Social Media as a Determinant of Students' Dropout Rates in Secondary Schools in Kenya

* **Kaluki Muthami**
Master of Education candidate, South Eastern Kenya University

Prof. Jonathan M. Mwania, Associate professor; Department of Educational Psychology, South Eastern Kenya University

Dr. Selpher K. Cheloti, PhD, Senior Lecturer; Department of Educational Administration and Planning, South Eastern Kenya University,

ABSTRACT: *Education is the natural right of every human being and is an integral part of every human life. The purpose of the study was to investigate the influence of social media on secondary school students' dropout in public day secondary schools in Kenya. The article is an extract from a study done in public day secondary schools in Kitui central sub-county, Kitui County, Kenya. The study was guided by Bertalanffy's Systems Theory. The study adopted descriptive survey research design. The study population was 25 schools and a sample size of 384 comprising of 22 principals, 22 form three class teachers and 340 form three students. Questionnaires for principals, class teachers and students were used to collect both quantitative and qualitative data. Data analysis was done using Statistical Package for Social Sciences (SPSS) version 26. The corelation analysis results on principals' responses showed a strong correlation (r=0.675. p=0.006) between social media and students' dropout rate. A strong correlation (r =0.612, p =0.022) between social media and students' dropout rates was also shown when the class teachers' responses were analysed. However, corelation analysis of the students' responses showed a weak correlation (r=0.214, p=0.041). The researcher therefore concluded that students drop out of school is influenced by social media. The study thus recommended that the community, teachers, and parents should educate students on good use of social media so as not to misuse it.*

KEYWORDS: Determinants"; Social media"; Dropout rate"; Public Day Secondary School"; Kitui Central Sub County".

INTRODUCTION

Education is a natural right for every human being and is an integral part of every human life. The United Nations Universal Declaration of Human Rights (1948), article 26, emphasises that every person has a right to education and that basic education should be compulsory. Dropout is a term used to describe learners who abandon the system of education before completing the academic year they started; the ones who do not persist to get the final results and be issued a certificate to show that they completed the particular year of primary or secondary school (Estevao & Alvares, 2014). Dropping out of school is a big issue in developing countries where one thirty million learners have dropped out of school (UNESCO, 2015).

In many countries in the world, dropout has become a great concern and the countries are developing policies, interventions, and strategies to reduce the number of school dropouts and enhance progression among its students (UNESCO, 2018). The number of registered students is very high during the early stages of schooling, however, the number of those who quit school increases at the secondary education levels, leading to many countries having very few students completing their education (World Bank, 2018). The National Statistics Institute's indicators on education for 2016 in Spain (INE, Statistics National Institute, Spain 2017), show that 15.4% of girls and 23.2% of boys do not finish Compulsory Secondary Education. The EU created Europe 2020 Strategy in 2009 to promote EU economic recovery. Among its objectives was to lower the rates of early school leaving however, the rate was still to reach 15% in Spain which was the desired rate (Escolano-Pérez & Bestué, 2021).

In 2019, status dropouts (the percentage of 16- to 24-year-olds who do not attend school and have no high school certificate) were 2.0 million (5.1%) in the USA (National Centre for Education Statistics (NCES) (2021). Studies in African countries also show that students' dropout was an issue. The Ghana Statistical Service (GSS) carried out a survey that showed that as high as 25% of youth who should be in Senior High School are not in school (Yusuf, 2019); the rate of student dropout in Tanzanian secondary schools is about36% (Mduma, 2019). The Kenyan government intended to make education affordable and accessible to all children in Kenya (Musangi et al., 2017) as well as address the low completion rates (Oprong, 2016) through free primary education (FPE) and free day secondary education (FDSE). Zuilkowski et al. (2016) highlight that school dropout is not simple but is a result of events and environmental conditions interactions. This led the researcher to conduct research to find out if the parents' socio-economic status, students' gender, parental academic expectations of the students, and social media have an effect on the rate of students dropping out of secondary schools in Kitui county.

However, this article focuses on the influence of social media on students' dropout rate in public day secondary schools. Social media refers to technology that is based on computer and makes it possible to share knowledge, ideas, and notions, through virtual communities and networks (Dollarhide, 2021). Nyongesa et al. (2019) did a study to find out how Kenyan secondary school students' discipline is influenced by social media. A pragmatic philosophical paradigm and mixed methods research design were adopted for the study. The study sample was 600 students, 40 deputy heads of institutions, and 40 teachers involved in guidance and counselling in the sampled schools. Questionnaires, interviews, and analysis of documents

were the methods of data collection. The study found that social media influenced students' discipline negatively, influenced students to cheat in examinations, destroyed students' character and morals, denied students study time and students became lazy among others things. The study sample involved 680 respondents in Bungoma county while this study involved 384 respondents in Kitui county.

Statement of the Problem

Education is the key to social and economic growth of any nation. With the introduction of FDSE, it was anticipated that all students enrolled in secondary schools would complete the secondary cycle of education. Mwangi (2018) carried out a study to investigate the influence of educational subsidies on completion rates in public day secondary schools in Kitui County and found that the influence on completion rates was very significant. However, data from Kitui Central Sub County Director of Education's office (2022) (one of the sub counties in Kitui county) showed that; out of 2059 students enrolled in form one in the public secondary schools in 2014, 1766 completed form four in 2017 (293 dropped out); in 2015, 2281students enrolled in form one, 1885 completed form four in 2018 (396 dropped out); in 2017,1858 enrolled in form one, 1403 completed form four in 2020 (455 dropped out). This therefore raises a lot of concern on the dropout rates which continue to increase despite the FDSE, bursaries, grants and other interventions the government has put in place. While studies on dropout rates and other parameters that affect learners' stay in schools have been done in other parts of the country, no study on determinants of dropout rate has been done in Kitui central sub county, hence the need for this study.

Study Objective

To determine the influence of social media on students' dropout rate in public secondary schools in Kitui central sub county, Kitui county, Kenya.

LITERATURE REVIEW

Social Media and Students' Dropout Rate

According to Nyongesa et al. (2019), technologies that enable deliberation, ease social interplay and make possible collaboration across partners constitute social media. Kauser and Awan (2019), conducted a study in Pakistan on how students' academic performance at the graduate level is impacted on by social media. Respondents were 300 final-year students and data were collected using questionnaires. It was found that social media was utilized as a helping tool in studies by the students, however, their studies were badly affected. The study was done on university learners in Pakistan while this research was done on secondary school learners in Kenya.

Luo et al (2020) did a study in Hong Kong, to explore how academic performance in Chinese adolescents related to inside and outside social media behavior. The study which employed a descriptive survey research design utilized Outside School Social Media Behavior (OSSMB) and Inside School Social Media Behavior (ISSMB) scales to survey 560 adolescents. Results showed that OSSMB affected academic performance negatively, while ISSMB predicted

academic performance positively. The study involved Chinese adolescents only while this research involved Kenyan adolescents (students) as well as adults (principals and class teachers).

A study done by Kolan and Dzandza (2018) in Legon investigated how academic performance of students in Ghanaian universities was affected by social media. It adopted a descriptive research design and data was gathered from 38000 participants using questionnaires. 200 respondents were selected using a cluster sampling technique and it was discovered that despite the importance of social media on students' academic life such as spreading knowledge, some students become obsessed with social media which was bad for their school life. This research was a case study on students in universities in Ghana while the present study was a descriptive survey on secondary school students in Kenya.

Tengia (2018), in his study in Moshi Municipality, Tanzania, examines how learning behaviour amid students in secondary schools is affected by social media adopted convergent parallel and correlation study design. 3 Municipal Education Officers and 149 participants (5 principals, 6 teachers, 125 students, and 10 parents) took part in the study. Questionnaires, as well as interview schedules, were utilized in data collection. Findings were that social media accessibility had an influence on secondary school students learning behaviour through potential fraud, poor class attendance, and wasting of learning time among them. The study in addition to students, teachers, and principals also involved parents and education officers while this current study involved students, teachers, and principals only.

Mwandime (2015) undertook a study in the Westlands sub-county, Nairobi County, to investigate how online social networking sites (SNS) impacted the students' performance in academic work in high schools in urban areas. In the study, a descriptive survey research design was used. 250 respondents were involved and questionnaires and interviews were used as research instruments. The findings were that students mainly look for docutainment on SNS. This was followed by sports, academic/complementary education, sexuality, and finally hard news. The study respondents were only students in the Westlands sub county while this study's respondents were students, principals, and class teachers in Kitui central sub-county.

Study Theory

This study was anchored on Systems Theory. Systems theory was proposed in the 1940's by the Austrian biologist Ludwig von Bertalanffy (General Systems Theory, 1968), and furthered by Ashby (Introduction to Cybernetics, 1956). The premise of the theory is that organizations are social systems which are dependent upon the environment in which they exist for inputs (Katz & Kahn, 1978). Systems receive input from the environment either as information or in the form of resources. They process the input internally (throughput), and release outputs into the environment in an attempt to restore equilibrium to the environment. The system then seeks feedback to determine if the output was effective in restoring equilibrium. All schools are open systems and consists of; inputs (students entering the system), a transformation process, outputs, feedback and the environment. School system exists to achieve objectives through the collective efforts of individuals in larger community and institutional settings. School dropout rates can be therefore explained as a product of dysfunctional elements within the education

system. The elements do not operate in isolation but are interrelated making school dropout a process. The strength of systems theories lies in the interdependency, adaptability, and exchange of resources and energy from the different systems. Weakness of the theory is that it only agrees with changes that stabilize the system hence only slow and steady change can occur rather than radical changes. However, despite the weakness it is still the best theory for this study. In the study, systems theory holds that household, school related and community related factors that influence students' dropout in public day secondary schools in Kitui Central Sub County emerge from the interactions schools have with their external environment.

RESEARCH METHODOLOGY

The study adopted descriptive survey research design to investigate the determinants of students' dropout rate from public day secondary schools in Kitui Central Sub County, Kitui County. A descriptive survey entails gathering data to answer questions about the present situation of the area being studied (Mugenda, 2008). The design was perfect since it allowed the researcher to collect qualitative as well as quantitative data from a huge number of cases at a set-out period using existing data. The data for this study was collected using questionnaires for principals, form three class teachers and form three students. Data was analysed using SPSS version 26 and presented in figures, tables, and narratives.

FINDINGS

DESCRIPTIVE STATISTICS

The researcher investigated if social media such as the Internet, WhatsApp, Twitter, TikTok, Facebook, Instagram, and Google search influenced students' academic work and dropout rate. The researcher required the respondents to show how much they agreed with the given statements. The responses by the principals, class teachers and students on their level of agreement with these statements are presented in tables 1, 2, and 3 respectively.

Table 1: Responses on the influence of social media on students' dropout rate by principals

Statements	Strongly agree F (%)	Agree F (%)	Disagree F (%)	Strongly disagree F (%)	Total F (%)
1. Addiction to online social networks is a serious issue that affects students' academic life	17 (77.3)	5 (22.7)	0 (0.0)	0 (0.0)	22 (100)
2.Students spent a lot of time online on non-academic	10 (45.5)	9 (40.9)	2 (9.1)	1 (4.5)	22 (100)
3.Engaging in social media increases students' indiscipline	7 (31.8)	8 (36.4)	4 (18.2)	3 (13.6)	22 (100)
4.Social media contributes to cheating in national exams	11 (50.0)	7 (31.8)	2 (9.1)	2 (9.1)	22 (100)
5.Students' academic performance will not improve even if they stop using social media.	3 (13.6)	2 (9.1)	6 (27.3)	11 (50.0)	22 (100)

From Table 1, addiction to online social networks are a serious issue that affects students' academic life, 17 principals representing 77.3% strongly agreed while five representing 22.7% agreed. No principals disagreed with the statement. That students spent a lot of time online on non-academic work, 10principals representing 45.5% strongly agreed while nine, equivalent to 40.9% agreed. Two principals representing 9.1% disagreed while one principal or 4.5% strongly disagreed with the statement. The heads of institutions who strongly agreed that engaging in social media increases students' indiscipline were seven representing 31.8%, eight, or 36.4% agreed, four, or 18.2% disagreed, and three representing 13.6% of the heads of institutions strongly disagreed. The researcher sought to know if social media contributes to cheating in national exams. 11principals representing 50.0% strongly agreed with the statement while seven or 27.3% agreed. Two principals representing 9.1% disagreed and the other two principals or 9.1% strongly disagreed with the statement. On the variable, of students' academic performance not improving even if they stopped using social media, three principals

representing 13.6% strongly agreed while two equivalent 9.1% agreed. Principals who disagreed with the statement weresixor27.3% while 11 representing 50.0% strongly disagreed.

Table 2: Responses on the influence of social media on students' academic performance and dropout by class teachers

Statements	Strongly agree F (%)	Agree F (%)	Disagree F (%)	Strongly disagree F (%)	Total F (%)
1.Addiction to online social networks is a serious issue that affects students' academic life.	15 (68.2)	4 (18.2)	1 (4.5)	2 (9.1)	22 (100)
2.Students spent a lot of time online on non-academic work	12 (54.5)	10 (45.5)	0 (0.0)	0 (0.0)	22 (100)
3.Engaging in social media increases students' indiscipline	9 (40.9)	4 (18.2)	5 (22.7)	4 (18.2)	22 (100)
4.social media contributes to cheating in national exams	16 (72.7)	6 (27.3)	0 (0.0)	0 (0.0)	22 (100)
5.Students' academic performance will not improve even if they stop using social media.	2 (9.1)	4 (18.2)	8 (36.4)	8 (36.4)	22 (100)

From Table 2, addiction to online social networks are a serious issue that affects students' academic life, 15 teachers representing 68.2% of the class teachers strongly agreed while four representing 18.2% agreed. Those who strongly disagreed were two or 9.1%, while one class teacher, equivalent to 4.5% of the class teachers disagreed. That students spent a lot of time online on non-academic work,12 class teachers representing 54.5% strongly agreed while 10, equivalent to 45.5% agreed. None of the teachers disagreed with this statement. The teachers who strongly agreed that engaging in social media increases students' indiscipline were nine representing 40.9%, four, or 18.2% agreed, five, or 22.7% disagreed and four, representing 18.2% strongly disagreed. The researcher too sought to know if social media played a role in cheating in national exams. 16 teachers representing 72.7% strongly agreed with the statement while six or 27.3% agreed. No teachers disagreed with the statement. On the parameter, of

students' academic performance not improving even if they stopped using social media, two teachers representing 9.1% of the class teachers strongly agreed; four, or 18.2% agreed; eight, or 36.4% disagreed; and eight representing 36.4% of the teachers strongly disagreed.

Table 3: Responses on the influence of social media on students' dropout rate by students

Statements	S A F (%)	A F (%)	D F (%)	S D F (%)	Total F(%)
1. Addiction to online social networks is a serious issue that affects students' academic life	42(12.8)	149(45.5)	62(18.9)	75(22.9)	328(100)
2. Hours spent online can never be compared to the number of hours students spend reading.	84 (25.6)	139(41.2)	38 (11.6)	71 (21.6)	328(100)
3. Students usually have unlimited access to Facebook and other sites and this has affected their discipline negatively.	30 (9.1)	26 (7.9)	56(17.1)	216(65.9)	328(100)
4. Students' engagement in WhatsApp and other sites has made students cheat in examinations	21 (6.4)	42 (12.8)	142(43.3)	123(37.5)	328(100)
5. Students' academic performance will not improve even if they stop using social media	205(62.5)	62 (18.9)	32 (9.5)	30(9.1)	328(100)

From Table 3, addiction to online social networks are a serious issue that affects their academic life, 42 students representing 12.8% strongly agreed while 149 representing 45.4% agreed. Those students who strongly disagreed were 75 or 22.9% while 62 students, equivalent to 18.9% disagreed. The students' responses on hours spent online not being able to compare to the number of hours spend reading, 84 representing 25.6% of the students strongly agreed while 135, equivalent to 41.2% agreed. 38 students representing 11.6% disagreed with the statement while 71 students, equivalent to 21.6% strongly disagreed. The students who strongly agreed that unlimited access to Facebook and other sites affected their discipline negatively were 30 representing 9.1% of the students while those who agreed were 26, equivalent to 7.9%.

However, 216 representing 65.9% of the students strongly disagreed while 56 students, or 17.1% disagreed. On engaging in WhatsApp and other sites making students cheat in examinations,123 students representing 37.5% strongly disagreed while 142, or 43.3% disagreed. Those who strongly agreed that WhatsApp and other sites make students cheat in exams were 21, equivalent to 6.4% of the students while 42 students representing 12.8% agreed. On the parameter, students' academic performance not improving even if they stopped using social media, 205 students representing 62.5% strongly agreed while 62 students equivalent to 18.9% agreed. Those who strongly disagreed were 30 representing 9.1% and 32 students representing 9.5% of the students disagreed.

INFERENTIAL STATISTICS

Correlation Analysis

The relationship between the dependent and independent variable was assessed by carrying out a Pearson's correlation analysis which was computed at a 95 percent level of confidence. The correlation coefficient ranges from −1 to 1 while a value of 0 implies that there is no linear dependency between the variables. Between 0 and 0.3, the correlation is weak, 0.3 and 0.5 is moderate, while greater than 0.5 is a strong correlation. A positive coefficient denotes a positive or direct relationship while a negative coefficient denotes an indirect or negative relationship. The researcher did a correlation analysis of the responses by principals and class teachers on various parameters and dropouts and presented the data in Tables 4 and 5.

Using Pearson's correlation analysis, the researcher established the interrelationship between social media and students' dropout rates based on principals' responses. The results of the correlation are shown in table 4.

Table 4: Correlation results for principals' responses on certain factors/parameters and dropout rates

		Dropout rate	Gender	Social media influence	Parents' academic expectations	Parents socioeconomic status
Dropout Rate	Pearson Correlation	1	.527[*]	.675*	.425[*]	.534[*]
	Sig. (2-tailed)		.022	.006	.039	.010
	N	22	22	22	22	22
Gender	Pearson Correlation	.527[*]	1	.236	.436[*]	.335
	Sig. (2-tailed)	.022		.289	.042	.128
	N	22	22	22	22	22
Social media influence	Pearson Correlation	.675*	.236	1	.307	.424[*]
	Sig. (2-tailed)	.006	.289		.164	.049
	N	22	22	22	22	22
Parents' academic expectations	Pearson Correlation	.425[*]	.436[*]	.307	1	.415
	Sig. (2-tailed)	.039	.042	.164		.055
	N	22	22	22	22	22
Parents socio-economic status	Pearson Correlation	.534[*]	.335	.509[*]	.415	1
	Sig. (2-tailed)	.010	.128	.016	.055	
	N	22	22	22	22	22

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

The correlation matrix in Table 4 on principals' responses depicts a strong correlation between social media and students' dropout rate (r=0.675, p=0.006) which is statistically significant since p=0.006 which is below 0.05 (significance level). Using Pearson's correlation analysis, the researcher established the interrelationship between social media and students' dropout rates based on class teachers' responses. The results of the correlation are shown in table 5.

Table 5: Correlation for class teachers' responses on certain factors/parameters and students' dropout

		Dropout rate	Gender	Social media influence	Parents' academic expectations	Parents socioeconomic status
Dropout rate	Pearson Correlation	1	.437[*]	.698*	.516[*]	.612[*]
	Sig. (2-tailed)		.042	.016	.031	.022
	N	22	22	22	22	22
Gender	Pearson Correlation	.437[*]	1	.320	.477[*]	.424
	Sig. (2-tailed)	.042		.112	.001	.062
	N	22	22	22	22	22
Social media influence	Pearson Correlation	.698*	.320	1	.413	.469[*]
	Sig. (2-tailed)	.011	.112		.074	.003
	N	22	22	22	22	22
Parents' academic expectations	Pearson Correlation	.516[*]	.477[*]	.469*	1	.415
	Sig. (2-tailed)	.031	.001	.003		.055
	N	22	22	22	22	22
Parents socioeconomic status	Pearson Correlation	.612[*]	.424	.509[*]	.415	1
	Sig. (2-tailed)	.022	.062	.016	.055	
	N	22	22	22	22	22

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

The correlation matrix in Table 5 on class teachers' responses showed that social media had a strong correlation, r=0.698 with students' dropout rate which is statistically significant since the p-value, 0.011 is below 0.05 (significance level).

Using Pearson's correlation analysis, the researcher established the interrelationship between

social media and students' dropout rates based on students' responses. The results of the correlation are shown in table 6.

Table 6: Correlation analysis for students' responses on social media and students' dropout.

		Social media	Students drop out
Social media	Pearson Correlation	1	.214[*]
	Sig. (2-tailed)		.041
	N	328	328
Students' dropout	Pearson Correlation	.214*	1
	Sig. (2-tailed)	.041	
	N	328	328

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

The corelation matrix in Table 6 showed a weak correlation (r=0.214) between social media and students' dropout rate which is statistically significant since p=0.041 which is below 0.05 (significant level).

DISCUSSION AND INTERPRETATION OF RESULTS.

The study aimed at investigating the effect of social media such as; phone calls, the internet, WhatsApp, Twitter, Tik Tok, Facebook, Instagram, Google search, and others on the rate of dropout of students in secondary schools in Kitui Central Sub County. According to tables 1, 2, and 3 on responses by principals, class teachers, and learners on the influence of social media on dropout rate, all (100%) the principals agreed that addiction to online social networks was a serious issue that affected the student's academic life; 86.4% of the class teachers agreed while 13.6% disagreed; 58.3% of the students agreed while 41.8% disagreed. These findings concur with the findings of a study carried out by Aqeel et al (2019) where the effect of social media on student's academic performance was investigated. The descriptive study involved a sample of 83 undergraduate students at Lahore private university, India, whose self-administered data was collected from a Likert scale. They found that the addictiveness of social networking sites had positive as well as negative effects and that students were using the sites regularly. However, it was found that the positive impact on the students was less than the negative effect.

Principals' responses on students spending more hours online on non-academic work had 86.4% of the principals agreeing while 13.6%disagreed; all (100%) the class teachers agreed; 70.4% of the students agreed while 29.6% disagreed. A great number of the people participating in the study agreed that hours spent online can never compare to the number of hours spent reading. The finding concurs with those of a study by Hubane (2021) when he investigated how social media affected academic performance in selected secondary schools in Waberi District, Mogadishu, Somalia. It was a descriptive study that targeted a population of 587

(heads of institutions, teachers, and students). Questionnaires served as the research instrument and it was found that students spend more hours on social media, especially on Twitter and YouTube.

In responses to the researcher's question on whether students' use of social network sites affected their discipline, 68.2% of the principals agreed while 31.8% disagreed; 59.1% of the class teachers agreed while 40.9% disagreed; and 17% of the students agreed while 83% disagreed. The responses show that though most of the principals and class teachers agreed that the use of social network sites affects students' discipline, most of the students disagreed. The findings agree with the findings of research by Nyongesa et al. (2019), on how social media influences the discipline of students in Secondary Schools in Kenya, which was carried out in Bungoma county. The study adopted a descriptive survey research design and 680 respondents (deputy headteachers, heads of guidance and counselling departments, and students) were involved. Interviews and questionnaires were used to collect data and it was found that the discipline of students in schools was negatively influenced by social media.

The respondents' responses to the given statement on social media contributing to cheating in national exams; all (100%) the principals, all (100%) the class teachers, and 19.2% of the students agreed with the statement, while 80.8% of the students disagreed. This indicated that, although the heads of institutions and class teachers believed that students use social media to cheat in exams, the students do not agree. The students' findings were contrary to the study findings by Tengia (2018), that the learning behaviour of secondary school students is influenced by social media being accessible to them. The students are influenced through potential fraud, wasting of learning time, and poor class attendance. However, the responses by principals and class teachers showed that the use of social media affected the discipline of learners and that the learners use social media to cheat in exams.

On students' academic performance not improving even if they stop using social media, 22.7% of the principals agreed while 77.3% disagreed; 22.7% of the class teachers agreed while 77.3% disagreed; and 81.4% of the students agreed while 18.6% disagreed. This reveals that the majority of the principals and class teachers were in agreement that the students would improve their academic performance if they stopped using social media. However, the students disagreed, implying that their performance is not negatively affected by the use of social media, hence whether they use social media or not, their performance would not be affected. These findings are supported by those of research by Nwoburuoke & Eremie (2021) which aimed at finding out how the academic performance of senior secondary school students in Rivers State was influenced by social media for purposes of counselling. The study which adopted a descriptive survey design involved 357 students and questionnaires were used as the research instrument. The findings were that social media have negative as well as positive effects on students. The negative effects distract them from their academic work while the positive effects would benefit them if used appropriately. For instance, students can plan for projects online, hold group discussions on class work online, and be updated on current academic information if one has been absent.

The correlation analysis of responses on social media and dropout rate by the principals presented in table 4 showed a strong correlation (r=0.675, p=0.006). Similar results were given by correlation analysis on the class teachers' responses (r=0.612, p=0.022) as shown in table 5. However, the correlation matrix in Table 6 on students' responses on social media and dropout rates showed a weak correlation (r =0.214, p =0.041). All these correlation matrices show that the correlation was statistically significant since all the values of p were below 0.05 (significant level). The correlations imply that social media influences students' dropout rate from school.

CONCLUSIONS

Based on the study findings, the investigator concluded that the influence of social media on students was positive as well as negative. Students use social media for research, but others become addicted to it and spent a lot of time online on non-academic work. The students also misuse social media like WhatsApp and telegram to cheat in exams, and they learn things on the internet which may affect their discipline negatively.

RECOMMENDATIONS

The study recommended that the community, teachers, and parents should educate students on good use of social media so as not to misuse it.

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