RESEARCH ARTICLE

AN EVALUATION OF THE RELATIONSHIP BETWEEN SOCIAL MEDIA USAGE PATTERNS AND PERCEIVED LEARNING OUTCOME AMONG TEACHER TRAINEES IN SELECTED PRIVATE COLLEGES IN NAKURU COUNTY. IN KENYA

Mutugi Lilian[1] and Magutah Abysolom Kuria[2]

[1]Masters Graduate in Educational Psychology, Tutor- Nakuru Teachers' Training college
[2]Curriculum Studies student – Kenyatta University, Kenya.

ARTICLE INFO	ABSTRACT
	Social media sites have gained popularity among college students and are becoming an indispensable constituent of majority of their daily routines. This study sought to evaluate the relationship between social media usage patterns and perceived learning outcome among teacher trainees in selected private colleges in Nakuru County in Kenya. The objectives of the study were; to assess the influence of social media usage on academic grades of teacher trainees; to examine the influence of social media usage on performance of teacher trainees during their attachment and to establish the effect of social media usage on teacher trainees' timely completion and submission of assignments. This study was guided by the production function theory. The study adopted mixed methodology approach. Concurrent triangulation research design was applied to enable the researcher use the quantitative and qualitative methods. The target population was 1440 which comprised of 240 tutors and 1200 teacher trainees. Stratified sampling was used in order to achieve adequate representation of sub samples to create five strata based on the number of colleges. From the five colleges 291 teacher trainees were selected using proportionate sampling and 74 tutors selected using simple random sampling. The sampling procedures enabled the researcher to realize a sample size of 365 respondents. Questionnaires were used to collect data from teacher trainees whereas a structured interview schedule was used to collect data from tutors. Piloting of research instruments was conducted amongst 30 teacher trainees and 10 tutors to establish validity, reliability, credibility and dependability. Validity was established by involving the supervisor and other experts from the University who determined content validity. Reliability coefficient was obtained using Cronbach's Alpha Method. Credibility and dependability of the qualitative data was established through triangulation and multiple analyses. Qualitative data was analyzed thematically along the objectives and presented in a narrative form. The quantitative data was analyzed using descriptive and inferential statistics in Statistical Packages for Social Science (SPSS Version 21). The descriptive results were presented using mean, standard deviation and frequency distribution tables. Inferential statistics was presented using spearman rank order correlation co efficient. The study established that there was a relationship between the social media usage and the perceived learning outcomes on teacher trainees.

INTRODUCTION

The rapid development of information and communication technologies has sparked the creative incorporation of social media into current pedagogical applications and processes. Social media includes a variety of web-based tools and services that are designed to promote community development through collaboration and information sharing (Arnold & Paulus, 2010; Junco, Helbergert & Loken, 2011). These tools provide opportunities for individual expression as well as interactions with other users (Arnold & Paulus, 2010). Social media is a multi-purpose platform with web-based technology which incorporates text, sound, video, and images with the purpose of making communication more interactive, appreciative and enjoyable (Kaplan & Haenlein, 2010). Social media is a means of interaction among people in which they create, share,

✉ Corresponding author: **Mutugi Lilian**
Masters Graduate in Educational Psychology, Tutor- Nakuru Teachers' Training college

exchange and comment on contents among themselves in virtual communities and networks. The social media introduces substantial and pervasive changes to communication between organizations, communities and individuals (Kietzmann *et al.*, 2011). In recent years, Social media networks have penetrated people's daily life with amazing rapidity to become an important social platform for computer-mediated communication (Correa *et al.*, 2010; Powell, 2009; Tapscott, 2008).

Social media networks have created a phenomenon on the internet that has gained popularity over the last decade (Boyd & Ellison, 2007). In recent years these network sites have achieved notable popularity among college students. Many of these young adults use social media networks to communicate with family, friends, and even strangers. Created in 2004, Facebook was originally established for students at Harvard University but expanded to other university audiences and eventually opened to anyone over the age of 13. WhatsApp Messenger is a proprietary, cross-platform instant messaging subscription service for smartphones and selected feature phones that uses the internet for communication. In addition to text messaging, users can send each other images, videos, and audio media messages as well as their location using integrated mapping features. WhatsApp was founded by former Yahoo employees Brian Acton and Jan Koum in 2009 took its name from a play on the phrase "What's Up," according to its website. The app can be downloaded on Android, iOS, BlackBerry, Windows and Symbian platforms. (www.whatsApp.com, 2014).

Studies from the USA by Boyd & Ellison (2008) found out that the various functions offered by the social network sites make them attractive and irrevocable for their users. The social media networks are not only popular for photo sharing and other known applications useful tools for students, but also there are some academic purposes which encourage university students use these sites. Ijeoma and Burke (2013) disclosed in their study in the United Kingdom that social media have many negative effects on the students' social learning outcome. Social media usage can negatively affect academic pursuits because of the time spent by the users which does not often relate to academics.

Frequent technological innovations have increased the desire of students to adopt new technologies in their learning processes. These innovations have brought changes in various pedagogical and technological applications and processes. College students are adopting social media networks with a lot of creativity. Studies have indicated that social media network tools can be used to support educational activities by making interaction, collaboration, active participation, information and resource or material sharing possible (Ajjan and Hartshorne, 2008). The most prevalent use of social media networks in the college community is creating profiles and groups to communicate events with users building a sense of community and possible academic applications.

Positive and negative effects of technology on achievement have been documented. Researchers have found that recreational internet use is strongly correlated with impaired academic performance (Kubey, Lavin, & Barrows, 2001).

Students who reported internet caused schoolwork problems were found to have spent five times more hours online than those who did not, and they were also significantly more likely to report that their Internet use caused them to stay up late, get less sleep, and miss classes. Students who reported academic problems were more likely to use the internet for real-time social activities such as instant messaging and chat rooms.

While there have been noted benefits associated with social network sites use, including new opportunities for sociability and self-expression, there are also some concerns about its use, particularly frequent use (Lenhart & Madden, 2007). Earlier studies examined the general usability of social media among young students in higher level of education in America. Similarly, Hemmi & Land, (2009) examined the use of social media and maintain that, the appropriation of social technologies is not an easy and straightforward process. At higher level of education more complex academic tasks are handled and the new generation of students is perceived to understand that social media and social technologies are influential to learning.

According to (Khan, 2009) Facebook users often time experience poor performance academically. Karpinski, (2009) pointed out that Facebook users devoted lesser time to their studies in comparison to nonusers did and subsequently had lower GPAs.

The growth of SNSs can be attributed to the proliferation of Internet. By March 2006, there were over a billion Internet users. According to the World Internet statistics, Kenya's Internet penetration is estimated at 25.5 percent of the population, which stands at 41 million people. CAK's figures put the penetration at 36.6 percent. Kenyan users account for Africa's 7.5 percent people with access to Internet. These statistics formed the foundation of this study considering that Internet access is an important ingredient of social media networks use among college students. In Nakuru, the Nakuru County Government launched the Nakuru WiFi project which is the first of its kind in Kenya, and sees Nakuru join Kigali in Rwanda and Tshwane in South Africa as the first major urban centers in Africa to enjoy access to free public WiFi. Launched in April 2015 and named "BILAWAYA" (Swahili slang meaning "WIRELESS"), the wifi network covers a 10-kilometre radius from the CBD, with a capacity of 1 Giga byte per second (gbps). It is available in major streets, markets, transport terminus and stadia - as well as the university campuses. The Nakuru Campuses of Jomo Kenyatta University of Agriculture and Technology, Kenyatta University, Kenya Methodist University and Mount Kenya University and other middle level colleges are within the Bilawaya 10 Kilometer radius. Students in these universities and colleges have gained access to crucial information such as alternative or further-learning academic institutions and newer courses in other such universities around the globe. Nakuru County is home to a number of private teacher training colleges. These colleges, as a strategy of attracting prospective students to join them, have incorporated the use of information communication technology by installing the internet and more specifically wireless connectivity platforms as a competitive strategy of creating conducive learning environment for students.

Given the high-volume usage of social media, an obvious and popular concern among faculty, administrators, and parents is the widespread notion that students spend far too much time on non-academic activities related to the Internet and social media. The most salient concern among scholars, educators, and the public however is related to the effects of social networking sites such as Facebook on the time dedicated to studying. McCoy (2016) in his study "Digital Distractions in the Classroom Phase II: Student Classroom Use of Digital Devices for Non- Class Related Purposes" notes that students are becoming more distracted than ever. They tend to check their digital devices, particularly, their smartphones, on an average of 11.43 times during class for non-classroom activities.

According to the study findings, the most prevalent form of distraction was texting, reported by 87 percent of students in the 2015 study. At 76 percent email came in second, closely followed by "checking the time" at 75 percent. Social networking was reported by 70 percent of respondents, Web surfing by 42 percent and game-playing by 10 percent. As most media is regarded as a source of entertainment, popular opinion believes it serves only as a distraction and yet another impediment to academic achievement. In Kenya, a study by Consumer Insight (2014) reveals that Kenyan urban youth spend at least USD250 million annually to purchase data for accessing Facebook and Twitter on their mobile phones. This study will focus on Facebook and WhatsApp since they are the most popular social media sites and application respectively used by a majority of college students.

Statement of the Problem

Social media sites which include Facebook, Twitter, WhatsApp, Skype, Yahoo Messenger, MySpace and YouTube have gained popularity among college students and are becoming an indispensable constituent of majority of college students' daily routines. However, there is growing concerns about frequency use of social media networks among college students. Majority of college students in Kenya spend several hours a day browsing different social sites even during formal classes and library session thereby creating distractions and reducing the time for focusing on their studies. The prolonged social media networks usage may affect the students' learning outcome. The proliferation of social media therefore presents a major challenge to parents, educators and policy-makers in as far as learning is concerned. The present study sought an evaluation of the relationship between social media usage patterns and perceived learning outcome among teacher trainees in selected private colleges in Nakuru County in Kenya therefore sought to bridge the gap by evaluating the relationship between social media usage patterns and perceived learning outcome among teacher trainees in selected private colleges in Nakuru County in Kenya.

Objectives of the Study

This study was guided by the following specific objectives:

1. To assess the influence of social media usage on academic grades of teacher trainees;

2. To examine the influence of social media usage on performance of teacher trainees during their attachment
3. To establish the effect of social media usage on teacher trainees' timely completion and submission of assignments.

Significance of the study

The findings of this study could help teachers to identify the various elements that learners find to be so attractive to them while browsing the social media. Policy makers in government and private sector are set to benefit from this report through using empirical findings in policy formulation. For instance, in the educational sector curriculum developers would be informed when developing curriculum so as to incorporate the positive features of social media. The results of the study also have implications for further scholarly research by other researchers who may be interested in this field of knowledge.

Theoretical literature review

This study was guided by the production function theory. An education production function is an application of the economic concept of a production function to the field of education. Production function is the process that transforms inputs into outputs. Mace (1979) asserts that different combination of inputs yield a given level of output. Hence the production function describes a technical relationship showing the amount of output capable of being produced by each and every set of specified inputs. Education in the context of this theory is viewed as a productive activity that combines various inputs such as technology (use of internet and social media) and other resources such as teaching-learning materials to transform the enrolled students into competent and qualified graduates. In the context of this study, inputs that go into education include use of IT in education and specifically social media and the outcome of such investment in technology on learners' outcome measured in terms of students' performance, timely completion of assignment and improved academic grades.

LITERATURE REVIEW

Numerous researches had been conducted regarding usage pattern of social media networks among university students'. In research conducted by Ellison *et al.*, (2008) in 2006, 2007 and 2008 to find the changes in use and perception of Facebook in the three years, the questionnaire surveys were answered by 1175 undergraduate student in Michigan State University in the USA. The analysis result from the survey show most respondent use Facebook to keep in touch with their old friends compared by to find or meet new people.

In 2009, Bosch did a content analysis of 150 undergraduate student Facebook pages and interviews with 50 undergraduates from university in South Africa. The study concludes that the students' main purpose in using FB is to keep in touch with people that they already knew offline (Bosch, 2009). Similar findings were obtained in a study conducted by Joinson in 2008 where the result scored is consistently high in term of purpose of using FB to maintain relationship with friends. The respondents are 241 users of Facebook of which 80 are male and 161 are female and majority of them are students. Females' respondents scored significantly higher compared to males on

measures related to maintaining existing relationship (Joinson, 2008).

Recently, a study was conducted Ophus and Abbit, (2009) in Midwestern University with the intention to explore student usage patterns and perceptions of the value of social networking technology in an academic setting. The participants of this study were 110 undergraduates where majority of the students were female (107) and most of them between the ages 18 and 19 years old. Result from the surveys reported about 95.5 percent of respondents logged on to Facebook either daily or multiple times per day and most of them used social media networks to communicate with friends (87.3 percent) and followed by communication with family. Result also showed that there were 85.5 percent of respondent never use Facebook to communicate with their instructor.

Tuckman (1975) defined performance as the apparent demonstration of understanding, concepts, skills, ideas and knowledge of a person and proposed that grades clearly depict the performance of a student. Hence, students' academic performance must be managed efficiently keeping in view all the factors that can positively or negatively affect their educational performance. Use of technology such as internet is one of the most important factors that can influence educational performance of students positively or adversely. Shah *et al.* (2001) proposed that student users are affected by the internet and this impact is determined by the type of internet usage. They are positively affected by the informative use of internet while having drastic impact of recreational use of internet on them. Also, Oskouei (2010) proposed that internet is advantageous to both students and teachers if used as a tool of knowledge creation and dissemination. The effect of SNS usage will depend on the type of SNS the student is using, if student uses the internet for the purpose of leisure activity that interferes with academic, it will affect the student academic performance negatively.

The University of New Hampshire observed that a majority of students use social networking for social connections and entertainment, but are also using it for education and professional reasons. The study revealed that students who multi-task between social networking sites and homework are likely to have 20% lower grades than a student who does not have a social networking site in visual range. Enriquez (2010) found that even running a social networking site on the background on a student's PC while studying or doing homework could lower a student's grade. American Educational Research Association conducted a research and it was declared on its annual conference in San Diego, California (2009) that SNSs users study less and generated lower grades eventually (21stcenturyscholar.org). Similarly, Banquil *et al.* (2009) found a continuing drop of grades among student users of social networking sites. However, many researchers also found a positive association between use of social media networks and academic performance of the student users. Students, using internet frequently, scored higher on reading skills test and had higher grades as well.

The growth of online SNSs is phenomenal; Facebook alone has 250 Million active subscribers/users worldwide with over 120 million logging on at least once a day (Nana, 2012). Facebook, Skype, Yahoo Messenger and other such web based programs are becoming very popular amongst youths.

Many colleges are embracing social network sites and other internet and computer tools to enhance instruction, collaboration, and professional development (Davis, 2010). Tremendous growth in information and communication technologies has brought changes in various pedagogical and technological applications and processes. College students are adopting social networks with a lot of creativity. Studies have indicated that social network tools can be used to support educational activities by making interaction, collaboration, active participation, information and resource or material sharing possible (Ajjan and Hartshorne, 2008). Since students spend a lot of time on social network sites, it is therefore very advisable to incorporate teaching and learning activities in social media. The growth of social media networks including Facebook, LinkedIn, and MySpace is on the rise among today's college students. An increasing number of higher education instructors are beginning to combine distance education delivery with social media networks. However, there is currently little research detailing the educational benefits associated with the use of social media networks. Online social networks widen a students' access to resources and social support and may have beneficial effects on their development. Educational institutions are using social network sites (along with Skype) to create chat-room forums and groups to discuss and clarify, provide a range of extra supports for learning, and 26 facilitate communication with families (especially those for whom face-to-face meetings are difficult). Some schools are using smartphones to enable students to instant-message peers and teachers with questions related to homework and to clarify difficult material. Social interactions through technology also can be an aid for students and families who are shy or overly anxious in social situations (Pierce, 2009). More generally, social site networks may be of use in enhancing relationships between teachers and students (Mazer, Murphy, Simonds, 2007). With respect to psychosocial development, researchers have suggested that participation on social network sites influences such matters as identity formation and social skill development. A recent study suggests such participation may have positive effects with respect to how youth cope with emotional distress such as grieving following someone's death (Williams & Merten, 2009).

MATERIALS AND METHODS USED

Towards understanding the effectiveness of social media usage on perceived learning outcome among teacher trainees, this study adopted a mixed method. Creswell (2003) defines triangulation as the use of two or more methods in data collection. The rationale for mixing is that neither qualitative nor quantitative methods are sufficient by themselves to capture the trends and details of the situation. Mixed methods research provides strengths that offset the weaknesses of both qualitative and quantitative research. Creswell (2003) states that mixed methodology consists of two phases namely qualitative and quantitative in regard to the way data are presented qualitative relies heavily on narrative description, while statistical results are meant for quantitative data The foregoing arguments therefore justified the use of this research design in the present study.

The study employed a Concurrent Triangulation Design. The design was appropriate for this study because it enabled the researcher to compare, validate, confirm and collaborate quantitative results and qualitative findings so as to end up with valid and well-substantiated conclusions. Concurrent triangulation design combined quantitative and qualitative methods that involved the use of different methods and sources to ensure the integrity of data or extend inferences drawn from the data through convergence of both the data and the conclusions derived from the data. The design enabled collection of both quantitative and qualitative data, analysis and interpretation.

Sampling Procedures and Sample Size

This study employed stratified sampling. Stratified sampling was used in order to achieve adequate representation from sub samples. The study population was divided into five strata, representing the private colleges in the county. To obtain the sample size of respondents from each college, the table for finite population developed by Krejcie, and Morgan, (1970) was used obtain a sample of 291 teacher trainees from a population of 1200 and 74 tutors representing 30% of the tutors' population from the five teacher training colleges. The choice of respondents from each college was determined using proportionate sampling using the following formula advanced by Kothari (2004) was used:

Stratum sample Size = <u>No. of elements in the stratum</u> X Sample Size
Total Number of elements

Table 1 Sample size of respondents

Colleges	Teacher Trainees	Tutors (30% of N)
TTC 1	90	17
TTC 2	60	16
TTC 3	55	14
TTC 4	60	15
TTC 5	26	12
TOTAL	291	74

Hence using simple random sampling, 90 respondents from TTC1, 60 from TTC2, 55 from TTC3 60 from TTC4 and 26 from TTC5 were selected for the study to give a sample matrix 291 teacher trainees and 17 tutors from TTC1, 16 from TTC2, 14 from TTC3, 15 TTC4 and 12 TTC5 to give a sample of 74 tutors. This gave a sample matrix of 365 respondents. 4.4 Social Media usage patterns and perceived learning outcomes

RESULTS AND FINDINGS

Distribution of Respondents by Daily Social Media Exposure

The study sought to establish the social media usage patterns. This would explain how the respondents utilize their time in the social media each day. The findings are presented in table 2.

Table 2 Distribution of respondents by their daily social media exposure

Daily Social Media Access (hours)				
	Frequency	Percent	Valid Percent	Cumulative Percent
<0.5	73	25.1	25.1	25.1
0.5-1	90	30.9	30.9	56.0
1-2	79	27.1	27.1	83.2
>2	49	16.8	16.8	100.0
Total	291	100.0	100.0	

According to data presented in table 2, 25.1% of respondents spent half an hour to 1 hour on Social Media, 30.9% spent 1 to 2 hours, 27.1% less than half an hour and 16.8% more than 2 hours. This implies that almost two thirds (56%) of college trainee teachers spent up to two hours daily on social media. The time spent online could be part of study time and therefore, this could present implication for academic achievement efforts which influence learning outcome.

Social media usage and perceived Learning Outcomes

The study conceptualized perceived learning outcomes in terms of the respondents self-reported scores on their last academic grade, performance for the last teaching practice and their timeliness in completing and submitting assignments. The findings of the study are presented in the following section. Respondents were required to indicate their previous academic grades which were operationalized by grading as Distinction, Credit and Pass from highest to lowest respectively. The self-response report is recorded in Table 3.

Table 3 Distribution of respondents by their previous academic grades

Last Academic Grade				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Distinction	10	3.4	3.4	3.4
	Credit	275	94.5	94.5	97.9
	Pass	6	2.1	2.1	100.0
	Total	291	100.0	100.0	

The performance for the sampled teacher trainees in their last academic exams by the time of the study was found to be normally distributed. This was evidence by majority 94.5% scoring credit grade, 3. 4% distinction and 2.1% had a pass.

Spearman's correlation matrix was generated for respondents' usage patterns of Social Media and their relationship with learning outcomes as a confirmatory test for the correlations between variables. The results are presented in Table 4

Table 4 Spearman's rho Correlation Coefficient SNS Usage Patterns and Learning Outcome

		1	2	3
1. Academic Grade	Correlation	1		
	Sig. (2-tailed)	.		
2. TP Grade	Correlation	.207**	1	
	Sig. (2-tailed)	0.00	.	
3. Assignment Lateness	Correlation	0.057	.120*	1
	Sig. (2-tailed)	0.321	0.038	.
4. Computer Use (years)	Correlation	0.077	-0.075	-0.091
	Sig. (2-tailed)	0.164	0.177	0.114
5. Daily Access (hours)	Correlation	-0.01	-0.095	0.02
	Sig. (2-tailed)	0.852	0.091	0.734
6. Purpose	Correlation	-.123*	0.00	-0.011
	Sig. (2-tailed)	0.027	0.995	0.851
7. Sites	Correlation	-0.025	0.046	0.045
	Sig. (2-tailed)	0.656	0.416	0.437
8. Using	Correlation	0.014	0.06	.138*
	Sig. (2-tailed)	0.825	0.357	0.039

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

Table 4 indicates that respondents experience with computers as measured in years correlated positively with academic grade (0.077(p=0.16>0.05) and negatively with teaching practice grade (-0.075(p=0.18>0.05) and timeliness in assignment submission (-0.091(p=0.11>0.05). However, all correlation

coefficients were not statistically significant and therefore it was inferred that the number of years a student uses computers does not influence their learning outcomes. Daily computer use as measured by number of hours correlated negatively with academic grade (-0.01(p=0.85>0.05) and teaching practice grade (-0.095(p=0.09>0.05) but positively with timeliness in assignment submission (0.02(p=0.73>0.05). all coefficients were not statistically significant, implying there was no significant relationship between daily use of social media and students' learning outcomes. The purpose for using computers correlated negatively with academic grade (-0.123(p=0.03<0.05) and timeliness in assignment submission (-0.011(p=0.85>0.05) but positively correlated with teaching practice grade (0.00(p=0.99). It was observed that the relationship between purpose for visiting SNS was statistically significant and therefore inferred that higher scores on purpose for visiting predict lower scores for academic grade. The sites visited presented negative correlation with academic grade (-0.025(p=0.66>0.05) but was positively related to teaching practice grade (0.046(p=0.42>0.05) and timeliness in assignment submission (0.045(p=0.44>0.05). Sites visited did not significantly influence learning outcomes among students because all coefficients were not statistically significant. Using was positively related to Academic grade (0.014(p=0.83>0.05), teaching practice grade (0.06(p=0.36>0.05) and timeliness in assignment submission (0.138(p=0.04<0.05). using social media therefore was observed to have significant positive influence on timely submission of assignments.

Social Media Usage Patterns and perceived Learning Outcomes

The purpose of this study was to evaluate the relationship between social media usage and perceived learning outcome among teacher trainees in private colleges in Nakuru County. Social Media usage was operationalized by means of the frequency of visiting the social network sites and the duration of time spent in these sites. Learning outcomes was conceptualized in terms of students' performance in academics. The findings are presented in table 5.

Table 5 Relationship between social media usage patterns and perceived learning outcomes

Descriptive Statistics			
Relationship Between Social Media Usage patterns and perceived Learning Outcomes	N	Mean	Std. Deviation
a. Use of Social Media has led to significant wastage of my time	291	1.91	1.467
b. I spend more time on line that would be used for doing academic reading	291	1.81	1.401
c. Social Media has enabled to generally perform better in my classwork	291	2.86	1.072
d. I can gain the information and knowledge related to my studies from social media	291	2.93	1.084
e. Social Media contributed in ruining of social skills	291	2.37	1.352
f. It improves on the development of my study skills	291	2.63	1.316
g. It improves on social skills of individuals	291	2.94	1.136
h. Knowledge Source	291	3.17	.960
i. Friends Linkage	291	3.37	.939
j. Addictive	291	3.13	1.213
k. Resources Wastage	291	2.74	1.352
Valid N (list wise)	291		

From the low means and standard deviation in table 5 reveal that majority of the respondents disagreed that the use of social media had led to significant wastage of their time and

that they spent more of their time online that would have otherwise been used in doing academic work (M=1.91, SD= 1.467; M= 1.81, SD= 1.401) respectively. The findings of this study are similar to those of Langat (2015) in whose study students stated that social media does not affect their studies negatively during the day. In fact respondents acknowledged that social media in deed contributes positively to their study habits. Further the present study established from the means and standard deviations that the respondents were undecided as to whether social media usage enabled them to perform better (M= 2.86, SD=1.072). The respondents also disagreed that they gained more information and knowledge related to their studies, contributed to ruining their social skills and study skills as well as their individual skills (M=2.94, SD=1.084; M=2.37,SD=1.352; M=2.63, SD= 1.316; M= 2.94, SD= 1.136). The study findings echo the findings of Jackson, (2011); Liu *et al*., (2011) and Tomai *et al*., (2010). These studies conclude that using social media for educational purposes can be beneficial for student learning in multiple ways. First, social media enhances peer interactions, which can bridge diversity in the classroom and establish open lines of communication between students and secondly it also facilitates discussion and knowledge transfer between students, creating a deeper sense of understanding of the course material.

Qualitative analysis of data from the tutors' interview schedule revealed that tutors were in agreement that social media had significantly interfered with the learning process of the students. They backed their assertions by stating that students were using more of their time on social media than on their studies. This according to them it had taken away time from which the students would have utilized in productive learning activities. They affirmed that learners have occasionally been caught during class time engaging in social media.

Findings

The findings revealed that majority of the respondents disagreed that the use of social media had led to significant wastage of their time and that they spent more of their time online that would have otherwise been used in doing academic work. It was further established that the respondents were undecided as to whether social media usage enabled them to perform as well as gain more information and knowledge related to their studies.

CONCLUSIONS

The study concludes that in terms of the relationship between social media usage and students learning outcome, students did not view the use of social media as a waste of their time

Recommendations

Based on the findings of the study, the following recommendations were advanced:

1. As the country embraces the use of digital curriculum, software developers in charge of developing e learning software need to adopt some of the features that attract students to social media. These features include; easy accessibility both on phone and computer, cheapness, interactivity, learner centeredness, ability to upload and download content.

2. There is need to balance time used on social media to avoid addiction and concentrate on social media use for academic purposes since it can be a rich source of educational content if well utilized
3. College students need to be made aware that overindulgence in social media is addictive and hence there is need exercising self-control as early as possible.

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