communication tools for text messaging. Roughly 94% of 18-34-year-olds testify that they send or get text messages through their phones, and 63% of this age group contact the Internet via their phone (Zickuhr, 2011). This new technology is more attractive to the youth (Leea et al., 2015) and they spend much of their time on internet as this has become an element of their way of life. Amukune (2013) documented that the youth between 15-22 years of age use mobile phones on social media sites.

In a study conducted by Lenhart et al (2010), 64% of adolescents who own mobile phones have texted during class, even in schools where cell phones are strictly banned. Those texts potentially come at the cost of learning, as texting in class lessen students' attention, aptitude to self-regulate and give less concentration to classroom tasks, sentiments also shared by (Wei et al., 2012).

The social media network can be utilized to promote the interaction among students and teachers since there are sites which are academic oriented. In Kenya, it is reported that students access social networks for non academic purposes, Daily Nation (2015, pp.6) and that 'at least 30 handsets is apprehended each year. Martin Mwaura and Angira Zadock (Nation Media Group, 2015) also reported that during All Africa Communication net held in Murang'a County, the National Assembly Education Committee Chairperson, Sabina Chege on rampant

examination leakages, blamed the police for substantial seepage of nationwide examinations by opening the exam papers in their custody and conveying the questions to examinees, parents and teachers through social networks. The KNEC Strategic Plan (2015-2020), acknowledges that examination security in the country is facing serious threats from the emerging trends in technology.

Methodology
This study used survey design method to collect quantitative data. The sample size for this study were 1132 respondents from 10 public day secondary schools that comprises of students, teachers and principals. A total of 10 principals, 145 teachers and 956 students participated in the study.

Results and Discussions
The researcher sought to establish whether students adhere to school's internet usage policy. The findings indicated that 61.15% do not adhere to the policy while 38.85% adhere to the policy as shown on the table below.

Table 1
Extent of Adherence to schools internet usage policy

	N	Minimum	Maximum	Mean	%
Adhering	371	1	5	1.45	38.58
Non adhering	584	1	5	3.44	61.15

This is in agreement with Acquisti (2005), who pointed out that young people who engage on internet uses most of their time in social media.

Effectiveness of internet usage Policy on Students Learning Outcome
The researcher sought to find out how adherence or non-adherence to schools' internet policy effected students' language. The study established that 72.6% (693) of the students who didn't adhere to the school internet policy and continued engaging in social media activities had problems in language construction and development. They were found to be using short forms of words and mixing English and Kiswahili language in their writings. While 27.4% (262) who were obedient had no problems in their perfect sentences construction as indicated in the table below.

Table 2
Influence of lack of adherence to Students' Language Performance

	N	Minimum	Maximum	Mean	%
Negative Effect	693	1	4	3.85	72.85
Non adhering	262	1	4	1.44	27.15

English teachers clearly, alluded that students use mixed language due to the influence of social media chats and texting. They further noted that the short form language used on social networks as means of communication has impacted negatively on the students' language construction and

development and this has been one of the causes as to why they perform poorly in their communication skills and writing skills

Effectiveness of Internet Usage Policy on Students Overall Learning Outcome

Further, researcher sought to establish whether there was any significant differences among students who observe the policy and those who do not in their overall academic performances. The study found out that 67.85% (648) of the students who agreed that they adhere to the schools internet usage policy had their overall performance above mean average while 32.15% (307) of students who agreed that they engage in social activities against the school rules had their performance below average an indication that engaging in social media negative affects students' academic performance.

Recommendations

Based on the results of the study, researchers recommends that there is need to establish a functional guidance and counselling centers in schools to help guide students on effects of social media on their academic lives.

References

Allens, D. D., & Fertman, C. I. (2010). Health Promotion Programs: From theory and practice. Pittsburg: John Wiley and Sons.

Amakune, S. (2013). Perceived effects of social networking on behavior among regular Undergraduate University Students in Mombasa County Kenya.

Campbell, S. (2006). Perceptions of mobile phones in college classrooms: Ringing, cheating, and classroom polices. Communication Education, 55, 280-294.doi: 10.1080/03634520600748573

Couldry, N. (2012). Media, Society, World: Social Theory and Digital Media Practice. (1st edition). Cambrdge:Polity Press.

Creswell, J. (2008). Research Design: Qualitative, Quantitative and Mixed Methods Approaches (3rd edition). Amazon: SAGE publications.

Daily Nation. (2015). Uhuru has failed on economy, says Raila. Nairobi: Kenya.

Davis, C., Rios-Aguilar, C., Deil-Amen, R., &Canche, M. (2012). Social Media in Higher Education: A Literature Review and Research Directions. Arizona.

Ellison, N., & Boyd, D. (2008). Social network sites: Definition, history and scholarship. Journal of Computer-Mediated Communication, 13,210-230.

Emenike, B. C., & Unachukwu, G. (2016). OnlineSocial Network Usage and Influence Academic Achievement of Secondary Students. Nigeria: International Educational Scientific Research Journal, Vol 2, No. 8 (2016).

Gay, L. (2003). Educational Research: Competencies for Analysis and Application.7th Edition. Upper Saddle River, NJ: Pearson Education

Gross, R., & Acquisti, A. (2005). Information revelation and privacy in online social networks. Proceedings of WPES' 05 (PP. 71-80). Alexandria, VA: ACM.

Kirschner, P., and Karpinski, A. (2010). Facebook and academic performance. *Computers in Human Behavior,* (26), 1237–1245.

Karpinski, A. (2009). A description of Facebook use and academic performance among undergraduate and graduate students. Annual meeting of the American Education Research Association, San Diego, Calif.

Leea, L., Chena, D., Lia, J., & Lin, T. (2015). Understanding new media literacy: The development of a measuring Instrument, Computers and Education, 85, 84-93.

Lenhart, A., Ling, R., Campbell, S., & Purcell, K. (2010). "Teens and Mobile Phones.''pew internet and American Life Project, April 20, 2010,

http://www.pewinternet.org/Reports/2010/Teens-and-Mobile-Phones.aspx.

Lindenberg, S. (1996). 'Countinuities is the theories of social production functions'; in H. Ganzenboom and S. Lindenberge (eds.), Verklarende Sociologie;Opstellion voor Reinhart Wippler (Thesis Publications Armsterdam).

Livingstone, S., & Haddon, L. (2009). Kids online: Opportunities and risks for children. Bristol, U.K: Policy Press.

Ministry of Education. (2015). Reforming Education and Training Sectors in Kenya. Sessional Paper No. 4.

Mugenda, M., & Mugenda, G. (2003). Research Methods: Quantitative and Qualitative Approach. Acts Press: Kenya.

Nation Media Group (2015). Police accused of Role in Exams Leaks. Retrieved from allafrica.com/stories/2015/0270278.html. AllAfrica.com

Orodho, J. (2002). Techniques of writing research proposal and reports in education and social sciences. Nairobi, Masola publishers

Oso, W. Y., & Onen, D. (2005). A general guide to writing research proposal and report. A handbook for beginning researchers. Options Press and Publishers.

Wei, F., Wang, Y., & Klausner, M. (2012). Rethinking college students' self Regulationand sustained attention: Does text messaging during class influence cognitive learning? Communication Education, 61(3), 185-204.

Zickuhr, K. (2011). Generations and gadgets. Retrieved from http://pewresearch.org.