

Adolescents' Social Networking and Self-Concept in Public Mixed Day Secondary Schools in Kajiado North Sub-County, Kenya

Kwara Rainer Abadali, Stephen Asatsa (PhD), & Maria Ntaragwe
Department of Psychology, the Catholic University of Eastern Africa, Kenya

Abstract: Self-concept among adolescents is dynamic because of the struggle to find true identity while maintaining social acceptability. Social media may be seen as a social laboratory providing freedom to experiment with different presentations of self. The study examined the relationship between selected social networking sites (WhatsApp, Facebook, and Instagram) and the adolescents' self-concept in public mixed day secondary schools in Kajiado County, Kajiado North Sub-county Kenya. An embedded mixed methods research design was employed to enable the researcher establish the relationship between the selected Social Networking Sites and self-concept among adolescents. Simple random sampling was employed to the selected 4 schools for this study. Probability sampling technique was used to select a sample of 265 respondents from the 4 selected secondary schools as sample size for the study. Data was collected using questionnaires and analyzed using descriptive and inferential statistics. Findings indicated that Facebook was the most preferred social media site among the adolescents. The self-concept level among the adolescents was at a moderate level indicating that the adolescents are aware of their self. The study found a negative weak correlation between WhatsApp and self-concept among adolescent; a negative weak correlation between Facebook and self-concept among adolescents and a negative weak correlation between Instagram and self-concept among adolescents. Self-concept among the selected respondents was not significantly affected by the selected social media applications. The study recommends harnessing of social media platforms as a socializing tool among adolescents since no significant correlation was found between social media and self-concept of adolescents despite the existing ban of use of mobile phones among this population in Kenya.

Key words: WhatsApp, Facebook, Instagram; self-concept, social networking

I. BACKGROUND

Self-concept has been defined as an overarching idea we have about who we are; physically, emotionally, socially, spiritually, and in terms of other aspects that make up who we are (Neil, 2005). This includes our knowledge of how we behave, our individual characteristics and our capabilities. Self-concept is an observable, describable, situation-specific and measurable phenomenon. Globally, self-concept is the perception that we have of ourselves, that answer to the question "who am I"? What makes me "me"? It involves knowing about the self; thoughts, preferences, skills, hobbies and one's area of weakness. The way one views the self is an

indication of how the person makes sense of herself/himself (Ackerman, 2019). Explaining this further, Ackerman (2019), states that self-concept is therefore learned not inherent depending on one's experiences throughout the development stages. It is influenced by biological and environmental factors, but social interaction plays a major role as well. Therefore, the quest to carry out this study. Self-concept develops through childhood and early adulthood when it is more easily changed or updated as we learn more about ourselves.

The western view of self-concept draws its inspiration from numerous self-theory authors such as Carl Rodger, Abraham Maslow and John Turner just to mention a few. Self-concept is viewed as a goal each individual strives to achieve. The self is a quest from what an individual expects to be seen as to what an individual considers themselves as. John Turner in his theory on self-categorization presents how self-concept evolves over time. He categories self-concept into two; one which focuses on the personal identity and the other social identity. In his research he provides that children and adolescents integrate social identity into their self-concept in their earlier stages of education, they build their social identity by gauging their presence among peers. This acceptance from their peers affects how they behave at home and also academically.

Self-concept in an African view leans towards an individualistic orientation of self-extent among youth and adolescents. However, among elderly individuals and women self-concept is viewed as a collective and moralistic orientation (Mpfungu, 2010). In Kenya self-concept is viewed as the facts that shape an individual to be the best they can deliver in any field and level of life. In adolescent's scenario, it is linked to their academic life. Factors such as natural environment, teachers, peers and the hidden curriculum have an impact on adolescents' self-concept. They tend to either promote it if they are positive to an individual. The self-concept of the adolescent can also be broken if the individual develops negative attitudes or experiences challenges with the present factors (Wanjuru, 2003). Hence there exists the need to explore self-concept among adolescents in the wake of social media culture.

Social media is a platform where users can interact with each other, build social networks and increase social capital with the support of available applications (Barnes, 2008). Social media can be a gift or a curse depending on how it is used. Studies indicated an upsurge in the number of adolescents described as 'extreme internet users' (Shetty, Rosario, & Hyder, 2015; Mussad, 2018). Technology and social media have recently become an integral part of 21st century adolescents' life, with over 71% reporting regularly viewing more than one social media site.

There are 4.2 billion internet users globally; 3.9 billion are social media users (Global Digital Report, 2018). The number of hours spent on the internet per day on the maximum is 9 hours 38 minutes to a minimum of 3 hours and 50 minutes. On average a user has 5 social media accounts. Globally the key social media platforms are Facebook (2.1 billion users), WhatsApp (1.3 billion users), Snap Chat (0.255 billion users), YouTube (1 billion users), Instagram (0.800 billion users). In Kenya there are 12 million WhatsApp users, 8 million you-tube users, 7 million Facebook users and 4 million Instagram users (Soko Directory, 2018). Among the 2.1 billion Facebook users, 180 million users are adolescents ranging from the age of 13-18 years, Instagram adolescent users are 61 million (Pew Research Center, 2018).

In this era of social media where adolescents engage and exchange ideas with peers and new people they meet online, many aspects come into play. The concept of self-esteem and social media is seen among various authors where conclusions are made that social media is a negative tool when it comes to self-esteem among adolescents. Social media promotes depression; in return the self-esteem of the adolescent is lost. This way, low self-concept clarity is seen to strongly associate with lower self-esteem (Gallagher, 2017). Social media platforms have led to the generation of programs where adolescents who are the main targets are pushed towards the extreme in order to be accepted in a certain group in the quest of building their self-esteem. They are pushed to do activities that harm themselves at the point of even committing suicide in order to feel accepted or fit into a group or even in their words become famous. Social media platform programs such as the 'blue whale challenge' mostly run through the WhatsApp platform targeted adolescents, with simple challenges in the beginning which later ended up in numerous deaths around the world. Countries such as Ukraine, India, United States and Russia have seen 130 cases where such suicides have been mentioned between November 2015 and April 2016 (BBC, 2019).

Adolescent stage of life involves many body changes to an individual both physical, cognitive, biological and psychological. The changes observed by adolescents and their peers are basically the physical changes. Each individual is unique and growth takes places at different paces. However, at this stage many adolescents are trying to understand themselves. With regards to their body image, if growth is not according to the pace of their peers then it is seen negatively.

This brings in the concept of social comparison among adolescents in the social media which constitutes a rampant phenomenon where celebrities of similar age promote this mirage of a 'perfect body' at the same age that one may not have at that time (Gallagher, 2017).

A research on the satisfaction rates of adolescents girls after being exposed to ultra-thin models and average sized models came to the conclusion that viewing these images negatively correlated with self-esteem and body satisfaction (Gallagher, 2017). It was also acknowledged that women are more likely to use the social networking site in order to compare themselves to others and for looking for information on other people's profiles, whereas men are more likely to view other people's profiles in order to find friends. It was also found that women are more likely to use group names and upload portrait photos of themselves as their self-presentation whereas men are more likely to upload full body images (Ruigrok, 2014).

The age of individuals comes into play in terms of social media and body image. It was concluded that adult women become distressed about body image, "so do very young children, who are less equipped to deal with the pressures put on them by the media, their peers, and society in general (Granatino & Haytko, 2013; Gallagher, 2017). An adolescent's stage of life comprises of various aspects which are wholly, physical and psychological changes. This developmental stage in an individual is the determinant of how an individual will view the world in their adult life. Many issues such as independence and self-identity arise and different individuals will handle them differently. This is the stage where the development of one's self-concept really takes off. Adolescents at this stage are prone to greater self-consciousness and susceptibility to the influence of their peers, in part due to the changes happening in the brain (Sebastian, Burnette, and Blakemore, 2008).

In connection to one's self-concept and social media with lack of a clear self-actualization on one's ideal self, adolescents may sway towards conforming to what the society considers ideal. Body image brings into play other aspects such as anorexia. Anorexia is an eating disorder characterized by an abnormally low body weight, an intense fear of gaining weight and distorted perception of weight. The mental disorder is viewed as a combination of various psychological, biological and environmental factors. These are challenges that adolescents globally face online and offline coupled up with overexposure to media, such as magazine articles focusing on weight loss, degrading overweight characters on TV, underweight actresses, and overly muscular actors, are not ideal for adolescents due to their heightened impressionability. For example, it has been observed that a third of female characters on sitcoms are below-average weight. Also, most of these women receive more positive comments about their appearance and are involved in more romantic relationships than heavier characters (Gallagher, 2017; Mayo Clinic, 2019). Unfortunately, the side effects of

this disorder are extreme and are associated with suicide. Again Gallagher (2017) showed that among high school students, disordered eating habits and extreme weight control methods are significantly related to suicide ideation. It is essential for guardians and parents to supervise the online activities of their children.

II. METHODS

Research Design

The study set to identify the relationship between selected networking sites and self-concept among secondary school adolescents in the Kajiado County. The study employed the use of embedded mixed methods research design; according to Creswell (2011) this allows the researcher to employ both quantitative and qualitative research designs in a single study. A single data set is not sufficient to obtain results for the research questions thus the qualitative aspect is brought forth (Kombo and Tromp, 2016).

The use of correlational research design was employed to allow the researcher to identify relationships between variables. The relationship among the variables may be positive or negative. This allowed the researcher to identify whether the selected variables influence each other and at what extent. A bivariate correlation was used to determine the relationship between self-concept and selected social media networks (Kombo & Tromp, 2016).

Location of the Study

The study intends targets Kajiado County (Appendix 1). The County is divided into three regions Kajiado North, Kajiado South, Kajiado East, Kajiado West and Kajiado Central. The literacy level in the region is 55.4% with a 44.9% of children attending school who are in the age range of 15-18 years (County Government of Kajiado, 2020). The region has both public and private secondary schools. The county comprises of 121 secondary schools with 70 being public and 51 private schools. The study focuses on Kajiado North Sub-county due to its proximity to the city's capital and its greater population density and distribution compared to the other counties (Kenya National Bureau of Statistics, 2018). The county is home to 16 public secondary schools where 13 are mixed and 3 are of singular gender (Ministry of Education Kajiado County, 2019)

Target Population

Adolescents' self-concept is an aspect felt by both gender of individuals. The study proposes the use of both gender respondents in-order to understand the impact of social media on these respondents. There are 16 public secondary schools in Kajiado North sub-county the selected target population of the study (Ministry of Education Kajiado County, 2019). Among the 16 schools, 13 schools are public and mixed with a total population of 4,658 adolescents. The study obtained responses from the student's counselors and teachers who are on duty. The teachers and counselors are

intended to provide more insights on the study's fourth objective.

Sample Size and Sampling Procedures

A sample is any group of subjects from which information is obtained that is part of a selection of a target population (Mugenda and Mugenda, 2012). They provide a technique to obtain a sample; through the selection of any percentage between 10%-30% of the total population, the attained value is considered adequate for research study.

$X * N / 100 =$ (n- sample size, N- population, X (10-30) selected by researcher)

$13 * 30 / 100 = 4$ public mixed day secondary schools

To select the four schools, probability sampling specifically simple random sampling was employed. This is to ensure that every school has the same probability of being chosen. To determine the study sample of number of students, the researcher used Yamane (1973) sample size determination formula with the confidence level at 95%, and the margin of error at 5%.

$$n = \frac{N}{1 + N(e)^2}, \quad \text{Where } n = \text{the sample size}$$

N = Target population (number of Secondary schools' students)

e = Margin of error (in percentage) Student Sample size

$$\frac{781}{1 + 781(0.05)^2} = 265$$

The total sample of the respondents is 265; where the respondents were selected randomly by the researcher through the assistance of class teachers. The use of attendance lists was essential since they were used in identifying the respondents. The students were involved in an exercise where they each picked a number and the researcher determine which respondents get to take part in the questionnaire answering activity. The key respondents selected were from form 3 and form 4 classes. This is so because they are more experienced at this stage as compared to the form 1 and form 2. The respondents also comprised of teachers on duty and school counselors; to ensure uniformity. A uniform frequency of one teacher and one counselor per school were used for the study.

Research Instruments

Data were collected using questionnaire that comprised of self-developed sections assessing sociodemographic characteristics of the respondents and their preferred social networking sites. Furthermore the questionnaire comprised of a standardized scale, the Robson's self-concept questionnaire (Robson, 1989). This is a 30 item 7 point Likert scale that measures self-concept in terms of four domains, the body image, ideal self, role performance and self-esteem. The scale reported high internal consistency

of 0.82. Scoring of the scale was done by computing the Mean of each of the three domains. A higher mean on each of the three domains indicated healthy self-concept while a lower mean indicated poor self-concept.

III. RESULTS

Self-concept Levels among Adolescents in Kajiado County Kenya

The study sought to explore the phenomenon of self-concept among adolescents in Kajiado County, Kenya. The section below presents the four components of self-concept and how the respondents' view self-concept in their daily lives.

Respondents Ideal Self

Ideal Self	Scale	Frequency	percentage %
High Ideal Self	0-2	40	16
Medium Ideal self	3-4	178	70
Low Ideal self	5-7	32	13
Total		255	100

The self-concept variable ideal self was examined among adolescents. The results are as follows; 70% (178) have a medium scale of their ideal self, 16% (40) of the respondents' have a high ideal self and 13% had a low ideal self-scale. With a minimum response of 0 and maximum response of 6.5, the variable presented a mean of $M=3.94$, drawing a conclusion that the respondents are aware of their ideal self. Adolescence is a stage in an individual's life where the quest to know one's self is a day to day activity. The use of these by the respondent's platforms has presented that the adolescents are aware of their ideal self, Back *et al* (2010) presented that the use of social media sites have made it easier for adolescents to present unreal versions of themselves to their online followers. This practice enables them to develop a trend where they distort the truth about themselves online in the long-run destroying their personalities subconsciously.

Respondents Body Image

The self-concept variable body image was examined among adolescents. This is one of the self-concept variables that can be physically experienced and seen.

Body Image	Scale	Frequency	percentage %
High Body image	0-2	45	18
Medium Body Image	3-4	145	57
Low Body Image	5-7	60	24
Total		255	100

Analysis presented that 57% (145) have a medium scale of their body image. 18% (45) of the respondents' have a high body image. 24% (60) of the respondents had low body image while 2% (5) did not respond. With a minimum response of

1.2 and maximum response of 7, the variable presented a mean of $M=4$, drawing a conclusion that the respondents are aware of their body image. This finding is encouraging considering negative impacts reported by authors on adolescents who spend their time on social media sites. Adolescents have been reported to be cyberbullied because of their image as well as experienced the effects on cyberbullying on their fellow friends (Bearman, Presnell, Martinez, & Stice, 2006).

Respondents' self-esteem

Self-esteem variable was examined among adolescents. The responses provided were analyzed and a response was drawn based on three response scales high, moderate and low.

Self-Esteem	Scale	Frequency	percentage %
High Self-esteem	0-2	102	40
Medium Self-esteem	3-4	99	39
Low Self-esteem	5-7	49	19
Total		255	100

It was evident that 40% (102) of the adolescents have high self-esteem, 39% (99) have moderate self-esteem and 19% (49) have low self-esteem. With a minimum response of 0.75 and maximum response of 6.75, the variable presented a mean of $M=3.98$, concluding that the respondents are aware of their self-esteem. This finding is similar to the results from Akintola, Bello and (2016) who present that WhatsApp interactive features allow users to interact more in the long-run they are able to build their self-esteem in environments where interactions are warm.

Respondents Role Performance

Role performance variable was examined among the respondents. The responses were analyzed based on three response scales high, moderate and low.

Role-Performance	Scale	Frequency	percentage %
High role performance	0-2	40	16
Medium role-performance	3-4	148	58
Low role performance	5-7	62	24
Total		255	100

The table present that 58 % (148) of the adolescents have moderate role-performance, 24 % (62) have low role performance and 16 % (40) have low role-performance. With a minimum response of 0.90 and maximum response of 6.20, the variable presented a mean of $M=3.85$, concluding that role performance by the respondents is in existence.

Correlation between Social Media Use and Self-Concept

The study sought to determine the relationship between self-concept and social media applications which were Facebook, Instagram and WhatsApp. Table 5 presents the correlations.

Table 5: Self-concept and Social Media Correlation

		Self-concept	Instagram	WhatsApp	Facebook
		1			
N		250			
Instagram	Pearson Correlation	-.077	1		
	Sig. (2-tailed)	.223			
	N	250	255		
WhatsApp	Pearson Correlation	-.024	.178**	1	
	Sig. (2-tailed)	.711	.004		
	N	250	255	255	
Facebook	Pearson Correlation	-.059	-.098	-.296**	1
	Sig. (2-tailed)	.356	.118	.000	
	N	250	255	255	255

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

In regards to the relationship between self-concept and Instagram the results were not statistically significant, weak negative correlation between the self-concept and social media applications ($r = -.077, n=250, p>.01$), with Instagram usage explaining 0.5% self-concept. This finding is similar to that of Cheyanne, (2018) who observed a no statistical difference in relation of Instagram and self-concept among adolescents.

The relationship between self-concept and WhatsApp is also presented in the table. The results were not statistically significant, a weak negative relationship is shown. The results ($r = .024, n=250, p>.01$), with WhatsApp usage explaining 0.05% of self-concept. A strong positive correlation is observed from a study on use of social media among students, relation to self-concept and communication (Gitimu & Megan, 2012).

The relationship between Facebook and self-concept was examined using the Pearson correlation techniques. The results presented no statistical significance between the social media and self-concept. With ($r = -.059, n=250, p>.01$), Facebook usage explained self-concept at 0.3%. There is a significant relationship between Facebook and self-concept. Facebook is observed to be a major influence on body image among its users, one hour usage on this platform has led to a decrease in self-concept score of an individual by 5.574 as analyzed by Muqaddas & Nawaz (2017).

Table 6: Regression Analysis

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.107 ^a	.011	-.001	.88691		
ANOVA ^a						
Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	2.247	3	.749	.952	.416 ^b
	Residual	193.506	246	.787		
	Total	195.752	249			
Coefficients						
Model						
		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Intercept)	4.550	.376		12.111	<.000
	Instagram	-.186	.150	-.080	-1.242	.216
	Facebook	-.159	.137	-.077	-1.158	.248
	WhatsApp	-.078	.160	-.033	-.491	.624

a. Dependent Variable: Self-concept

$$Y = 4.550 - 0.186x_1 - 0.159x_2 - 0.078x_3$$

The study was conducted to determine the impact of social media sites on self-concept among adolescents. Self-concept was the key dependent variable that consisted of the ideal self, role performance, body image and self-esteem. The results show that 1.1% of the variance in self-concept can be accounted for by the use of the selected social media applications collectively, $F(3,246) = 0.952, p > 0.001$.

Looking at the unique individual contributions of the predictors, the results shows that WhatsApp ($\beta = -.186, t = -1.242, p = 0.216$), Instagram ($\beta = -.159, t = -1.182, p = 0.248$) and Facebook ($\beta = -.078, t = -0.49, p = 0.624$) negatively predict self-concept. The results present that the independent variables selected did not significantly contribute to the self-concept of the adolescents. The model created is not a good fit.

III. DISCUSSION

The findings showed that adolescents do use the social media site to a large extent. The social media site is the fastest growing site among the present sites (Iqbal, 2019). The media site is praised due to its texting feature that allows users to send messages to their loved ones and even classmates at no cost in some cases. Time spent on this application has also been determined as 85 billion hours.

According to Yeboah & Ewur, (2014) respondents as young as 15 years of age, were able to access and use the application in their social circles. The social media addiction level of the

adolescents towards WhatsApp was observed at a moderate level. This indicates that the adolescents are consuming the social media at a balanced rate. This finding is linked to that of Yeboah and Ewur (2014) who identified that they used WhatsApp to be 'socially balanced'.

The use of the application was observed to have a negative correlation between class performance and the use of WhatsApp platform. The negative correlation is also observed in this study between overall self-concept and the use of selected social media sites. The rate observed from the regression model relating the use of WhatsApp and self-concept was a negative predictor. The use of WhatsApp as an independent variable does not significantly contribute to the self-concept of the adolescents.

In another study WhatsApp was found to affect the psychological well-being of adolescents and their academic achievements. Regionally, a case study in Nigeria presented by Ernest et al (2017) focused on three hundred senior secondary school students with a Correlational design. This revealed that there is a negative correlation between academic performance and the use of WhatsApp platform, it was observed that a lot of the adolescents spend too much time on the devices.

The most preferred social media site among adolescents in selected Kajiado secondary schools emerged to be Facebook. Facebook is a platform that enables the users to interact through post and share emotions on specific ideas (Global Digital Report, 2018). Research has shown that most Facebook users are female and very few male users tend to appreciate the platform. The responses from the data highlighted that there is no significant difference between gender and social media use, however the average mean of social media usage of social media platforms was higher among females than males.

The platform is seen to restrict the use of the platform features to individuals who are less than 18 years as depicted by Global report (2018). This study presents the preference of this platform by users who are 15 years and above. The correlation between Facebook and self-concept among the adolescents is seen as a weak negative correlation. The regression co-efficient obtained from running the independent and dependent variables is seen as not significant.

Studies globally have highlighted that there is a strong correlation between the use of Facebook and declined satisfaction levels of body image among adolescents. The authors have continued to present that the platform features allow users to display pictures of themselves that may not necessarily depict the actual scenario. This display affects their followers negatively and lead to decreased satisfaction levels of body image (Bearman, Presnell, Martinez, & Stice, 2006). This study has presented that among the self-concept components body image is the strongest components with the highest satisfaction rates.

Globally, in the Philippines a study by Labrague (2014) on Facebook use and adolescents' emotional states of depression, anxiety and stress was conducted by the aid of a cross-sectional design, on 76 students enrolled in a nursing class. Findings emerged that there is a correlation between the time spent on Facebook and depression as well as anxiety levels in adolescents. The time spent on this platform appears to increase the anxiety levels among adolescents most especially if they view items that are not similar to their lifestyle, way of living, what they have or even what they are not able to have.

Mierzwa and Jurjewicz (2016) also concurs with his finding linked to Facebook and Anxiety. He argues that this platform does not have a way of confirming the age bracket of individuals during the sign in section. Thus adolescents tend to falsify their information so as to get access to the site. It was observed that 53% of adolescents respondents believed that their online presence had changed their personal behaviour. Out of this, 51% acknowledged that this behaviour had changed towards the negative side. The need to sleep and relax after the use of these sites is not experienced normally and the respondents acknowledge that they feel depressed and face anxiety once their access to social media sites is not accepted.

The third most preferred social media site by adolescent users was Instagram. This platform is owned by Facebook and allows the users to share their pictures in real time on what their current events are. Authors reveal that there is a strong correlation between the use of Instagram and self-esteem. The study presented that there is a moderate level of self-esteem among the adolescents with the use of an overall statistics of social media. The correlation between the use of social media sites and self-concept emerged as weak and negative.

The regression efficient obtained from analysis of self-concept and the use of Instagram emerged as not significant. This finding highlight that the adolescent users of this platform do not use the platform to the extent of abuse. The respondents' body image which is a key feature when using this platform is kept intact. Authors such as Kenny *et al* (2017) present that peers have the potential to positively impact adolescent body image by providing support to those who experience difficulty coping with their changing body and any criticism from others.

The concept of social comparison is a trend also observed among teenagers in South Africa. A study on Instagram use and eating attitudes and behaviors amongst South African female adolescents authored by Torr (2018) examined 51 adolescents in the age bracket of 15-17 years. A survey was employed in line with a linear multiple regression analysis. Findings obtained were that despite the participation of the adolescents, either passive or direct participation, presented that adolescents are negatively affected after an online presence. The types of body preferences presented online are those that they cannot achieve and social

comparison is encouraged, creating more depressed, low self-esteemed and anxiety filled female adolescents (Torr, 2018).

IV. CONCLUSION

Adolescence is a crucial stage in the development of human life where they have to adjust themselves to the changes taking place within them. They are easily influenced at this stage of development and their self-concept may be fragile. An adolescent's inability to go through this stage properly can have adverse effect on the individual especially in this era of social media which is very popular among adolescents and also has a great influence on them.

Even though Social media use allows the adolescent to communicate with others and help them build social network, they need the guidance of an adult to help them through these to avoid unnecessary exposure to the wrong crowd. Adolescents may sway towards conforming to what the society considers ideal. This is usually linked to one's self-concept and social media with lack of a clear self-actualization on one's ideal self. Parental supervision is therefore needed especially in the use of social networking sites so that teenagers are more careful in presenting themselves. Parents, guardians and teachers have the duty to play an active role by guiding adolescents regarding self-actualization, self-confidence, self-esteem and self-recognition.

The study therefore recommends harnessing of social media platforms as a socializing tool among adolescents since no significant correlation was found between social media and self-concept of adolescents despite the existing ban of use of mobile phones among this population in Kenya.

REFERENCES

- [1] Ackerman, C. (2019, June 19). What is Self-Concept Theory? A Psychologist Explains. *Positive Psychology*.
- [2] BBC. (2019, January 13). *BBC News*. Retrieved March 18, 2019, from BBC.COM: <http://www.bbc.com/news/amp>
- [3] Bearman, S. K., Presnell, K., Martinez, E., & Stice, E. (2006). The Skinny on Body Dissatisfaction: A Longitudinal Study of Adolescent Girls and Boys. *Journal of Youth and Adolescence*, 229-241.
- [4] County Government of Kajiado. (2020). *Low adult literacy levels*. Nairobi: Government of Kenya.
- [5] Creswell, J. (2011). Choosing a Mixed Methods Design. In J. Creswell, *Designing* (pp. 58-88).
- [6] Ernest-Ehibudu, I., & Victory Sira, T. (2017). Influence of Whatsapp and Facebook Social Media Usage on Academic Performance of Secondary School Students in Port Harcourt Local Government Area, Rivers State, Nigeria. *IOSR Journal Of Humanities And Social Science*, 07-13.
- [7] Gallagher, S. (2017). The influence of social media on teens' self-esteem. *Theses and Dissertation*, 1-57.
- [8] Global Digital Report. (2018). *Global Digital Report*. Retrieved April 4, 2019, from <http://www.globaldigitalreport.com>
- [9] Granatino, R., & Haytko, D. (2013). Body Image, Confidence, And Media Influence: A Study Of Middle School Adolescents. *JABR Journal of Applied Business Research*, 45-50.
- [10] Iqbal, M. (2019, February Tuesday). Business of Applications. Retrieved May Wednesday, 2019, from www.businessofapps.com
- [11] Kombo, D., & Tromp, D. (2016). *Proposal and Thesis Writing*. Nairobi: Paulines.
- [12] Labrague, L. (2014). Facebook use and adolescents' emotional states of depression, anxiety, and stress. *Health science journal*, 80-90.
- [13] Mayo Clinic. (2019). Retrieved March 18, 2019, from Mayo clinic: <http://www.mayoclinic.org/disease>
- [14] Mierzwa, J., & Jurjewicz, H. (2016). Does Facebook, Twitter and Instagram influence well-being and self-esteem among early adolescents? *Studia Sociologia Cracoviensia*, 137-152.
- [15] Ministry of Education Kajiado County. (2019). *Enrolment Rates Kajiado North*. Nairobi: Government of Kenya.
- [16] Mporu, E. (2010). Exploring the self-concept in an African Culture. *Journal of Genetic Psychology*.
- [17] Mugenda, A., & Mugenda, O. (2010). *Research Methods African Centre for Technology Studies Press*. Nairobi: African Centre for Technology Studies Press.
- [18] Muqaddas, J. S., & Nawaz, A. (2017). Impact of Social Media on Self-Esteem. *European Scientific Journal*, 329-341.
- [19] Mussad, B. (2018). Social media: a literature review of its impact on adolescents with mental health disorders. *Journal of the National Students Association of Medical Research*, 36-44.
- [20] Ruigrok, A. (2014). Usage of Social Networking Sites and their effects of self-esteem. *Unpublished*.
- [21] Shetty, A., Rosario, R., & Hyder, S. (2015). The Impact of Social Media on Youth. *International Journal of Innovative Research in Computer and Communication Engineering*, 2-5.
- [22] Soko Directory. (2018). *Soko Directory*. Retrieved April 4, 2019, from <http://www.sokodirectory.com>
- [23] Torr, E. (2018). Instagram use and eating attitudes and behaviours amongst South African female adolescents. *Unpublished*, 1-51.
- [24] Wanjru, S. (2003). Self-concept educational and occupational choice: a case of secondary school girls in Muranga and Nairobi Districts, Kenya. *Unpublished*.
- [25] Yeboah, J., & Ewur, D. (2014). The Impact of Whatsapp Messenger Usage on Students Performance in Tertiary Institutions in Ghana. *Journal of Education and Practice*, 157-165.