

**RELATIONSHIP BETWEEN SOCIAL MEDIA ENGAGEMENT AND
LEARNING OF MORALS IN CHRISTIAN RELIGIOUS EDUCATION AMONG
SECONDARY SCHOOLS STUDENTS IN KANGARI ZONE, MURANGA
COUNTY**

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ABSTRACT

Social media addiction is a relatively new field of academic inquiry. Empirical studies suggest that social media addiction, like other well researched addictive behaviours, has an effect on many aspects of a person's life, including academic/work performance, relationships, and physical and mental health. Evidence of Social media addiction like the internet has been suggested by the findings that some social media users spend increasingly longer periods of time online and experience withdrawal symptoms when offline. Those preoccupied with Internet-related activities may neglect exercise, going to church, family and social activities. Problems arising from excessive Social media use have been documented worldwide, including in Kenya Kangari zone Muranga County where the use of the Social media has increased noticeably. It is a particularly common problem among students, as demonstrated in several high schools in the county. However, few researchers have investigated Social media addiction and its impacts on Kangari zone Muranga county secondary school students. Social media engagement prevalence is increasing in developing countries like Kenya, Uganda and Gambia. Most of the students are exposed to social media engagements in their homes in Kenya and in particularly students in Kangari Zone, Murang'a County. The backbone of this study was to establish relation between social media engagement and learning of moral in Christian religious education among secondary school students. The strategy that the researcher used while collecting and analyzing the data researcher used while collecting and analyzing the data was survey design. This include interior and structured questionnaire which had been planned before the data collected begun. The findings showed that the student engagement with social media stars at early age. Increase with age lead to increase in social media engagement. Boys are also noted to be more involved in engagement with social media than girls. Social media engagement may affect learners both positive and negative most of learners are much more involved in the negative part of social media. This have resulted to conflict between moral values that learners learn in Christian Religious Education and the negative part of social media engagement it is from finding that the research recommended that parents teachers and government should play their part to curb the negative effect of social media hence to improve on moral values learnt in CRE.