**AN EXAMINATION ON THE INFLUENCE OF WHATSAPP ON YOUTH BEHAVIOR.**

**(A CASE STUDY OF TECHNICAL UNIVERSITY OF MOMBASA)**

**KIOKO PURITY MUNINI**

**BJMC/306J/2018**

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR’S DEGREE IN JOURNALISM AND MASS COMMUNICATION AT TECHNICAL UNIVERSITY OF MOMBASA.**

**NOVEMBER 2022.**

## DECLARATION

I hereby declare that this research project is my original work and has not been presented for a degree or any other examination in this or any other university.

Sign…………………….. Date……………………

PURITY MUNINI KIOKO

BJMC/306J/2018

**SUPERVISOR DECLARATION**

This is to satisfy that this research project was done under my supervision, and it is now ready for submission to the department of Communication Studies of Technical University of Mombasa with my approval as University Supervisor.

Dr. Daniel Mwaringa

Sign …………………………. Date……………

# DEDICATION

I dedicate this research project to my beloved family especially my mother, Mrs. Salome Kioko, my sisters Lucy and Mary for their passion about my education which has motivated me to this far. May God bless you all.

# ACKNOWLEDGEMENT

I give glory and honor to the Almighty God for giving me strength and energy through the process of my research. It is my pleasure to express my sincere gratitude to my supervisor Dr. Daniel Mwaringa for his assistance and patience in making critical review and useful suggestions to this research paper. Accomplishment of this study is also indebted to my friends and family who gave me advice, encouragement, assistance and guidance throughout my learning process at Technical University of Mombasa. My special tributes go to all my classmates for their honorable support as well.

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# ABBREVIATIONS

SNSs: Social Networking Sites

TUM: Technical University of Mombasa

SMS: Short Message Services

OTT: Over the Top

# ABSTRACT

WhatsApp is an amazing application, and with the help of it we can connect ourselves to the society and the whole world. However, as much as this application has emerged as an important medium for social networking and sharing of information and ideas, it has some harmful effect on the academic, mental and social behavior of the youth. The main objective of the study was to examine the influence of WhatsApp on youth behavior, with reference to undergraduate students in TUM. The specific objectives were; to determine youth’s content and activity preferences on WhatsApp, investigate the level of WhatsApp usage among the youth and to find out the risks associated with use of WhatsApp among the youth.

The study used social learning theory and a media dependency theory to help us understand behavior of youth as well as the gratification that comes with the use of WhatsApp. A mixed research design was employed, and a questionnaire was used as tool of data collection from 388 respondents purposively sampled from the target group of 13,500. The findings of the study revealed that there is a high level of using WhatsApp for various aspects only that WhatsApp is not used for academic purposes. The findings of the study also showed that WhatsApp affects the behavior of the youth, and it is negative to the youth with greater drawback being its highly addictive nature. Thus, the result increased use of WhatsApp leads to a negative behavior among the youth. The study recommended that; parents should monitor the behavior of their children from tender age. Young adults should make good use of WhatsApp and avoid time wastage. Moreover, the web and application designers should seek ways to curb bullying and distribution of disturbing images, videos and pornography on WhatsApp.

# CHAPTER ONE

# INTRODUCTION

## 1.0 Background of the study

Advancement in technology has resulted into its use as the best medium to explore a wide area of knowledge and the use of internet technology has contributed to creation of fast and easy ways of communication known as social networking sites (SNS) or social media platforms (Bucy & Newhagen, 2004).

According to (Denker, 2018), social media is any form of media that involves interactive participation. Interactive participation deals with the exchange of thoughts, knowledge, information and understanding between a sender and receiver freely and efficiently regardless of the distance between them (Harvey, 2012). Examples of social media platforms include Twitter, Instagram, Facebook, WhatsApp, and Telegram.

Social media is not new to the world, it has been there for quite some time now and it commands a large number of users across the globe. Statistics from 2019 by (Deepa, 2020) show that 2.7 billion people use social media every month with 2.1 billion using at least one form of social media each day. Facebook and YouTube command 1 billion shares of audience each while Instagram and Twitter have 4 million and 3 million users respectively.

WhatsApp is the current and trendy social media media application mostly appreciated by the young generation with 2billion users in over 180 countries (Statista, 2017). This is a shred of compelling evidence that social media is used by almost two-thirds of the world’s population either for personal, academic or business purposes. It is important to understand that although these applies to all ages, the largest number of social media users are the youth (Back et al, 2008), who use them to interact with old pals and find other new internet friends (Asemah and Edegoh, 2012).

(Albert Bandura, 1977) believes that one’s behavior can be directly influenced by observing others within the context of social interactions, experiences and outside media influences. Social media holds deceptive posts, photographs, messages and with so many characters and behaviors displayed, youngsters have fallen victim of it as they spent long hours trying to imitate and adapt to the frenzy (Oche & Aminu, 2010).

Modern youth have normalized chatting even in delicate, highly organized and respected places like church, mosque and lecture venues. Some are seen carelessly walking along the highway carried away by their phones. (Morahan- Martin and Schumacher, 2000) explain social media addiction may seriously harm a person’s life and if not earlier controlled could further lead to an already deteriorating morals of the youth in the society.

Recent research by (Müjgan Hacıoğlu Deniz and Seda Karakaş Geyik, 2019) on general internet usage by undergraduates shows that searching for useful knowledge via internet comes later than playing games, shopping online or surfing internet. Attention has been shifted from important things such as their career, friends and family leading to loss of quality time and emergence of a gap between parents and youth.

## Statement of the problem

Scholars have debated the influence of social media since the day it was introduced to the world. It is through social media where we communicate to our friends and strangers across the globe without limitations. It also offers a platform where students can discuss a variety of educational topics online without having a face-to-face meeting as well as business people can advertise and sell their products and services.

However, social media has not entirely been beneficial as there are some problems associated with it. (Rahman, 2013) states that alarming rate of social media obsession affects mental, academic and social behavior by influencing how people view, maintain, and interact with their social networks. (Manning 2016) explains that social media exposes the youth to problematic materials, bullying, exposition to unnecessary online marketing and advertising which according to (O’Reilly, 2019) results to issues of identity theft, building of shallow and harmful relationships, the emergence of digital divide, users’ depression, social isolation further leading to adoption of negative and dangerous online behaviors and many more (Ariel Shensa, 2017).

## 1.2 Objectives of the study

### 1.2.1 General Objective

The main objective of the study was to examine the influence of WhatsApp on youth’s behavior.

### 1.2.2 Specific Objectives

1. To determine youth’s content and activity preferences on WhatsApp
2. To investigate the level of WhatsApp usage among the youth.
3. To find out the risks associated with use of WhatsApp among the youth.

## 1.3 Research Questions

1. What content and activity do youth prefer on WhatsApp?
2. What is the level of WhatsApp usage among the youth?
3. What are the risks associated with use of WhatsApp among the youth?

## 1.4 Justification of the study

This research was conducted by the concerns principally by motivated several factors including a report presented by World Health Organization (2019), that one in every 10 persons in Kenya, with the majority being the youth, suffers from mental problems ranging from stress, suicidal thoughts and depression which have been directly related to consumption of negative content on social media. Online users have been subjected to immense pressure by online models/celebrities which the media sees as ‘perfect’. The decision to improve one’s face, skin or body after going through a friend’s online stories eg. WhatsApp status has a great effect on self-esteem breeding fear, self-harm, envy and a ‘wanna be’ kind of an individual.

Social media has also contributed to issues like poor performance in the academic behavior of students as (Olubiyi 2004) observed that nowadays there are few or no restriction on mobile use in lecture halls. (Obi, 2 Bulus, Adamu & Sala’at 2012), in their research paper concluded that these technological sites also affect students’ use of English and grammar.

(Tynes, 2009) states that parents have expressed great concern on the risks associated with social platforms. In his study, parents complained that they could hardly get the attention of their children who seem to be carried away by the fascinating world of social networks explaining the poor parent-child relationship. Time allocated for family discussions where parents would offer advice and counsel their young ones is no longer available today.

## 1.5 Significance of the study

It is hoped that the adoption of this study’s findings and recommendations will be useful to policy makers in different government institutions. For instance, in the education sector, social media to be encouraged as a supportive technology or tool where students would only use for academic purposes to enhance abilities and skills and should be supervised to enhance abilities and skills.

The health ministry, to help psychiatrist and counsellors dealing with mental health problems to understand the psychological effects of social media users and give correct guidance. More generally, public-focused campaigns should provide training on the effects of the use of technology and encourage healthier actions in this regard.

The recommendations of this study will help the web and social media developers seek on creating social media sites which are free from negative behavior developments. For example, A platform might be designed to prevent victimization through curbing online trolls, fake news, sensitive videos and photos, inappropriate adverts and also verification and possession of accounts to of age persons only.

Finally, the findings of this research paper will be an eye opener to the youth who waste their precious time on social media and the detriment of other important things. Also, it will act as their guide when choosing content to consume on not only WhatsApp but across all social media platforms.

## 1.6 Scope of the study

The research aims at understanding and addressing the influence of social media with a laser focus on WhatsApp, and how these technological sites impact the behavior of youth. The study was carried out at the Technical University of Mombasa with a total target population of 13,500 undergraduate students, in the age bracket of 18-34.

The respondents were then engaged via WhatsApp and personal emails for two weeks where questionnaires and other data collection methods were administered and utilized effectively to collect primary data.

More data was also collected from past conducted research studies and social media-related books with great source of information. Other content was sourced from the internet to help complete this study.

The research took a period of two months to collect enough secondary and primary data.

## 1.7 Assumptions and Limitations

### 1.7.1 Assumptions of the study

The researcher is hopeful that the respondents provided the researcher with the correct information.

### 1.7.2 Limitations of the study

The research topic is a concern to a large group that is the youth nationwide and the sample of 388 respondents covering a small area of Technical University of Mombasa might have not been enough to represent the views of all these individuals.

# 1.8 Definition of terms

**Social Media**: They are forms of electronic communication which facilitate interactive base on certain interests (Twitter, Facebook, Instagram, WhatsApp).

**Social Networking Sites:** A website where people put personal information and can be seen or send to others.

**Social Networking**: The use of internet to make information about yourself available to other people especially people you have connection with.

**Media:** They are messages communicated through a mass medium to a number of people.

# CHAPTER TWO

# LITERATURE REVIEW

## 2.0 Introduction

This chapter includes the theoretical review, conceptual review and the related literature on the influence of WhatsApp on youth behavior by different authors, books and scholars.

## 2.1 Related Literature

### 2.1.1 Determining youth’s content and activity preference on WhatsApp

Studies have shown that male tenagers have been online more than females in previous decades because of earlier forms of technology such as video or computer games (Lin & Subrahmanyam, 2007). Girls have reported that they use social media for things like chatting and downloading music (Giles & Price, 2008). Because of this, one may hypothesize that girls will be more likely to be attracted to social media networks and other online social groups. According to most research done on the topic, the number of teenage girls and boys who communicate on WhatsApp are equally divided (Bonds-Raacke & Raacke, 2008).

On the internet, Tenagers engage in a variety of activities some of which may be potentially addictive. (kuss and Griffiths, 2011). In modern time, social media has been used by young students during their studies. It enables them to grasp different kinds of information from diverse sources. Students use it for enhancing their knowledge and to understand the concealed secrets. Through several blogging sites, students also polish their skills and showcase their potential by posting attractive content and hence, prove their worth. Social media is not just fun, it enables youngsters to form collaborations with others and this way, they can enrich their potential. Moreover, it allows them to share files easily that could contain books, articles and informative videos. (Siddiqui & Singh, 2016). Also, many teens, especially females, posted information about their sexual behaviour and their alcohol and substance use (DeSouza & Dick, 2008).

### 2.1.2 Investigating level of WhatsApp usage among the youth

The mass appeal of social media on the internet could be a cause for concern, particularly when attending to the gradually increasing amount of time students spend online. Undergraduates spend more time on WhatsApp through smartphones that are now in abundance among these youths. Many teenagers cannot go for two-three hours without checking and updating their profiles on these social networks even at the detriment of other activities such as educational and career pursuit. According to recent research about social media networks and Internet usage, social networking sites like Facebook and WhatsApp have become so popular that many university students will get an account even if they do not want to (Peter, Schouten, & Valkenburg, 2006). This shows that joining a SNS signifies more than just going on a website; it is way of fitting in with peers, just like many other types of groups in high school. (Morahan- Martin and Schumacher, 2000) explain social media addiction as the excessive use of the internet and the failure to control this usage which seriously harms a person’s life. In an article on the Daily Trust newspaper, Itodo (2011) posits that there seems to be an alarming rate of social networking obsession among students today; a trend that could affect their academic, social and spiritual lives negatively if not properly controlled. Many concerned parents have expressed grave concern that they could hardly get the attention of their children and wards, as they seem to have been carried away by the fascinating world of social networks. Some youths are such social freaks that they have now carved out for themselves a world of fantasy and illusion for detached from reality. Bello (2012) of the Sunday Observer observes that if the dangerous trend of social media network “obsession” if left unchecked could further affect an already collapsing education system in behavior of youths. It is a common sight to see a youth chatting in sensitive and highly organized places like church, mosque and lecture venues. Some are so carried away that even as they are walking along the highway, they keep chatting. This phenomenon has become a source of worry to many who believe in knowledge and skill acquisition (McQuail, 2008). They explained that Youths’ use of these social networking sites even points towards obsession. (Ogedebe, Emmanuel & Musa (2012), Inferred that teenagers in the present era prefer social media to other channels of information as most of them spend much of their time mostly on facebook and twitter ignoring other aspects of life. Olubiyi (2012), the author observed that the bone of contention of the social media is the obsessive attitude of youths towards its use. He pointed out that teenagers waste their time through idle chats and other immoral acts. Teenagers are so engrossed in the social media networks that they are almost 24 hours online. Even in classrooms and lecture theatres, it has been observed that some are always busy WhatsApping while lectures are on. The result is that quality time that ought to be spent on academic research and other productive networking is lost.

### 2.1.3 Examining risks associated with WhatsApp use among the youth

Social networking sites have also been in the centre of concern for many parents because of safety concerns and risks (Tynes, 2009). One of the shady deals of social media is unavailability of authenticity, trouble of diverse ideas, increase in nudity and threat to moral conducts. If not looked properly, social media can prove to be caustic for smooth run of societal system. Immoral and offensive content can lead to mental stress and this way, it can affect many of the spheres of human life. Cybercrimes are another negative outcome of this medium. (Shabir, Mahmood, & Safdar, 2014) Sharing inappropriate information or disclosing “too much information” is another concern that many adults have about teens that participate in social networking online (DeSouza & Dick, 2008). In a recent study done on teens and their WhatsApp participation, it was estimated that at least 75% of teens who had a WhatsApp account had very personal information on their profile pages (DeSouza & Dick, 2008). Participating in online social networks also increases the likelihood of being victimized online, or, cyber-bullied (Mesch, 2009). Cyber-bullying is the use of communication technology, such as SNSs, to harm or “bully” others). Forms of cyber bullying include harassing emails, web pages, hateful instant messages, text messages, and cruel posts on social networking sites ((Daniel Leung, 2013)). The result of being a victim of cyber bullying can be embarrassment, feelings of belittlement, low self-esteem, and even suicide. Because WhatsApp allows students to remain anonymous on websites or create false profiles, cyber-bullying has become a serious issue (Deborah Richards, 2015). One national poll showed that over 13 million children between the ages of 6 and 17 have reported victims of cyber-bullying (Sawyer & Chen, 2016). Research by (Zeng, 2014) has also shown that an adolescent is more likely to harass or harm another if they are not together face-to-face, which also can make a social networking site a perfect place for trouble to manifest. However, there is no current legislation that protects teenagers from this type of harassment, even though there are laws for more traditional types of bullying (Geach & Haralambous, 2009). WhatsApp, as well as other social networking sites, are also a concern to many school professionals because of the level of distraction they create within the school (Greenfield & Subrahmanyam, 2008). Even though communities have created many strict rules that forbid the use of handheld technology during school activities or that block certain social networking websites, many teenagers are still able to connect during lecture hours as they please. This has caused distractions during instruction time and has had a negative impact on the learning environment.

## 2.2 Theoretical Framework

The study was guided by; Media Dependency Theory and Social Learning Theory

### 2.2.1 Media Dependency Theory

Media dependency theory focuses on the relationship between media its audience The theory was developed by Sandra Ball-Rokeach and Melvin DeFleur in 1976 who observed that individuals tend to develop a dependency on the media to satisfy a variety of their needs, which can range from a need for information on education, politics to a need for relaxation and entertainment.

According to the proponent put forward by the scholars (Sandra Ball-Rokeach and Melvin DeFleur) that when media functions performed by the audience are great then the media dependency on those medium increases. Therefore, the youth have made the social media their top priority and will continue to need more usage in order to feel satisfied.

McCombs and Shaw (1972) conducted a study which gave validity to the idea that various posts on the media affect the lives of the people. Jeong (2005) noted that internet addiction is significantly and negatively related the behavior of teens and young adults. The mass appeal of social media on the internet could be a cause for concern, particularly when attending to the gradually increasing amount of time students spend online.

Media dependency argues that social media has potential behavioral, cognitive and affective effects on its audience. The audience may deactivate from their natural behavior and start behaving differently. Olubiyi (2012), the author observed that the bone of contention of the social media is the obsessive attitude of youths towards its use. He pointed out that teenagers waste their time through idle chats and other immoral acts. Exposure to certain media content may contribute to changes in the audience's attitude, feelings and values. It is reported that social media affects the spiritual morals of teenagers and young adults as they try to cope with the illusion of the virtual world.

The affective effect is associated with fear and anxiety brought about by overexposure to news reports on violence events. (Ariel Shensa, 2017) describe this excessive exposure to social media platforms as the primary cause of expanded depression, loneliness side effects among others.

#### 2.2.1.1 Application of the theory

These potential effects of media dependency theory were useful in solving the study problem. “Influence of WhatsApp on Youth Behavior”. Moreover, the theory helped the researcher to understand the gratification behind youth spending most of their time on WhatsApp and the reason why youth choose certain media content and media platform.

### 2.2.2 Social Learning Theory

This theory was propounded by Albert Bandura in 1977. It suggests that it’s through observation of people’s behaviors while imitating their attitudes, emotions, and reactions that we learn. In regard to analyzing the possible effects of using WhatsApp, this theory remains significant. This theory acknowledges that people simply learn by storing the observation made to guide them in their current and future behaviors. In simple terms, we learn from what we see without analyzing whether it’s good or bad. It is also referred to as imitation or modeling theory (Perry, 2002).

This theory explains that humans tend to adapt and adjust themselves to what they observe. They want to conform to whatever they see to ensure satisfaction and relief. Driscoll M.P, (1994) defines learning as a persisting change in human performance or performance potential as a result of the learner’s interaction with the environment. Learning is relatively a permanent change in a person’s knowledge or behavior due to experience Weinstein and Mayer (1986).

This is a developing process that will carry on from since exposure on WhatsApp and other social media platforms depending on the content consumed. Undergraduate students exposed to maybe sexual content are assumed to be affected by the same and develop aggressive negative behaviours.

According to this theory, WhatsApp is one of the behavior models where people learn behaviors and then go out to imitate them. Bandura's theory envisages that teenagers will imitate or model what they get on television when such television personalities (positive or negative characters) get rewarded or go unpunished for their behavior (Perry, 2002). To them, that’s a motivation and they feel it’s an attractive, worthy, and indeed powerful calling for imitation (Bandura & Ross, 1963)

This theory impacts the study since undergraduate students, like other human beings, are likely to be influenced by content of sexual assaults, drug abuse crime, robbery etc in WhatsApp and acquire this behavior through observation.

Youth will want to identify with the achievement and success of their role models on WhatsApp and other social media platforms (B.F Skinner, 1974). However, an experiment by (Valamis, 2021) explains that when an individual is trying new ideas, techniques and habits, the results is not always exactly the same as their mentor or model and in times one may fail to earn the appreciation, (Watson, Stephanie, 2021) noted that if this results, most youngsters give in to depression thinking they are not doing enough.

#### 2.2.2.1 Application of the theory

Social learning theory playeed a huge role in establishing how social media users learn a certain behavior after interacting with social media content for a specific duration. The content consumed from these social media platforms influences the users' behavior either positively or negatively.

## 2.3 Conceptual Framework

**Figure 1:Conceptual Framework**

**INDEPENDENT VARIABLE**

Time consumed on WhatsApp

**DEPENDENT**

**Youth Behavior Change**

1. Academic
2. Social
3. Mental

Content Preferences on WhatsApp

Activity performed on WhatsApp

**Regulating Agents**

1. Parents
2. Government
3. Web/App Developer

**MODERATING VARIABLE**

## 2.4 Review on Conceptual Framework

### 2.4.1 Independent Variables (WhatsApp)

**An overview on WhatsApp**

WhatsApp is a social media application defined by (Boyd and Ellison (2007) as a public web-based service that allow users to develop a personal profile, identify other users (friends) with whom they have a mutual interest, read and react to postings made on the site, and send and receive messages either privately or publicly. It was developed by Brian Acton and Jan Koumin 2009, as an alternative of short message service (SMS) with unmatched attributes like few restrictions to own an account, less internet required, seamless connectivity and fast communication boosting its usability worldwide. The site offers the ability for one to connect their lives with others by sending videos, text, images and through status updates. It also enables live video and voice communication as well as engaging on group chats.

(Anshu Bhatt, Mohd. Arshad, 2016) found out that WhatsApp has a profound obsession and a negative impact on education, behavior and personal routine lives of most youth. Their study indicated that content posted on WhatsApp status and WhatsApp online groups had a great effect to the behavior of most youth.

As Pew Research Center in 2016 observed that young adults post their accomplishments, family, special events and romantic relationships with few on religious and political beliefs. Their study revealed most of the youth felt the pressure to present themselves in a certain way after seeing the achievements of their friends. The results also showed that teens and young adults learn aggressive and dangerous behaviors from some of the WhatsApp groups which distribute sexually explicit images and also others promote alcohol and drug abuse.

(Amitabh Shukla, 2022) noted that most youth on WhatsApp abuse special features of the application to troll their friends; like using memes which correspond to the situation in lives of other users, use of nasty emojis, funny videos and jokes to distract others.

### 2.4.2 Dependent Variable (Youth behavior)

**i) Social Behavior**

(Asendorpf and Van Aken, 2003) described social isolation as a feeling of social disconnection or emotional distress. (Lim, Rodebaugh, Zyphur and Gleeson, 2016) argues that social media addiction results to loneliness which is quite common among young people (Goossens, 2006). Although some researchers such as (Lee et al., 2013) claims social networking sites are beneficial to shy and lonely people as it opens up their social life to both online and offline platforms and such case improve user’s wellbeing, (Valkenburg and Peter, 2007. Kim et al, 2009) found out that the 24/7 feature of WhatsApp forced users to lead a world of virtual syndrome and effectively decreased time from important relationships like friends and family therefore increasing loneliness and lessening social physical contacts.

**ii) Academic Behavior**

WhatsApp is also affecting the youngsters in negative means. Ohio State University’s research states that students who used social media in their study hours had lesser grades than those who did not involve themselves in these activities.

In research by (George Dominic Ewur and Johnson Yeboah, 2014) suggested that the obsessive nature of WhatsApp was directly connected to feeling lazy when it comes to performing occupational and social activities. It outlined that the user does not feel like doing anything else apart from remaining online to communicate with their virtual friends and thus every time they are always on their phone even late in the night so that they don’t miss any message. They are deprived from their sleep, loss concentration, get distracted from completing assignments and thus the reasons for low grades may not be far-fetched as they become prone to perform poorly in academics.

**iii) Mental Behavior**

Health of teens and youth is one of the major concerns in modern times and use of social sites on a large scale also escalates it. Mental stress is dropping adolescents in dismal situation where they found themselves in loneliness and disappear. Furthermore, excessive use also leads to psychological pressure and disconnects the individual from outer world and hence stops him from learning and acquiring new stuff. (Deborah Richards, 2015)

“Social media means that everyone is a publisher, and everyone is a critic” (Georgetown University, 2010). Just like other sites, Posts on WhatsApp cannot be controlled or filtered hence contributing to cyber bullying. (Mesch, 2009) explains that the result of being a victim of cyber bullying can be embarrassment, feelings of belittlement, great fall in low self-esteem, suicide as well as other issues related to stress putting young people at risk.

(Navigith Singh, 2014) conducted a cross section study US and German school students and observed that those who consumed much content that features celebrities on social media site were more often to feel jealous, sad, moody or develop shyness and fear that others on the platform were good than them.

### 2.4.3 Moderating Variable (Regulating Agents)

(Robert Richarldson, 1979) explained social pedagogy as the idea that it is the responsibility of both parents in the upbringing of their children.

As it might prove difficult for parents to control or monitor persons of above 18 years in how they utilize social media and what they get exposed to, (Rick Nauert, 2018) observes that parents ought to provide guidance through advice and moral support. Parental care means that the elders are the main model of their children and therefore good behavior should be instilled at tender age to make them grow while on the right path. Parent-youth relationship should be maintained to ensure the students get enlightened on reality and the fantasy of social media. There is also a need for parents to keep an eye on the activities of their children and teens. As social media allows liberty to its users, there are suspicions that they might indulge themselves in immoral or unlawful activities. For this, proper guidance and teaching is necessary, and it should be started from home. The motive of positivity could only be achieved if youngsters have the understanding of good and bad. (Clinical Report—The Impact of social media on, 2011)

Social web and application developers should aim at curbing negative effects of the social media especially exposing and punishing cyber bullies. Ensuring only fact news and adverts are displayed online to minimize theft and misinformation. The designers have tried to cover some unpleasant images or videos with instruction of maybe “sensitive images” leaving the choice of opening the image to the user. But this is not enough especially with the curiosity of teens and young adults.

Government has also went ahead to restrict exhibition, distribution and possession of sexual content which is believed to deteriorate the morals and behavior of youngsters especially students. For example, on 23rd September 2022, acting CEO Kenya Film Classification Board (KFCB) put a ban on any content that glorifies same sex relationships with an example of a 52-minute film, “I am Samuel” which cited homosexuality theme. Also, 19th September 2022, former education Cabinet Secetary, George Magoha announced expedition of all pornography websites and content in Kenya to protect minors.

# CHAPTER THREE

# RESEARCH METHODOLOGY

## 3.0 Introduction

This chapter focuses on the methods and the procedures that the study used to carry out the research. This includes the research design, population of the study, sampling procedures, data collection methods, data analysis and ethical considerations.

## 3.1 Research Design

This study adopted a mixed research design. Both qualitative and quantitative data was useful in deep analysis of the content on the influence of WhatsApp on youth behavior. A qualitative data is information that cannot be counted, measured or easily expressed using numbers. (Huberman and Saldana, 2014) while quantitative is the value of data inform of counts or numbers where each data set has a numerical value.

## 3.2 Target Population

The study focused catered for the demographic in the four schools of the Technical University of Mombasa with 13,500 undergraduate students focusing on students of age 18-35. Technical University of Mombasa is a government institution concentrated with students from different backgrounds.

## 3.3 Sampling

### 3.3.1 Sampling Frame

The sample frame comprised of Technical University Students who met the following specifications -;

* In the age bracket of 18-35
* Owns a phone, tablet, laptop or any digital gadget that can access social media platforms
* Logged in to at least two active social media platforms
* Must be an active WhatsApp user
* He or she showed willingness to participate in the study

### 3.3.2 Sample Size Determination

According to the records from TUM website, the university has a total number of 13,500 undergraduate students in the four main schools; Humanities and social sciences, Business studies. The population was large to include in the research therefore a sample was taken to represent the entire population.

The minimum sample size of the study was determined according to Slovene’s formula of sample size determination. Under this, a target population of 14,717 students was zeroed down to a sample size of 389 respondents as stated by Slovene’s (1978).

Equation 1:Sample size determination

n = Number of sample

N = Total Population

e = Level of significance

**n = N = 13,500 = 388 Respondents**

**1+N(e) 2 1+13,500 (0.05)2**

Population = 13,500

Sample Size = 388

### 3.3.3 Sampling Procedure

On the 388 respondents, purposive sampling was employed. Questionnaires and interviews were conducted to the respondents who gave detailed information on the influence WhatsApp has on the behavior of most youth.

Also, the research used stratification method which was useful in categorizing the total population of the students in TUM based on the clusters.

Equation 2:Sampling Procedure

Stratification was done using this formula.

Nh =(Nh/N)^n

Where; Nh is the sample of the stratum

N is the population

n is the sample size of the research

Therefore.

Humanities and social sciences – 97 respondents

Business studies – 97 respondents

Engineering and Technology –97 respondents

Applied Health and Sciences -97 respondents

## 3.4 Data Collection Methods

The researcher utilized both primary sources. Primary data was generated from respondents using questionnaires and interview guide to get opinions, views and suggestions to the research topic. The questionnaire consisted of questions that related to the research objectives to get the real answers to the set research questions.

## 3.5 Data Analysis and Presentation

Data analysis involves manipulating and organizing data by making use of different tools of data analysis available. Qualitative data analysis method that deals with answering questions of why, what and how will be used in this research project. Again, due to the presence of data that presents itself mathematically, analysis will also be done quantitatively with statistical techniques such as the use of tables, frequencies and percentages so as to ensure accuracy, adequacy and completeness of the study.

## 3.6 Ethical Considerations

This paper is true, accurate and reliable as the researcher was committed to the highest ethical standards while carrying out the whole process of this research. The primary sources of the information were safeguarded, and contents made confidential. Respondents were not in any way coerced to give information and all wrote an informed consent to participate in the study. In the collection, analysis and presentation of the data, the researcher consulted and discussed validity of the instruments with colleagues and supervisor while limiting errors as much as possible.

# CHAPTER FOUR

# DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF THE FINDINGS

## 4.0 Introduction

This chapter presents the data that was collected in the field in relation to the research objectives of the study contained in the research instruments and the results are described below:

## 4.1 Interpretation and Analysis

### 4**.1.1 Response Rate**

In the study, a total of 388 research questionnaires were administered to an equal number of the respondents who comprised of 97 students in each of the four main schools of TUM. The return rate indicated that only the School of Business Studies and School of Humanities and Social Sciences fell short by 2 and 3, translating to 97.9% and 96.9% respectively while the other schools scored 100% return rate. Therefore, 383 questionnaires fully and well answered were received back, this translated to 97.9% mean total return rate as indicated in the table below:

**Table 1: Response Rate**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| SCHOOLS | Questionnaires returned (F) | Percent of Questionnaires returned (F%) | Questionnaires Distributed | Percent of questionnaires distributed |
| Applied Health and Sciences | 97 | 100% | 97 | 100% |
| Business Studies | 95 | 97.9% | 97 | 100% |
| Engineering and Technology | 97 | 100% | 97 | 100% |
| Humanities and Social Sciences | 94 | 96.9% | 97 | 100% |
| **TOTAL** | **383** | **98.7%** | **388** | **100%** |

Source: Primary Data, 2022.

The study achieved 99% response rate. According to Mugenda and Mugenda (2013), this research can be said to have achieved an excellent return rate. According to them, when the response rate of 50% is achieved, it can be said to be fair while that going beyond 70% is said to be good with the response rate of 80% being termed as excellent. The higher score is attributed to the fact that the researcher took a lot of time moving from one responded to character to other between the months of August - October 2022.

## 4.2 Demographic Characteristics of the Respondents

The respondents’ demographic characteristics include; age and gender.

### 4.2.1 Age of the respondents

The respondents were required to indicate their ages and the distribution of the respondents by age is shown in table 2 and figure 2.

**Table 2: Age of the respondents**

|  |  |  |  |
| --- | --- | --- | --- |
| AGE | Frequency | Percent | CF  (%) |
| 18-21  22-25  26-29  30-33    34-37  TOTAL | 140    210  25  8  0  383 | 37%    55%  7%  2%  100 | 27%  82%  96%  100% |

Source: Primary Data, 2022

**Figure 2: Bar Graph showing age of the respondents**

From Table 2 and figure 2, the study revealed that there were no respondents in the age of 34-37years. The largest number of respondents were in the age group of 22-25years (210) 55%, these were followed by another large number of respondents in the range 18- 21years (140) 37%. (25) 7% respondents were in the age 26-29 years and the smallest number constituted of those in range of 30-33 year (8) 2%.

This implies that most of the participants in the study were in the age range of 22-25 years.

### 4.2.2 Gender of the Respondent

The study captured gender of the respondents in order to establish the most dominant gender for this study. The respondents were asked to state their sex and the distributions were shown in table 3 and figure 3.

**Table 3: Gender of the respondents**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Frequency** | **Degree** | **Percent**  **(%)** |
| **Male** | 203 | 191 | 53% |
| **Female** | 180 | 169 | 47% |
| **TOTAL** | **383** | **360** | **100%** |

Source: Primary Data, 2022

**Figure 3: Pie chart showing gender of the respondents**

According to the results for gender of the respondents in table 3 and figure 3, of the 383 respondents, the majority were males (203) with 191 degrees while the females were 180 with 169 degrees of the entire sample.

## 4.3 Responses on youth’s content/activity preference on WhatsApp

Under this objective, the researcher asked the respondents to state what they frequently do on WhatsApp or the purpose of using WhatsApp.

**Table 4: Responses on youth’s content/activity preference on WhatsApp**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Activity | Entertainment | Chatting | News | Academic Purposes | Sexual Talks |
| Frequency | 170 | 110 | 45 | 30 | 28 |
| % | 44% | 29% | 12% | 8% | 7% |

Source: Primary Data, 2022.

**Figure 4: A Bar graph showing responses on youth’s content/activity preference on WhatsApp**

According to table 4 and figure 4, the findings show that majority 170 (44%) respondents use WhatsApp for entertainment. That is, they use WhatsApp to view and share comedy videos and joking pictures to remove their tension and relax their minds, 110 (29%) respondents engage in chatting and connecting with online friends and family, 45 (12%) respondents remain on WhatsApp to have sexual and gernal talks with peers, while a small number of 30 (8%) and 28 (%) use WhatsApp for academic purposes and to get news respectively.

Thus, the study reveals that the youth on WhatsApp give high priority to their personal preferences and likeness only that the youth or rather the students in Technical University of Mombasa do not use WhatsApp to get news or for academic purposes.

## 4.4 Responses on level of WhatsApp usage among the youth

**Table 5: Responses on level of WhatsApp usage among the youth**

|  |  |  |
| --- | --- | --- |
| Hours in a day | Frequency | % Frequency |
| 1-2 Hours | 22 | 6% |
| 3-4 Hours | 68 | 18% |
| 5-6 Hours | 115 | 30% |
| More than 7 hours | 178 | 46% |

Source: Primary Data, 2022.

**Figure 5: A Pie chart showing responses on level of WhatsApp usage among the youth**

The findings show majority of the respondents with 46% (178) agreed to use WhatsApp for more than 7 hours a day, followed by those who remain on WhatsApp for about 5 to 6 hours a day with a 30% (115) while 18% (68) engage in WhatsApp for 3-4 hours a day and a small number of respondents with 6% (22) are in WhatsApp for only 1 to 2 hours a day.

This implies that most of youth in Technical University of Mombasa highly use WhatsApp.

## 4.5 Responses on impacts of WhatsApp on youth behavior change

**Table 6: Responses on impacts of WhatsApp on youth behavior change**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statement | SD | D | NS | A | SA | % Of Acceptance | % Of NS | % Of Rejection |
| WhatsApp negatively affects study | 14 | 22 | 10 | 180 | 157 | 88% | 3% | 9% |
| WhatsApp overtakes real relationships | 23 | 49 | 21 | 111 | 179 | 76% | 5% | 19% |
| WhatsApp leads to procrastination of work | 35 | 23 | 9 | 162 | 154 | 83% | 2% | 15% |

Source: Primary Data, 2022.

The likert scale is 1 — Strongly Disagree (SD), 2- Disagree (D), 3- Not Sure ENS), 4- Agree (A), 5- Strongly Agree (SA).

According to the findings on table 6, 88% of the respondents said that WhatsApp negatively affects their study, maybe by distracting them from doing their assignments and concentrating in class while 9% disagreed that WhatsApp affects their study for, they strictly follow their own personal timetable. 76% of the respondents also agreed to lose real contacts with their friends and family and rather are busy with in their virtual circle while 19% disagreed with this statement as they remain in touch with their family and friends even in the presence of the fascinating application. 83% of the respondents agreed to post phone their important work to remain on WhatsApp while 15% disagreed.

Thus, the study reveals that the youth on WhatsApp has a negative effect on relationships and academics of the students.

## 4.6 Responses on risks associated with WhatsApp

**Table 7: Responses on risks associated with WhatsApp use among youth**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Statement** | **Yes** | **No** | **Neutral** | **% Agree** | **%**  **Disagree** | **% Neutral** |
| Have you been addict of WhatsApp? | 300 | 50 | 33 | 78% | 13% | 9% |
| Have you experienced bullying on WhatsApp? | 260 | 75 | 48 | 67% | 19% | 14% |
| Does WhatsApp occupy your privacy? | 320 | 50 | 13 | 83% | 13% | 4% |

Source: Primary Data, 2022

The findings on table 7, shows that 300 respondents have been addicted to using WhatsApp with a percent acceptance of 78% while 50 respondents with a percentage rejection of 13% have not been addicted by WhatsApp because they have the idea that this app does not affect them in a negative way because they give first preference to their real activities instead of online activities. 260 respondents also agreed to have experienced bullying on WhatsApp from friends making a percentage of 67% while 19% of the respondents never received any bullying in form of texts, videos or audios. 83% of the respondents accepted that WhatsApp occupies their privacy since everyone can access you, one only needs to have your mobile number, while a small number of 50 respondents with 13% do not get messages from strange numbers and that their privacy is not compromised.

According to these findings, WhatsApp poses great risks to the privacy and mental health of most youth.

# CHAPTER FIVE

# DISCUSSION OF THE KEY FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH

## 5.0 Introduction

This chapter discusses the key findings and links them to the literature review. The conclusion was made, and recommendations presented based on research findings and discussion. Further, areas of future study were also outlined.

## 5.1 Discussion of the Findings

This study was carried out with the aim of examining the influence of WhatsApp on Youth Behavior, a case ofTechnical University of Mombasa. The response rate was 99%.

### 5.1.1 Youth’s content and activity preference on WhatsApp

This objective sought to determine the content preferred or activity youth engage in on WhatsApp. (Kuss and Griffiths, 2011) noted that on the internet, young adults engage in a variety of activities some of which may be potentially addictive. The findings of the study revealed that there is a high level of using WhatsApp for various aspects only that it was revealed that social media is not used for academic purposes as majority of them, 170 (44%) respondents frequently use WhatsApp for entertainment rather than chatting or any other activity, moderate responses of about 110 (29%) respondents were to connecting with online friends and family, 45 (12%) of respondents take it as a tool of sexual talks and gossip while a small number of 30(8%) and 28 (%) share academic knowledge and daily news respectively. According to a proponent on media dependency theory by (Sandra Ball-Rokeach and Melvin DeFleur, 1976) when media functions performed by the audience are great then the media dependency on those medium increases. Therefore, the youth have made the WhatsApp their top priority because of the relaxation and relieve they get from the entertaining content on this application and will continue to need more usage in order to feel satisfied. The researcher also agrees with the findings on this objective since most of the university students and generally the youth like entertainment thus signifying the high preference.

### 5.1.2 Level of WhatsApp usage among the youth

This objective sought to find out the approximate amount of time youth remain on WhatsApp. The findings of this study shows that the level of usage of this application is very high as the majority of the respondents with 46% (178) are prolific users as they agreed to use WhatsApp for more than 7 hours a day. They check frequently their cell phone on every beep of WhatsApp in spite of engaging in studying, eating or doing some-thing important. 30% (115) check their app for 3-4 hours a day and a small number of respondents with 6% (22) are in WhatsApp for only 1 to 2 hours a day. (Peter, Schouten, & Valkenburg, 2006) explains that the mass appeal of social media on the internet could be a cause for concern, particularly when attending to the gradually increasing amount of time students spend online. Undergraduates spend more time on Facebook, Twitter, WhatsApp and other social media through smart phones that are now in abundance among these youths. The researcher also agreed with the findings of the study that there is a high level of WhatsApp usage among the youth.

### 5.1.3 Impacts of WhatsApp on youth behavior change

This objective sought to better understand the effect of WhatsApp on youth. According to the survey, 88% of the respondents admitted that WhatsApp takes lots of time of their study and could not be able to complete their assignment. Many times, they strive to control themselves to view WhatsApp messages, but they do not get satisfied until they check their app. While about 9% of respondents disagreed with the statement and noted that, WhatsApp affects their study positively because through this app they can connect to their faculty and classmates and get immediate responses of their query. They can also share notes and purposive information through it. While 76% of the respondents also agreed to lose real contacts with their friends and family and rather are busy with in their virtual circle. WhatsApp creates a gap between parents and teenagers thus denying them a chance to give them. The reason of this is that now-a-day, most of the youth takes the well wishes from their friends, relatives and acquaintances on WhatsApp only and avoid to visiting their home directly. The active users of WhatsApp check their app on per beep instead of spending time with their family. They seem to stick with their cell phone which destroys their real relationship and reduce communication between family members. While of the 19% respondents have the positive opinion. They have the view that WhatsApp does not take over their relationship because they think that it is desirable to check the app, but you must not be addicted to check again and again this app. Social media networks, as well as other new forms of communication technology, are also a concern to many school professionals because of the level of distraction they create within the school and the entire community especially among the youth (Greenfield & Subrahmanyam, 2008) as further, 83% of the respondents agreed that they procrastinate their work due to WhatsApp. It creates serious interferences with their work, studies, relationship and normal social functioning. But low percentile about 15% respondents viewed paradoxical. They have the idea that this app does not affect them in negative way because they give first preference to their real activities instead of online activities. The researcher also agreed that WhatsApp negatively affects study, relationship and work of the youth as they are always online at the detriment of other important things.

### 5.1.4 Threats of WhatsApp use on youth

There is a very narrow border line between favorite pass time and addiction. One start using it in initial level to catch friends but ultimately ends up with a lot of lavish time in talking, playful quizzes. Hence, from the findings of the study, vast majority of youth about 76% reveals this strange fact that, they deleted WhatsApp many times but after some interval, they launched it again. Therefore, they admit that they have become addict of this app which put an adverse impact on their mental health. They have serious addiction issue and have been hypnotized and controlled by the other users. while remaining 13% denied such fact. In case of finding out the psychological impact on the users, a majority of respondents strongly agreed that their mood fluctuate with responses of WhatsApp message. Its impact is so powerful that users leave real world interest, and even their entire emotions are dependent on this app. Research has also shown that an adolescent is more likely to harass or harm another if they are not together face-to-face, which also can make a social networking site a perfect place for trouble to manifest (Mesch, 2009). However, there is no current legislation that protects teenagers and young adults from this type of harassment, even though there are laws for more traditional types of bullying (Geach & Haralambous, 2009). 67% of the respondents noted that they have experienced bullying in form of comments, texts, videos and audios from friends and even strangers while 19% are yet or have not received bullying of any kind on WhatsApp. In order to find out the level of interference in the privacy of the users, 83% of the respondents, out of total number view that WhatsApp occupies their privacy and personal life. But they feel helpless to control themselves from constantly chatting, replying and sharing information from all the time. It is not good to know about each and every moment of other people’s personal life. For involving others in their small decisions and also forcing their ideas on other decision can be proved very dangerous and hazardous while 13% said that their privacy is not compromised.

## 5.2 Conclusions to the study

The purpose of this study was to examine the influence of WhatsApp on youth behavior using a case study of TUM students. Therefore, this study reveals considerable facts regarding youth and WhatsApp. Based on the findings and results gathered from the field and the discussion made, the researcher concluded that;

WhatsApp is beneficial from many ways like to keep in touch from their dear ones, especially when they live far from their home. It is very helpful even for those people who feel shyness in social interaction. The most useful source of it is to share their thoughts easily. It is also a boom for those who are disable and unable to go to the other homes. But through it, they can deal with world.

As every invention has its pros and cons in its own sense, similarly WhatsApp has also, the greater drawback for its highly addictive nature. There is a very narrow line between the favorite pass time and the addiction of WhatsApp on youth. They delete WhatsApp but after couple of days, they again launch it. It is the major reason for having negative impact on youth’s psychology. Most of the time, youth seem stick with their cell-phones for knowing each and every moment of other person’s personal life. They also involve others in their small decisions or forcing their ideas on other decision which can be proved dangerous and hazardous for personal liberty. Thus, the result shows that WhatsApp is a major cause for social isolation because of avoiding visiting in the house of their acquaintances and promote only virtual relationship instead of real relationship. It creates interferences in daily routine and privacy of the youth. It also has the negative impact on the study of the youth. It encourages procrastination and avoidance of important assignments. It annihilates lavish time of career building of youth.

## 5.3 Recommendations

WhatsApp is like a sharp knife if you do not know the way of using it, you can cut yourself. Hence youth must be careful while using WhatsApp.

The researcher recommends the following measures to be taken;

First, young adults should be taught that time management is essential for online activities. People should give the priority of their life. They should do not think that WhatsApp is a priority.

Application and web developers should seek to provide WhatsApp version which does not compromise with the privacy of the users.

Cell phones should be forbidden in lecture halls, holy places and other important places. Parents should advice their young adults before exposing them to digital gadget and should also limit their usage of mobile phones.

The government should impose strict laws on those who promote pornography via social media platforms as it is harmful to the teenagers and young adults

The government should regulate the use of social media among the teenagers and young adults by increasing OTT as it affects their behaviour negatively.

## 5.4 Recommendation for further Research

Since the study was carried out on Technical University of Mombasa students, there is need for similar studies to be carried out on general youth and not only on students. Another study can be performed to examine the effectiveness of WhatsApp as an interpersonal communication medium.

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# APPENDICES

# APPENDIX 1: QUESTIONNAIRE

As a part of my bachelor’s degree in Journalism and Mass Communication at the Technical University of Mombasa, I am conducting a research study to examine the influence of WhatsApp on youth behaviour. I am pleased to select you as one of my respondents and I will appreciate if you honestly answer the following questions to help make this study a success. Any information obtained in connection with the study that is identified with you will remain confidential.

Please place a tick in the space that most accurately reflects your view.

**SECTION A: DEMOGRAPHIC PROFILE**

**1. Gender**

Male  Female

**2. Age**

18-21

22-25

26-29

30-33

34-37

**SECTION B: WHATSAPP CONTENT AND ACTIVITY PREFERENCES**

Direction: Under the following sections,please place a tick in the space that most accurately reflects your view**.**

What do you frequently do on WhatsApp or What content do you prefer on WhatsApp?

|  |  |
| --- | --- |
| Activity/Content | Answer |
| Sexual and Gernal talks |  |
| Chatting |  |
| Entertainment |  |
| To get news |  |
| Academic Purposes |  |

**SECTION C: LEVEL OF WHATSAPP USAGE**

Direction: Under the following sections,please place a tick in the space that most accurately reflects your view**.**

**QUIZ**

For how long do you use or remain on WhatsApp?

|  |  |
| --- | --- |
| Time | Answer |
| 1-2 Hours |  |
| 2-3 Hours |  |
| 4-5 Hours |  |
| 6-7 Hours |  |
| More than 7 hours |  |

**SECTION D: IMPACT OF WHATSAPP USE**

Direction: Under the following sections, please tick according to your level of agreement. 1.Strongly Disagree 2. Disagree 3. Not sure 4. Agree 5. Strongly agree Please evaluate the statement by ticking in the box with the number that best suits you.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Statement | 1 | 2 | 3 | 4 | 5 |
| WhatsApp negatively affects study |  |  |  |  |  |
| WhatsApp overtakes real relationships |  |  |  |  |  |
| WhatsApp leads to procrastination of work |  |  |  |  |  |

**SECTION E: THREATS OF WHATSAPP**

Direction: Under the following sections,please place a tick in the space that most accurately reflects your view**.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Statement** | **YES** | **NO** | **NEUTRAL** |
| Have you been addict of WhatsApp? |  |  |  |
| Have you experienced bullying on WhatsApp? |  |  |  |
| Does WhatsApp occupy your privacy? |  |  |  |

THANK YOU FOR TAKING YOUR TIME TO PARTICIPATE IN THIS SURVEY.

# APPENDIX 2: WORK PLAN

Months

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Activity | July | August | September | October | November | December |
| Discussing  topic |  |  |  |  |  |  |
| Doing chapter 1 ,2 and 3 |  |  |  |  |  |  |
| Defense proposal |  |  |  |  |  |  |
| Data collection |  |  |  |  |  |  |
| Working on chapter 4 and 5 |  |  |  |  |  |  |
| Handing over |  |  |  |  |  |  |

# APPENDIX 3: BUDGET

|  |  |
| --- | --- |
| Services | Amount |
| Printing | 2000 |
| Binding | 2000 |
| Transport | 1000 |
| TOTAL | 5000 |