

**THE EFFECTS OF SOCIAL NETWORKING SITES ON TRADITIONAL MEDIA  
AMONG COLLEGE AND UNIVERSITY STUDENTS IN NAIROBI**

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## DECLARATION

I do hereby declare that the work presented in this report is my original work and has not been submitted in part or other form for a degree in any other university.

Signed.......... Date ..... 22/11/2011 .....

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## APPROVAL

This project report has been submitted with my approval as university supervisor

Signature.......... Date..... 22/11/2011 .....

**Dr. Ndeti Ndati**

## **DEDICATION**

*To late Dr. Peter Mbeke Oriare, my teacher, friend and mentor for the past 10 years until his untimely death on November 19, 2011. May God rest his soul in eternal peace. We will miss you.*

## **ACKNOWLEDGEMENT**

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## TABLE OF CONTENTS

Declaration.....	ii
Dedication.....	iii
Acknowledgement.....	iv
Table of Contents.....	v
List of Tables.....	viii
List of Figures.....	ix
Abstract.....	x
Abbreviations and Acronyms.....	xi
<b>CHAPTER ONE:INTRODUCTION.....</b>	<b>1</b>
1.0 Background of the Study.....	1
1.1 Background Information.....	3
1.2 Definition of Computer Mediated Communication.....	3
1.2.1History of Internet in Kenya.....	4
1.3 Statement of the Problem.....	6
1.4 Research Objectives.....	6
1.4.1 General Objective.....	6
1.4.2 Specific Objectives.....	6
1.5 Scope and Limitation of the Study.....	6
1.6 Significance of the Study.....	7
1.7 Hypotheses.....	7
1.8 Definition of terms used in the study.....	8
<b>CHAPTER TWO:LITERATURE REVIEW.....</b>	<b>10</b>
2.0 Introduction.....	10
2.1 Global Research on New Media.....	11
2.1.1 Why People Watch or Avoid Broadcasts.....	15
2.1.2 Classification of Individual Needs and Media Uses.....	16
2.1.3 Research in New Technology and Active Audience.....	17
2.1.4 Rising Popularity of the Internet.....	18

2.1.5 Past Studies on Displacement Effects.....	19
2.2 Studies of New Media in Africa .....	20
2.3 Studies of New Media in Kenya .....	22
2.3.1 Social Networking Sites and Tech-Savvy Youth.....	23
2.4 Theoretical Framework for the Study .....	24
2.4.1 Uses and Gratifications Theory .....	24
2.4.2 Significance to the Study .....	25
2.5 Technological Determinism Theory .....	27
2.5.1 Theoretical Assumptions .....	28
2.5.2 Significance to the Study .....	28
2.6 Displacement Theory .....	28
2.6.1 Significance of Displacement Theory to the Study .....	30
2.7 Criticism of Theories Selected for the Study.....	31
<b>CHAPTER THREE: RESEARCH METHODOLOGY.....</b>	<b>34</b>
3.0 Introduction.....	34
3.1 Research Design.....	34
3.2 Study Location .....	35
3.3 Study Population.....	36
3.4 Research Instruments .....	37
3.5 Sampling Techniques.....	37
3.6 Data Collection Techniques .....	38
3.7 Data, Analysis and Interpretation .....	38
<b>CHAPTER FOUR: DATA PRESENTATION AND INTERPRETATION .....</b>	<b>39</b>
4.0 Introduction.....	39
4.1 Demographic data .....	40
4.1.1 Type of institution.....	40
4.1.2 Age range of the respondents in years .....	40
4.2 Findings on Media Use and Gratifications among the Respondents .....	41
4.2.1 Interpretation of the uses and gratifications research findings .....	53

4.2.2 Discussions on the level of interaction in the old and new media technologies.....	62
4.3 Displacement effects of the social sites over old media .....	63
4.4 Discussion and Interpretation of Displacement effects .....	69
4.5 Impact of Technology on Media Choice .....	70
4.6 Interpretation and Discussions on Media and Technology.....	76
<b>CHAPTER FIVE:SUMMARY, CONCLUSIONS AND RECOMMENDATIONS .....</b>	<b>80</b>
5.1 Introduction.....	80
5.2 Summary of the study findings .....	80
5.2.1 Key findings.....	80
5.2.2 Media uses and gratifications.....	80
5.2.3 Media displacement effects.....	82
5.3 Conclusions.....	83
5.4 Recommendations.....	87
5.5 Recommendations for further studies .....	88
References.....	89
<b>APPENDICES .....</b>	<b>91</b>
Appendix I: Transmitter letter .....	91
Appendix II: Questionnaire.....	92

## LIST OF TABLES

Table 1: Type of institution.....	40
Table 2: Age range of the respondents in years.....	41
Table 3: Most important source of news.....	42
Table 4: Most important source of entertainment information.....	43
Table 5: Most Important Source of Education Information.....	44
Table 6: Source of news for female respondents.....	45
Table 7: Source of news of male respondents.....	46
Table 8: Sources of education information for females by age.....	48
Table 9: Most important source of Education information for female.....	49
Table 10: Uses and gratifications for television.....	51
Table 11: Uses and gratifications for radio.....	51
Table 12: Uses and gratifications for newspapers.....	52
Table 13: Uses and gratifications of social networking sites.....	53
Table 14: Functions of mass media.....	55
Table 15: Reasons for lack of feedback to radio.....	58
Table 16: Reasons for lack of feedback to television.....	59
Table 17: Response for lack of response to newspapers.....	60
Table 18: The reasons for no feedback to social media sites.....	61
Table 19: Visiting social networking sites.....	64
Table 20: Whether social sites meet media needs among female respondents.....	65
Table 21: Whether social sites meet media needs among male respondents.....	66
Table 22: Use of social media versus newspaper reading.....	67
Table 23: Use of social media versus television viewing.....	67
Table 24: Use of social media versus listening to the radio.....	68
Table 25: Radio and Internet use.....	69
Table 26: Ways in which respondents listen to the radio.....	71
Table 27: How respondents access the Internet.....	72
Table 28: How male students access the Internet.....	73
Table 29: How do you access Internet?.....	74
Table 30: How female students access the Internet.....	75
Table 31: Findings on uses and gratifications.....	81

## LIST OF FIGURES

Figure 1: Percentage age categories.....	41
Figure 2: Most important source of news .....	43
Figure 3: Most important source of entertainment information.....	44
Figure 4: Most important source of Education information .....	45
Figure 5: Sources of news of female.....	46
Figure 6: Sources of news for males.....	47
Figure 7: Sources of news for males according to age group .....	47
Figure 8: Source of Education News for females .....	49
Figure 9: Most important source of education information for female .....	50
Figure 10: Use of radio .....	52
Figure 11: Feedback to Radio Stations.....	58
Figure 12: Percentage feedback to television stations .....	59
Figure 13: Percentage Response to Newspapers .....	60
Figure 14: Have you ever contributed comments to the social media? .....	61
Figure 16: Most important media .....	722
Figure 17: Frequency of male students' access to the Internet .....	743
Figure 18: How male respondents access the Internet.....	74
Figure 19: How female respondents access the Internet?.....	75

## ABSTRACT

This survey sought to find out the effects of social networking sites on traditional media. The study targeted college and university students in Nairobi. The government, non-governmental organisations, and private companies use conventional media to communicate with masses through public education, information and advertising, among other uses. The main objective of the study was to investigate media use patterns among college-going students and how their use of new technology affects the traditional media.

To achieve the goal of the study, the researcher focused on five key objectives that involved identification of uses and gratifications among the college and university students, investigating the displacement effects of the new media upon the conventional media, establishing how emergence of new media technology impacts on the use of the existing media, finding out the displacement effects of the new media upon the old and to identify the emerging trends in use of modern media technologies compared to the older.

The research identified three theories relevant to the study namely the Uses and Gratifications, Displacement and Technological Determinism theories. The Uses and Gratifications Theory was important in identifying the satisfaction and motivations of the respondents in use of the new and old media as well as assess the impact of social media use on the traditional media. And given that the possible effect would be audiences shifting to the new media at the expense of the old, Displacement Theory came in handy to establish whether users are likely to embrace the social media and lead to the demise of the old media. Technological Determinism Theory was significant in explaining the role of computer mediated communication and the impact of its use on human communication.

The study was based on descriptive research, which involved administering questionnaires and face-to-face interviews to generate both quantifiable and qualitative data targeting student respondents aged between 18 and 35 in learning institutions within Nairobi County. The design sought to gauge their perceptions and attitudes in old and new media use.

The study yielded two major findings based on the areas that were investigated that give a more or less similar findings by other related studies, so far. In terms of motivations for media use and gratifications, the research found out that each medium plays a special role in meeting the needs of the audience despite the fact that all the media compete for their attention. The study also established that the old and new media complement one another and are interdependent. To retain and increase audiences, the old media are adapting the new technologies and perfecting the functions that they play better than the social media, therefore, minimising the displacement effects of the new media.

The researcher came up with several recommendations to media managers and other stakeholders in the industry. The study recommends that managers of the traditional media should fully engage audiences in the social media platforms and direct them to their various products. Another important recommendation of this study is for the media organisations to be dynamic and proactive in their marketing strategies by emulating technology companies. They should empower their audiences with tools and gadgets such as in-house software applications to enable them use the new technology like iPads and mobile telephones to access media content they generate.

## ABBREVIATIONS AND ACRONYMS

CCK	–	Communications Commission of Kenya
CD	–	Compact discs
DVD	–	Digital versatile discs
GPRS	–	General Packet Radio Service
GSM	–	Global System for Mobile Communications
US	–	United States of America
TV	–	Television
PCs	–	Personal computers
ICT	–	Information communication technology
ISPs	–	Internet service providers
MP3	–	Moving Picture Experts Group Layer-3 Audio
VCR	–	Video cassette recorder

# CHAPTER ONE

## INTRODUCTION

### 1.0 Background of the Study

Social media has become popular with Internet users across the world, Kenya included. This study sought to find out how social networking sites affect conventional media including radio, television and newspapers - as popular media. Modern technologies in Kenya have led to wider access of Internet in rural and urban areas. Today, Internet is easily accessed through mobile phones and cybercafés in major towns and trading centres. Recent entry of fibre optics into Kenya and the larger East African region is bound to bring Internet even closer to diverse audiences in homes, institutions and digital villages that are being established across the country.

A recent study by ICT Board of Kenya (2010) conducted on its behalf by Research International to help organisations understand how people in Kenya use the Internet and provide a new analysis of the consumer, 77 per cent of Kenyan mobile phone subscribers use their handsets for Internet access, while 51 per cent of Kenyans with PCs at home use them to access the Internet. Compared to other entertainment and media gadgets such as MP3 players, DVD movies, mobile phones and Satellite TVs, 63 per cent of respondents said they prioritised Internet more than these devices.

The study also found the web is very important to Kenyan users outstripping its importance in other countries. Kenya was ranked eighth, the highest on a Likert scale of 10 compared to 15 other countries studied followed by the US users at seven. However, the ICT Board of Kenya (2010) study identified workplace office as the lead facilitator of Internet use at 56 per cent of workers studied. Cybercafés provide access to 12 per cent of users, home computers 10 per cent and laptop with modem 12 per cent. Therefore, as Internet infrastructure continues to make the new technology accessible and cheaper, more Kenyans are likely to use the media to meet their needs. As a result, questions abound as to how this development is likely to impact on the conventional media. Therefore, these create a research opportunity to try and explore further the effects of Internet on use of radio, television and newspaper and their audiences.

As a result of the emerging alternative media, audiences are becoming more Internet-aware and seek information, entertainment and education through the Web. Convergence of media technologies online has not made it easier for the conventional media. Therefore, they have been forced to follow their audiences to the Internet through social network and entertainment sites such as the Facebook, YouTube, Twitter, MySpace, among others.

Therefore, it was important to find out the effects of these sites on the media. Do they compete with the conventional media for audiences or do they complement one another? Studies, which have been conducted on effects of new media upon old media since the invention of radio have shown that emergence of new media affects the existing ones. By extension rise in popularity of social media is likely to affect conventional media as audience shift and embrace the new technology as their primary source of information, entertainment, and interaction with peers, friends and relatives.

Proliferation of cybercafés mainly in the central business district of Nairobi lowered the price of Internet access by the public from the initial Sh5 to the current 50 cents a minute. The facilities are now widespread and common in city estates and main shopping centres. In other parts of the country, they are found in major towns and trading centres. Introduction of mobile telephone Internet technologies General Packet Radio Service (GPRS) and Third Generation (3G) cell phones have further boosted Internet access among across-section of Kenyans, especially college-going youth who mainly use them to communicate with peers through texting, calls and social networking sites, with Facebook being popular among this category of audience (Aleman and Wartman, 2009).

As a result of changes in communication technologies, college students have a wide range of tools to access media of their choice and therefore, the possibility that they might also have an impact on conventional media cannot be ignored.

The traditional media – radio, television and print – are faced with a challenge of competing with computer mediated communication (CMC), which seems to be the preferred choice of medium among this group.

## **1.1 Background Information**

Computer Mediated Communication has been around since the first electronic digital computer was invented during World War II. Prototype e-mails were in existence in the early 1960s. Thurlow et al (2004) say the history of CMC is a little more than 50 years old. The emergence of personal computers (PCs) in the 1990s enabled their widespread access by office managers, school teachers, college students, among others. The writers further say prior to mid-1990s, academic interest in the way people interacted with, and communicated through computer technology was exclusive and restricted mainly to practical concerns such as information processing, data transfer, hardware design and what is known as Human-Computer Interaction.

## **1.2 Definition of Computer Mediated Communication**

Thurlow et al (2004) define computer mediated communication as any human communication achieved through, or with help of computer technology. They also provide various definitions of CMC from different scholars. Thurlow et al (2004) cite John December's definition of computer mediated communication as a process of human communication via computers, involving people situated in particular contexts, engaging in processes to shape media for variety of purposes.

On other hand, Susan Herring (1996) in Thurlow et al (2004) defines CMC as communication that takes place between human beings through instrumentality of computers Thurlow et al (2004). This form of communication is usually concerned with human interpersonal communication through and about the Internet and web. They argue that communication has been technologically mediated for centuries. In some senses, for example, putting pen to paper mediates speech by means of a tool.

Thurlow et al (2004:19) outline three contextual variables through which communication takes place:

- Psychological – our perceptions, mental map and prototypes
- Social – our relationships, stereotypes and individual experiences
- Cultural – the myths and ideologies of whole societies of people.

The variables encompass knowledge, experience and cultural backgrounds, which enable people to make sense of the world around them.

However, Thurlow et al (2004) say in the case of CMC, another layer of mediation is added, namely technological mediation.

Computer-Mediated Communication restricts what it means by technology to the machinery designed, built and used for purposes of information exchange and communication usually referred to as information communication technologies (ICTs). Work on CMC is mainly concerned with how people converse, build communities and construct identities through and by means of new communication technologies, also described as technologies for communication. Internet comes from a long line of technologies for communication including printing press, the telegraph, the telephone, the radio and the television. Humans have been creating ways to transmit, store and manipulate information, images and messages for centuries, according to Thurlow et al (2004: 37).

Thurlow et al (2004) point out that all technologies, not just ICTs, appear to develop in two distinct stages.

- I. Option for only the wealthy, specialist or enthusiast. At this stage the technology presents itself as a whole new way of liberating users and of offering them even greater control over their lives.
- II. After a while, the technology becomes more widely accepted and easier to use. The once new and exciting technology tends to become a necessary part of lives rather than an exclusive choice. We are almost forced to use it and people even start to depend on it.

### **1.2.1 History of Internet in Kenya**

According to Mureithi (2000), full Internet services were introduced in Kenya on October 19, 1995, by African Regional Centre for Computing, a not-for-profit organisation, then followed in April 1996 by Africa Online and Form-Net in May 1996. He says as a new technology at the time, Internet was introduced under difficult regulatory environment and had very low bandwidth of 9.6Kbps at launch.

During this period, the Internet use was restricted to e-mail services largely by non-profit organisations with more than 10 companies as providers offering very limited Internet services. By 2000, Mureithi says, 24 Internet service providers had been licensed and 14 more had applied. He says six main towns in Kenya had access to services by the ISPs and coverage at local call rates was 50 per cent of the population. However, Mureithi argues that the challenge at the time was to translate the Internet availability into usage. This could be attributed to high cost of its access and limited use of personal computers. Therefore, the use of Internet was limited to corporate and State organisations. However, there were attempts by some providers to reach the public through establishment of cybercafés such as E-touch Centres by Africa Online, albeit at a high cost to the users. As the Internet technology experienced growth, Mureithi points out, competition forced prices down.

Again, as Kenyans began to embrace Internet, mainstream media houses, *The Standard* and *Daily Nation* established their presence on the World Wide Web. The impact was increased readership of the online editions of the papers. Mureithi says the *Daily Nation* recorded 200,000 hits a day. At the time the main social networking sites did not exist. Most users accessed the Internet for entertainment, e-mails, research, chatting and online dating. However, Internet usage was limited because of low incomes and unaffordable cost of information technology. High illiteracy rates, especially in IT and poor rural information technology and electricity infrastructure also resulted in low uptake of Internet (Mureithi, 2000).

Liberalisation of airwaves and telecommunications in the subsequent part of the 2000s led to proliferation of new media technologies that increased ISPs. This not only spurred growth in the usage of personal computers, but also increased the number of Internet users, especially among the youth. Growth in mobile phone technology with Internet access also played a big role in popularising Internet use in Kenya through GPRS and 3G-enabled cell phones to the current status in the past decade.

### **1.3 Statement of the Problem**

Emergence of new media technology has led to competition with the conventional media for audiences. As result, explosion of information seeking to capture audiences from the various media has led to their fragmentation. This might result in traditional media being rendered ineffective in playing their role of mass communication, especially to inform and educate. However, very few studies have so far been conducted to empirically test such assumptions. This has created a research gap that the study sought bridge. Again, the research so far in the field of modern technology was based on the response of the audience to the modern media and their behaviour while using the media.

### **1.4 Research Objectives**

#### **1.4.1 General Objective**

The study sought to investigate the media use patterns among college-going students and how their use of new media technology affects the traditional media.

#### **1.4.2 Specific Objectives**

- a) To identify uses and gratifications among college and university students
- b) To investigate the displacement effects of the new media upon the conventional media
- c) To establish how emergence of new media technology impacts use of the existing media
- d) To investigate whether the new media displaces the conventional media as the primary source of information, education and entertainment among the audience
- e) To find out the emerging trends in the use of modern media technologies compared to older media technologies.

### **1.5 Scope and Limitation of the Study**

The research focused on limited colleges randomly selected from within the city of Nairobi based on a sample size of 105 students drawn from middle-level colleges and universities in the central business district, Thika Road, Nairobi West and Westlands to represent the various institutions of learning in Kenya. Given the limited resources at the disposal of the researcher, research assistants and contact persons from the institutions targeted were used to

co-ordinate data collection from the students. The research did not cover areas beyond those identified due to the drawbacks already identified. The respondents filled in questionnaires presented to them by contact persons in the selected institutions. The researcher made a follow-up and conducted oral face-to-face interviews to probe further aspects of the study to achieve its objectives. The study focused on the uses of different types of media – old and new seeking to identify how the media technologies impact on one another. The places picked for the study provided the relevant information and data that met the objectives of the research given the large number of colleges found in the various places identified for the study.

### **1.6 Significance of the Study**

- a) Understanding how students use social networking sites and choose between different media has implications on how media managers implement strategies to reach their target audience and stay competitive despite the growing popularity of the Internet and other technologies.
- b) The study provided an insight on why users are attracted to social networking sites and by extension the Internet, as well as what they do on the sites. This helped to advance research in areas ranging from media use and management, advertising, education to psychology.

### **1.7 Hypotheses**

- i) Social networking sites are more gratifying to users than conventional media thus are likely to be their media of choice.
- ii) Use of social networking sites by college youth is likely to displace older media.
- iii) Individuals who feel social networking sites in the Internet are able to fulfil media-related needs and gratifications are more likely to use this technology more than the old media.

## **1.8 Definition of terms used in the study**

**Blogs** – a shared on-line journal where people can post diary entries about their personal experiences and hobbies.

**Bloggng** – to write entries in, add material to, or maintain a weblog.

**Cell phones** – mobile phones used for communication within the GSM networks like Safaricom, Airtel and Orange in Kenya.

**Compact discs** – small optical disk on which data such as music, text, or graphic images is digitally encoded.

**Computer connectivity** – the use of computers to communicate with others through information services and the Internet.

**Conventional media** – traditional media such as television, radio and newspaper, among others.

**Digital Versatile Discs** – high-density optical disk for storing large amounts of data, especially high-resolution audio-visual material.

**Internet** – the World Wide Web composed of a network of computers and servers that communicate among one another in a global network.

**General Packet Radio Service** - A GSM data transmission technique that does not set up a continuous channel from a portable terminal for the transmission and reception of data, but transmits and receives data in packets. It makes very efficient use of available radio spectrum, and users pay only for the volume of data sent and received.

**Global System for Mobile Communications (GSM)** – one of the major standards for digital cellular communications, in use in more than 60 countries and serving over one billion subscribers.

**Social networking sites** – also known as social media, which include websites whose main purpose is for members to interact and create online communities among themselves, for example Twitter, Facebook, Myspace and YouTube, among others.

**Mobile telephony** – provision and use of mobile phone services in the GSM networks.

**MP3** - Moving Picture Experts Group Layer-3 Audio, a digital audio file format.

**Smartphones** – Internet enabled mobile phones with 3G and computing capabilities.

**Texting** – sending short text messages (SMSs) through cell phones/Internet to cell phones.

**Traditional media** – conventional media including television, newspapers and radio.

**Web** – World Wide Web, the Internet.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter discusses past studies of the new media. Diffusion of ICTs is not the first case of new media studies. There are several past studies of new media, which have become traditional today. The first of such studies was conducted in the 14<sup>th</sup> Century when printing technology emerged, cinema in the early 20<sup>th</sup> century, radio in the mid 1920s and television in the 1960s, among others. The materials that were reviewed in relation to the study were based on publications by different scholars who have studied new media in one way or the other published in books, newspapers, research reports, abstracts and papers presented at conferences with related themes across the world. However, the review was confined to the available literature mostly by scholars who have conducted wide research on new media as they emerged in the past. A lot of literature available was produced by the researchers in the West and North America with very little on Africa apart from what might have been written by the foreign scholars. As a result, there are very limited publications on the media effects in Africa by African scholars. Some of the issues under study are transitional. They emerged recently, therefore, there is limited literature on them. Others are in their early stages of diffusion in Africa and Kenya in particular. The registration of mobile phone owners in July, 2010 in Kenya indicated that by the end of the exercise, only 10 million subscribers had been registered. Again, media penetration in Africa has been very slow.

According to the Kenya Bureau of Statistics (CBS, 2009) census report, only about 3.6 per cent of Kenyans own computers and are mostly found in the urban areas, while 74 per cent own radio, 28 per cent television and 63.2 per cent have mobile phones. In terms of scholarship, media studies at Masters level was pioneered by the University of Nairobi School of Journalism and Mass Communication when it launched the Masters of Arts in Communication Studies in 2001. However, today there are numerous other colleges and universities that offer similar courses at Masters and PhD levels. The other reason that justified this approach to literature review was that social networking sites are a recent phenomenon, which scholars are yet to fully focus on as an area of study. This might take time considering that based on history of research on new media, they are not conducted

immediately after innovation of the new media but after a while. For example, the television emerged in 1940s but research on its effects on the audience and the existing media at the time, that is, radio and newspapers only began in the 1960s.

## **2.1 Global Research on New Media**

Research on the impact of emerging media technologies on the existing or conventional media has been around since the emergence of print and electronic media. Historically, scholars have been concerned with effects of the new technologies as they gain popularity among the audience. For instance, emergence of radio and television led to studies on how each of the medium affected the older ones such as their impact on newspapers. The most recent phenomenon in this aspect is the emergence of Internet as a medium for mass communication. The increase in Internet connectivity has given rise to social networking sites that have gained popularity among online users, especially the youth. Research has been conducted to assess the emerging trends. However, the area still has a lot of gaps open to further exploration.

Very few studies have actually come up with empirical information of the impact the modern media technologies have on the conventional media. Organisations invest a lot of resources in an attempt to embrace the new technologies in their communication strategies, but the question remains whether they are good investment decisions and how the changes affect the existing media technologies. Are these organisations able to reach their target audiences by use of either modern or old media technologies? And if they reach their target audience, how effective are their messages? How do the audience best receive the messages?

One of the most recent studies in this area was by Alemán and Wartman (2009), in a project to find out how college students appreciate, value, construct and negotiate student culture online, tested our ability to interpret the meaning that students make of this new cultural space and translate students' online culture.

The emergence of computer-mediated communication has presented new areas for social science research to study its impact on human behaviour and interaction. Alemán and Wartman (2009) say:

*“Any technological advancement presents social scientists with an opportunity to gain insight into human behaviour, and innovation of online social networking have presented those of us interested in understanding college and university cultures with an especially rich one.”*

The authors set out to provide insight into dynamics that the computer-mediated communication through social network sites has brought to college campus culture. They contend that online communities are real for college students extending from and intertwining with their day-to-day lives on traditional college campuses. The new campus includes the online campus (Alemán and Wartman, 2009). Therefore, understanding how students make use of social networking sites has implications on how media managers implement strategies to reach their target audience. The authors explore with students, the role Facebook plays in construction of gender and ethnic identity on campus and how online platform influences construction of group identity for campus organisations.

Alemán and Wartman (2009) note college generation has moved from an asynchronous e-mail communication to instant messaging. They send short text messages (SMSs) on phones, subscribe and contribute to online blogs and journals and post photographs of themselves online. And yet we know very little about their use of online social networks. In Kenya, the penetration of television and other new media technologies such as video in the 1980s and more recently DVD/VCD players led to the reduction of cinema market. Most of the popular cinema halls have since closed shop owing to reduced audiences. Among those affected are Cameo, Shan, Globe Liberty, Odeon and more recently Kenya Cinema.

This, therefore, creates a research gap for further investigation to help understand how audiences make use of the new media technologies and how this is affecting the traditional print and electronic media. Safco and Brake (2009:3) contend that there has always been a powerful relationship between conventional media and business. The media has always been particularly good in gathering people to read, watch or listen to something of interest.

Whether it is in sports, finance, fashion or international politics, conventional media has something to offer.

*“In the past, neighbours would meet on the corner and co-workers would meet at the water cooler to talk about and share what they read in the morning newspaper, heard on the evening news, or learned from a friend at a party.”*

As a result, the media played an important role in the lives of audiences, they say, because “people listened and responded” to information they received from the media. The authors go further to say that with the emergence of new media based on computer mediated information, the media, although it still plays an important role in the social lives of the audiences, has changed the way the information is shared among them. They say:

*“Modern technology hasn’t obviated the need to meet...but has greatly increased the amount of information available to share. Most importantly, technology has allowed everyone to participate in creating and delivering information to family, friends and colleagues. Everyone has the ability to function as citizen journalists or market mavens.”*

However, the work of Safco and Brake (2009) is based on the business aspect of the social media other than seeking to explore the real impact of the media on conventional media as the study sought to do. The two authors also provide useful insights of the development of social media through social networks, which they say was initially interpersonal before emergence of technology. They also provide definitions of various aspects associated with social media. A trusted network, they say, is a group of like-minded people who have come together in a common place to share thoughts, ideas and information about themselves. They assert that such groups could be as many as 100 registered users that host 10 billion photographs – as with social networking site Facebook. They say a trusted network could also be a single influential person such as a celebrity or media personality.

Safco and Brake (2009) further clarify that social networks are not a new phenomenon but have been around as long as there have been humans to create them. When people were still living in caves and travelling in clans and tribes, those were the social networks where people bonded together to co-operatively work, live and protect one another. They further point out how social networks are formed and the roles they play. Safco and Brake (2009) say social

networks bring together people with similar interests and a common bond and trust. These are groups that help people make life's most important-and-not-so-important-decisions. For example, people consult informational websites to make decisions on travel, shopping and other day-to-day activities. According to the authors, the common interest and goal of members registered on social network sites is to socialise and thus: "Social networks, virtual community, e-community or online community is a group of people who interact through newsletters, blogs, comments, telephone, e-mail and instant messages, and use text, audio, photographs and video for social, professional and educational purposes."

According to Angleman (2000), unlike most other media, the Internet and the World Wide Web came in rather unexpectedly, and are rapidly diffusing into the population. This new medium emerged during a time when media scholarship had already established a solid, scientific foundation for communications research. The origin of the Internet is actually found in that same academic environment. Many of the factors surrounding the Internet are unique and revolutionary. Yet, in spite of the rich environment into which it was born, or possibly because of it, there are few working theories to explain the phenomena of the Internet. Effects, experiences, motivations and applications are not easily understood or defined. The vast dimension into which it expands reaches into areas modern sociological sciences have little experience with.

Sarah K. Foregger of Michigan State University conducted a study on the uses and gratifications derived from Facebook.com, a popular social media site. In the review of several studies related to uses and gratifications, she cited a research by LaRose and Eastin in her dissertation, Foregger (2008) says the two scholars, in an attempt to explain more variance regarding media exposure, LaRose and Eastin construed gratifications as expected outcomes and placed them a priori into social cognitive incentive categories. They looked beyond a college sample and collected data from 172 adult users. Despite these differences, they found results similar to previous Internet uses and gratifications studies. The expected outcomes paralleling entertainment, social interaction, information and pass time motivations, all significantly related to Internet use. Further, they found monetary and status motivations as the independent factor of simple habit were all predictors of Internet use.

This study, according to the authors, both supported the uses and gratifications perspective and successfully extended it within social cognitive framework. Additionally, the comparative recency of the study provides updated general Internet uses and gratifications that show similar gratifications as found in earlier works.

Therefore, Foregger (2008) asserts that the Internet has developed some gratifications of use such as entertainment seen to remain indicating that for Facebook, some gratifications found should be congruent with those discovered in the previous Internet studies.

### **2.1.1 Why People Watch or Avoid Broadcasts**

According to Severin and Tankard (2001), Blumler and McQuail began the task of determining people's motives for watching political broadcasts by using open-ended questions to interview a small sample. On the basis of the responses, they drew up eight reasons for watching political broadcasts, which they used in a sample survey. The most frequently mentioned reasons reflect a desire for what Blumler and McQuail call "surveillance of political environment". These reasons indicate that people use the political broadcasts as a source of information about political affairs. Other findings showed that one of specific purposes of this surveillance was to find out about campaign promises and pledges.

According to Don-Hee and Won-Yong (2008) in their study on uses and gratifications of digital multimedia broadcasting in Korea, the theory, has spanned user motivation studies of media ranging from radio (Herzog, 1944) and television (Katz, 1959; Lin, 1999), to cable TV and VCR remote controls (Stafford & Stafford, 1996), digital TV (Livaditi et al., 2003) and now the Internet (Ruggiero, 2000; Kaye & Johnson, 2002; Stafford et al., 2004) and mobile phones (Leung & Wei, 2000). Gratifications are defined as some aspect of satisfaction reported by users, related to the active use of the medium in question (Herzog, 1944). Since individual users essentially control the communicative process of the Internet by virtue of their power to initiate access to commercial sites (Stafford & Stafford, 2001), the user-centric approach of Users and Gratifications provides the theoretical framework for understanding the specific reasons that bring consumers to the mediated online spaces where commerce transpires (Stafford et al, 2004).

This approach focuses on why people use particular media rather than on content. In contrast to the concern of the “media effects” tradition with “what media do to people,” uses and gratifications can be seen as part of a broader trend amongst media researchers who are more concerned with “what people do with media,” allowing for a variety of responses and interpretations. As such, this theory has been recently applied to examine user experience associated with various mobile services such as text messaging, gaming, and payment services. As the Internet works its way into the typical private home, more and more choices in media use are available – streaming video, movies on demand, social forums, Internet radio, digital newspapers, magazines and even complete books. Most of the research examining the Internet and its uses is still in developmental stages. No other media has incorporated more cultures, belief systems, communications methods and global considerations than the Internet (Angleman, 2000).

Because media choices are affected by individual needs for information and stimulation (Krcmar & Greene, 1999), Angleman (2000) points out it is important to consider the psychological and social/cultural needs that contribute to media choice (Katz, Blumler & Gurevitch, 1974). Stress and boredom resulted in contrasting choices of media, and research by Katz and Lazarsfeld (1956) suggested that selectivity in media choice may actually "empower" media users.

### **2.1.2 Classification of Individual Needs and Media Uses**

In a nutshell, past scholars have come with various criteria based on their empirical studies of classifying individual needs and media uses. Katz, Blumler and Gurevitch (1974:20) in a paper that summarised the work in the field at that time pointed out that the studies were concerned with the social and psychological origins of the mass media and other sources, which lead to differential patterns of media exposure or engagement in other activities, resulting in need gratifications and other consequences, perhaps mostly unintended ones. They cited two Swedish researchers who in 1968 proposed a “Uses and Gratifications model” that included the following elements:

- i) The audience is conceived of as active, that is, an important part of mass media use is assumed to be goal directed.

- ii) In the mass communication process, much initiative in linking need gratification and media choice lies with audience member.
- iii) The media compete with other sources for need satisfaction (pp 22-23)

Severin and Tankard (2001) contend that uses and gratifications literature has provided several ways of classifying needs and gratifications, which the researcher in this study borrowed heavily from. They say some literature have spoken of immediate and deferred gratifications (Schramm, Lyle, and Parker, 1961), others have called them informational, educational and fantasist-escapist-entertainment (Weist, 1971). McQuail, Blumler and Brown (1972) based on their studies in England, suggested the following categories:

- a) Diversion – escape from routine and problems, emotional release
- b) Personal relationships – social utility of information in conversations, substitute of the media for companionship.
- c) Personal identity or individual psychology – value reinforcement or reassurance, self understanding, reality exploration , among others
- d) Surveillance – information about things that might affect one or will help one do or accomplish something.

Katz, Gurevitch, and Haas (1973) see the mass media as a means used by individuals to connect themselves with others. They listed 35 needs taken from largely speculative literature on the social and psychological functions of the mass media and put them into five categories:

- a) Cognitive needs – acquiring information, knowledge and understanding.
- b) Affective needs – emotional, pleasurable, or aesthetic experience.
- c) Personal integrative needs – strengthening credibility, confidence, stability and status.
- d) Social integrative – strengthening contacts with family, friends, and so on.
- e) Tension release needs – escape and diversion (Severin and Tankard pp 166-167)

### **2.1.3 Research in New Technology and Active Audience**

Researchers have only begun to study the ways that cable television and other new media offering expanded user choices relate to the user's pursuit of uses and gratifications.

Cable television provides new and diverse opportunities for audience to become active. With cable, the number of channels increases and therefore, viewers adopt various strategies to cope with this increased number of choices. One strategy is to narrow in, which the audience confine their regular viewing to the channels that correspond to their interests.

Severin and Tankard (2001) further say videocassette recorder also gives the television viewer opportunities to be a more active viewer. It offers the user greater flexibility in terms of times for viewing, and it increases the choices of available content. Levy (1980) says viewers who use VCR to time-shift programmes are among the most active audience given it is a demanding task.

According to Severin and Tankard (2001), a study by Perse and Courtright (1993) of computer mediated communication ranked computers the lowest among 12 types of mediated and interpersonal communication for satisfying communication needs such as relaxation, entertainment, self-awareness and excitement. However, this changed a few years later. Another survey (Perse and Dunn, 1995), which looked at use of computers to communicate with others through information services and the Internet, found people using computers for communication were satisfying the following needs: Learning, entertainment, social interaction, escapism, passing time and out of habit (Severin and Tankard, 2001).

#### **2.1.4 Rising Popularity of the Internet**

A different study on the effects of Internet on children found that although the Internet provides a huge informational advantage, it is also used by many children as entertainment for many hours, most of which are spent in isolation from other family members. The study found that time spent on the Internet primarily displaces television viewing rather than other non-media activities, such as spending time with friends, playing sports, or doing homework Van (2006). Since this study identified how the emergence of Internet affected media use among children, the researcher saw it important to go a step further and see how the Internet affects use of old media by the youth as represented by college students as the target population of the study.

According to Baran and Davis (2009), emergence of new media technologies affects the existing media. They say that there has been steady erosion of network television viewership due popularity of cable and satellite television, VCRs and the Internet based on displacement theory. One notable effect of new technology is that most companies have diversified their holdings and bought companies that operate new media. New technologies have also seen resurgence of film industry due to DVD profits and emergence of new content providers like CNN, MSNBC and Fox News.

### **2.1.5 Past Studies on Displacement Effects**

Displacement effects have been observed for more than a half century although effects are not uniform across existing media, for example, computers displace more TV viewing time than time devoted to reading newspaper. In 1950s, one of the first serious sociological studies of television's impact on American life found little disruption. People were found to spend less time playing cards with extended family members and friends.

According to Lin and Atkin (2007), discussions about media displacement date back to classic communication studies conducted in the 1940s. They cited various such studies in their work. Lazarsfeld (1940) examined whether the emergence of radio announced the end of print media. Laswell (1948) studied how the emergence of TV affected radio. Media displacement research, Lin and Atkin (2007) say, grew rapidly with the rise and widespread diffusion of TV in the late 1940s and 1950s, for example Belson, 1959,1961; Bogart, 1956; Coffin, 1948; Himmertweit, Oppenheim and Vince, 1958; Marcoby, 1951. Subsequently, there have been waves of enquiry on media displacement effects whenever a new medium of technology gained popularity.

Lin and Atkin (2007) say this can be seen with cable TV from the late 1970s (for example Jeffres, 1978; Kaplan, 1978; Lin, 1993; Reagan, 1984; Sparkes,1983), VCRs in the mid-and late 1980s (for example Harvey and Rothe,1985; Henke and Donohue,1989; Scherer,1989), Computers from the mid-1980s (for example Finhort and Sproull,1990; Hu, 1998; Perse and Dunn, 1998; Robinson, Barth and Kohut, 1997; Robinson and Kestnbaum, 1999; Schweitzer, 1991; Vitari, Ventkatesh and Gronhaugh, 1985) and the Internet and web technology from

mid-1990s (Kayany and Yelma, 2000; Lin 1999, 2000, 2002; Nielson Media Research, 1999; Stempel and Hargrove, 1996; Stempel, Hargrove and Bernt, 2000).

Logic for these studies, Lin and Atkin (2007) aver, is that media have to compete for limited resources including advertising revenue and the public's expenditure of time and money (McCombs and Shaw 1972). Hence, introduction of a new medium or technology should result to a corresponding reduction in resources allocated to existing media (Robinson, 1969; Robinson and Godbey, 1999)

The resources (time and money) remain the same and have to be allocated to the emerging media. Therefore, with that in mind, displacement effects generally have been operationalised in two ways – the amount of time spent with an existing medium that has been displaced by a new medium (time displacement) and/or the perceived functional equivalence between the emerging and existing media (Kayany and Yelma, 2000).

## **2.2 Studies of New Media in Africa**

According to Nabi and Oliver (2009), early displacement studies focused on the negative effects of media use especially television. However, they say that as the displacement theory grew more sophisticated in research methods and statistical tools, the assumption of negative effects was challenged. Research questions were crafted and variables selected that considered the potentially positive or even neutral outcomes of displacement. Nevertheless, the studies focused on aspects of audience displaced other than displacement of media such as social interaction, physical activity and cognitive development. Displacement studies in South Africa by Mutz, Roberts and Vuuren cited in Nabi and Oliver (2009) found that when television access was introduced into a town, social interaction among children decreased as television viewing increased.

In Cameroon, Ngainmbi (1995) argues media have a great influence in changing people's attitudes in a certain way. That view upheld by the "moderate effect" theorists, look at communications media as plausible channels for assessing media-audience relationships. He argues that the approach is based on causal relationship between audience and mass media,

therefore, leaves researchers with questions. What kinds of processes are involved in the relationship between the mass media and audience? What theory can adequately replicate the process of relationships between media and audience? He says in order to understand the cause-effect relationship between media and audience behaviour, one has to assume that media are the images or mirrors of the society, Ngainmbi (1995);

*“The concept of a society operating at the mercy of information chosen for dissemination by a few people especially media planners presupposes that media are indeed capable of defining cultural boundaries and values.”*

Fourie (2006), in an attempt to find out who the readers of online newspapers in South Africa are, says that past studies have shown young people read newspapers less frequently than older people. However, they further say, despite the hurdles that prevent most people from reading newspaper like cost, people in high income group and with higher level of education read newspapers frequently. Fourie (2006) argues that in the era of new technology, youth are more likely to read online newspapers compared to the older people. He says the older people experience a type of technophobia, that is, they are afraid of new technology. They have established habits and only use computers because their jobs require it. He says the younger people are more inclined to use electronic media citing Hele Geslag (1997:3) Also citing Biberauer (1998:46), Fourie (2006) identifies a possible displacement scenario. Biberauer says:

*“The younger generation who are dealing with computers through technikons and universities are more likely to read the Internet version of newspaper. As more of this generation reaches adulthood, it is likely that there will be some drop in circulation figures of the physical Daily Dispatch and corresponding increase in the figure of Internet readers.”*

According Fourie (2006), it is probable that people who read traditional newspapers and are also users of the Internet, read electronic equivalent of their traditional newspapers and visit other e-papers. This study was confined to newspaper readership but did not seek to establish how other Internet products affected the media.

Given that large numbers of Kenyan audiences are also frequent users of computer-mediated communication, the impact on existing media cannot be underestimated. According to recent research findings by Synovate (2010) on Internet usage among Kenyans, two million people are on the Facebook and that this trend might have an impact on the existing media. According to the study, the *Digital Dive*, businesses are likely to shift focus to the popular social network site as a primary means of communicating to their customers who also happen to be the audience radio, television and newspaper target to boost their advertising revenues. Loss of this source of income, which is the backbone for the survival of the media outlets, could sound a death knell to the medium that would fail to stay afloat.

The print media market is shrinking and as a result popular publications such as *The Metro Daily*, *True Love*, *Eve* and *Drum* magazines have closed shop or changed hands citing low readership due audiences having numerous alternative sources of information and entertainment. Others like *The Star* formerly *Nairobi Star*, found that their initial market was too small forcing them to become a national publication to boost circulation and attract advertisers. This research sought to find out how the new media has led to the reduction of the print media market. Based on previous findings on impacts of new media on conventional media, it can be hypothesised that new media would lead to a reduction of conventional media market. Growth of mobile telephony is also boosting access of Internet by a cross-section of Kenyans through modern Internet enabled cell phones.

According to *Business Daily* (February 11, 2010), recent GSM Association Initial Mobile Media Metrics data from three mobile phone operators in Kenya, 16 million unique users viewed 6.7 billion pages, spending 4.8 billion minutes online during December of 2009. Facebook also claimed the lion's share of the total views with 2.64 billion within the same period. The Synovate (2010) study reported in the newspaper found Internet to be the fastest growing medium in 2009. According to the findings, Internet daily and weekly usage doubled in the past three years while monthly usage grew by 80 per cent with more than 3.5 million monthly users. On average, according to the study, Kenyan Internet users spend about 70 minutes on Internet per visit. Synovate Media Research and Monitoring Director Joe Otin told the *Business Daily* thus:

*This level of media usage is close to average time spent on television daily. We are seeing significant shifts in the way people receive content, and this could have implications for traditional media going forward.”*

Therefore, an empirical research in the way such popular sites is used (user gratifications) by the audience would shed more light on the real impact of CMC on the conventional media and also form a basis for future research in this area.

### **2.3.1 Social Networking Sites and Tech-Savvy Youth**

Based on such views, it was worthwhile to conduct the study to establish their validity as well replicate the approaches that provided an insight into the impact of these new medium forum given that popularity of social networking sites is ever growing in Kenyan, especially among the technology savvy youth aided by the changes like introduction of fibre optics and Internet enabled mobile phones that have led to a sharp increase in the number of Kenyans able to access the Internet.

According to a research commissioned by the ICT Board in February 2010, 77 per cent of respondents in rural and urban areas said they own mobile phones with access to Internet. Further, the findings showed that Internet was very important to Kenyan users more than 15 other countries according to a multi-country study by TNS Research International in the same report. In terms of access to Internet, the study revealed that 56 per cent of Kenyans accessed the Internet from the office, while 12 per cent accessed it from their laptops and another 12 per cent from cybercafés. Nine per cent and 10 per cent accessed the Internet from their homes and mobile phones, respectively. Although mobile phones were the least used for regular Internet access, the study found that their use topped the alternative access of Internet at 56 per cent followed by cybercafés (36 per cent) and home (33 per cent). Notably, the study showed that more than 65 per cent of Kenyans spent over five hours browsing the Internet daily. Therefore, the question that the research sought to further explore was whether or not the increase in demand for Internet among Kenyans displaces the traditional media as the technology of choice in terms of media consumption.

Although the study attempted to compare between the Internet and conventional media use, it did not delve into the area to provide sufficient findings to make a conclusive assumption on

the displacement effect of the Internet. Again, the focus of the study was on Internet and not social networking sites. According to the study, 62 per cent of digital respondents preferred browsing the Internet, while 18 per cent and 14 per cent preferred listening to the radio and watching television respectively, more than five times a day. Generally, 77 per cent of the respondents said they would want to spend more time on the Internet compared to the conventional media. If this is the case, the latest developments in the Internet infrastructure, especially fibre optics and adoption of 3G technology by Internet and mobile telephone service providers, are likely to boost the access of Internet increasing its competitive edge and affordability among a cross-section of Kenyan users.

## **2.4 Theoretical Framework for the Study**

The researcher selected three theories that were considered to be relevant to the goal of the study. These were the Uses and Gratifications, Technological Determinism and Displacement theories.

### **2.4.1 Uses and Gratifications Theory**

The theory places focus on the audience, instead of the actual message itself by asking “what people do with media” rather than “what media does to people” (Katz, 1959). Blumler and Katz’s Uses and Gratification theory suggests that media users play an active role in choosing and using the media. Users take an active part in the communication process and are goal oriented in their media use. The theorists say that a media user seeks out a media source that best fulfils his/her needs. Uses and Gratifications assume that the user has alternate choices to satisfy their need.

This model is in contrast to the concern of the ‘media effects’ tradition with ‘what media do to people (which assumes a hypodermic’ view of media), Uses and Gratification theory can be seen as part of a broader trend amongst media researchers, which is more concerned with ‘what people do with media’, allowing for a variety of responses and interpretations. Users of media are active and make deliberate choices of media content in order to satisfy their needs. According to Severin and Tankard (2001:293) the Uses and Gratifications approach involves

shift of focus from the purposes of communicator to the purpose of the receiver. It attempts to determine what functions mass communication serves for audience members.

Severin and Tankard (2001) further say that the Uses and Gratifications approach was first described in an article by Elihu Katz (1959) in which he was reacting to claim by Bernard Berelson (1959) that the field of communication research appeared dead. He pointed out that most of communication research up to that time had been aimed at investigating the question “what do media do to people?” Katz (1959) suggested that the field might save itself by turning to the question “what do people do with the media?” He cited a few studies of this type that were already done. One of the studies Katz (1959) cited was Riley and Riley study (1951) showing that children well integrated into groups of peers ‘use’ adventure stories in the media for group games, while children not well integrated use the same communications for fantasising and daydreaming.

This study illustrated a basic aspect of the Uses and Gratifications approach – that people can use the same mass communication message for different purposes. Severin and Tankard (2001) cite another study (Herzog, 1944), which examined the functions radio soap operas fulfilled for regular listeners. Some listeners found emotional release from their own problems. For others, listening provided escape, while a third group sought solutions to their problems. Citing Blumler and McQuail (1969), Severin and Tankard (2001) say that the two scholars used the Uses and Gratifications approach as the overall strategy in a study of the 1964 General Election in Britain. They sought to find out “why people watch or avoid party broadcasts; what uses they wish to make of them; and what their preferences are between the alternative ways of presenting politicians on television” (Pp10-11).

#### **2.4.2 Significance to the Study**

Severin and Tankard (2001) point out that Uses and Gratifications theory could be used to help us understand how people use the World Wide Web, e-mail and other aspects of cyberspace. They further say despite the mixed findings by studies based on uses and gratifications, the theory may make a significant contribution as we move further into the digital age with emergence of new media technologies and users are confronted with

numerous choices. The World Wide Web and Internet are giving audiences still more choices and therefore, the theory could still give an insight into the users of new media technologies.

Don-Hee and Won-Yong (2008) say past studies might not be applied to the new technologies like the Internet. They argue the results of Internet uses and gratifications studies based on scales from television research have subsequently not been very predictive of Internet use (Lin, 1999), there is a clear need to extend the process of developing uses and gratifications measures specific to not only the Internet but also to the unique user interface of digital multi-media broadcasting when using the theory to understand mobile device users' motivations. This extension can be a meaningful task considering the convergence trends between the Internet and mobile television such as wireless broadband and Internet portal television. Don-Hee and Won-Yong (2008) further point out that while Uses and Gratifications theory rarely has used attitude as a construct, attitude as a construct has been defined in multiple ways by social psychologists (Berkowitz, 1986).

According to Angleman (2000), there is little doubt that the Internet has become a significant global medium (Seongcheol, 1998). Computer-Mediated Communications have increased our informational and interactive capabilities in unimaginable ways (Papacharissi & Rubin, cited in Angleman, 2000). These technologies require a greater knowledge of the elements influencing people's use of this medium and of how its use affects their behaviour (Papacharissi & Rubin). History has shown that new media often create new gratifications and motivations, therefore, the Uses and Gratifications approach would be a logical model for this line of study. This research used the theory to explore how various uses and gratifications affect choice of media and by extension whether emergence of popular social networking sites in the Internet had any significant impact on the old media.

### **Motivations for the Study**

Angleman (2000) contends it is difficult to imagine any communication today that is not mediated by some sort of technical data processing. The transfer of information has evolved into a digitally structured process allowing almost limitless methods of distribution. This

phenomenon has created a new source of study for researchers in a variety of fields, which was the main motivation for this study. Angleman (2000) further avers as the constraints of "linear" communication disappear, writers and media structures are becoming secondary. Opinion leaders may no longer play as large a role as they were once thought to (Watson and Hall, 1997 cited in Angleman, 2000). The media consumer is no longer at the passive end of marketing and dissemination methods, but is instead, a participating member in the exchange of messages and transfer of material. Angleman (2000) further say that technology driving the Internet has created a "spatial expansion of communities" and a "temporal intensity of social life" (Rammert, 1999). It is important to understand how the nonlinear content of the Internet differs -- or mimics -- other media and to understand why it is used. The logical or deductive process of understanding may not sufficiently grasp the unique relationship between users and the non-linear matrix of "new media."

According to Don-Hee and Won-Yong (2008) the basic design of the Internet requires the user to select or bypass 'pages' of text or graphics. Unlike conventional media such as television and radio, web pages require continuous interaction from users. The users can select one website or move through a series of websites, which usually have several layers of screens of information to access. It is for the users to decide about how much information they want or need. The users can and have to seek sites which will best fit the motives they log on for, and then they determine if they are fulfilling their sought gratifications. These various levels of audience activity suggest that the Uses and Gratifications theory is ideal for this kind of study.

## **2.5 Technological Determinism Theory**

According to Chandler (1995) cited in Thurlow et al (2004), Technological Determinism is an assumption that technologies are the primary cause of:

- Major social and historical changes at the macro-social level of societal structures and processes.
- Subtle but profound social and psychological influences at the micro-social level of regular use of particular kinds of tools.

### **2.5.1 Theoretical Assumptions**

According to Thurlow et al (2004), Chandler further notes Technological Determinism sees technology as the big ‘mover and shaker’ behind major transformations at the level of institutions, social interactions and individual cognition (that is the way of perceiving and thinking about the world). In order to adopt this perspective, technological determinism must make a number of important assumptions, but the following ones are relevant to computer mediated communication:

- Reductionistic – technological determinism reduces relationship between culture and technology to one straight forward cause and effect.
- Monistic – rather than being multi-causal, technological determinism oversimplifies an otherwise complex relationship to the effects of a single factor.
- Neutralising – technological determinism represents technology as neutral value-free and therefore, absolved of ‘responsibility’.
- Technological imperative – technological determinism presents technological ‘progress’ as unstoppable, inevitable and irreversible.

### **2.5.2 Significance to the Study**

- The theory is a key concept, which offers a really useful framework for understanding the relationship between technology and human communication.
- It explains the relationship between technological change and social life.
- Technological determinism offers a useful foil against which we evaluate our analyses and interpretation of the impact of Computer Mediated Communication – which was the main goal of this study.

### **2.6 Displacement Theory**

The rise of media in 1900s followed a pattern of industrial development that has replicated after every ‘revolution’ in media technology. Whenever important new technologies appear they destabilise existing media industries, forcing large-scale and rapid restructuring. Large companies based on old technologies go into precipitous decline while a handful of upstart companies reap enormous profits.

Baran and Davis (2009) say thus:

*“We are witnessing another repetition of this cycle with the rise of Microsoft, Google and YouTube, only three of the new media giants challenging older media companies whose income is derived from television, radio and newspapers.”*

To survive, Baran and Davis (2009) argue, older media corporations resort to cut-throat competition and use of new technology to deliver content to audiences. They refer to this process as functional displacement. The scholars say this occurs when the functions of an existing media are replaced by newer technology, making the older medium to find new functions. Baran and Davis (2009) contend that there has been steady erosion of network television viewership due popularity of cable and satellite television, VCRs and the Internet. During the era of penny press, mass newspaper quickly displaced small circulation, specialised papers.

Displacement theory argues that if network television is to survive amid all this change, it must find functions it can serve better than any of the existing media. However, success of new media often brings a strong critical reaction, especially when media adopt questionable competitive strategies to produce content or attract consumers. Again, new media industries often specialise in giving people what they want even if the long-term consequences might be negative. As each of the new media technologies developed and as industries grew up around them to ensure steady supply of attractive content, these technologies necessarily displaced earlier industries and forms of communication. Often social roles and relationships were seriously disrupted as people adjusted to new media and their content.

According to Lin and Atkin (2007), Himmerlweit et al (1958) introduced three principles to account for displacement effects in the media.

- a) The displacement of marginal activities principle – new media are more likely to displace marginal rather than central activities.
- b) The principle of functional equivalence – new media perceived as more effective than existing medium in satisfying the same needs will displace the existing media, and
- c) The transformational activities principle – conventional media that change in order to satisfy needs met by a new medium will not be significantly displaced.

- d) Furu (1971) added the principle of physical proximity – activities that share the same physical space will interfere with one another, the one that better satisfies an individual's needs triumphs.

Lin and Atkin (2007) further say that for principle of functional equivalence, studies suggest that providing information is an important function of online media. Citing various scholars Lin and Atkin (2007) note that online news can satisfy user information needs in ways similar to offline news (Kayany and Yelsma, 2000; Kraut et al, 1998). Kayany and Yelsma (2000) found that although conventional media such as TV and newspapers remained important for information needs, those who rated online sources as important for news tended to downgrade the importance of TV. Compared to offline news, speed and convenience are credited for essential advantage of online news in terms of satisfying information needs of users (Lin et al, 2005). Among those who say they read online version of the newspaper, 73 per cent cited its convenience (Pew Research Centre, 2005 in Lin and Atkin, 2007).

To survive the competition brought about by 24/7 cable channels and strictly online news outlets, TV stations and networks, newspapers and news magazines have set up their own websites, opening up such outlets on the web points to the transformational activities principle. Computers and TV sets may share the same activities in the same living space in a household, so conflicts associated with competing activities – the same physical space are likely to exist.

### **2.6.1 Significance of Displacement Theory to the Study**

The study was interested to find out the functional displacements that might have taken place in the local media scene due to growing popularity of social networking sites. According to Lin and Atkin (2007), whenever new medium of technology gains popularity there are numerous studies on media displacement. Therefore, the study fitted well in this trend given the growing popularity of social media in Kenya vis-à-vis conventional media. The researcher sought to find out the functional displacements that might have taken place in the local media scene due to growing popularity of social networking sites among the youth in Kenya.

## 2.7 Criticism of Theories Selected for the Study

Severin and Tankard (2001) say the uses and gratifications approach has drawn several criticisms, especially for being non theoretical, vague in defining key concepts and for being basically nothing more than a data-collecting strategy. Citing (Palmgreen and Rayburn, 1982), they say very little efforts have been made to explore the antecedent of gratifications. Often needs that people seek to fulfil through media use are inferred from questions about why they use the media, leading to suspicion that the need was created by the media or is a rationalisation for its use.

In the light of the research since Freud indicating the complexity and obscurity of human motivation, Severin and Tankard (2001) say that there is also something a little simplistic or naïve about using self-reports to determine motives. A 1982 critique of uses and gratifications studies criticises the confounding of operational definitions and the analytical model, questions internal consistency, cites the lack of theoretical justification for a model offered. Severin and Tankard (2001) cite Elliot (1974) as arguing that the theory is focused too narrowly on the individual. It relies on psychological concepts such as need and neglects the social structure and place of the media in that structure. The uses and gratifications perspective has also been criticised by writers concerned about the problem of media hegemony. They argue the theory goes too far in claiming that people are free to choose the media fare and the interpretations that they want (White, 1994).

According to Severin and Tankard (2001), mass media messages tend to reinforce dominant view of the culture and audiences find it difficult to avoid this “preferred reading”. Severin and Tankard (2001), citing Donohew, Nair and Finn (1984), argue that finding of some studies that some exposure to mass communication may not always be highly deliberate or purposeful, challenges some of the basic notions of uses and gratifications approach. People often seem to be making their way through mass communication environment while in a kind of “automatic pilot”. Severin and Tankard (2001) suggest that much use of mass communication might involve a low level of attention and in fact might be appropriately labelled ritualistic or habitual. They further claim many people much of the time might not be

interested in surveillance or personal guidance as much they are just interested in some mildly pleasant simulation.

In a similar point, Severin and Tankard (2001) say a study of television viewing suggested the concept of an active audience is misleading when applied to television watching. Their study of television viewing found that people consistently report their experiences with the activity as being passive, relaxing and involving relatively little concentration. They also argue that television and films, in comparison to print, are likely to produce more uniform cognitive and affective responses in an audience due to their pictorial nature. Uniform effects are not the kind of thing a uses and gratifications approach would predict. As for Technological Determinism Theory, Thurlow et al (2004) argue that culture and human behaviour are complex and technological determinism is clearly not an adequate way to explain the interplay between new communication technologies and social interaction – there are always a range of social, economic, governmental and cultural factors, which also need to be considered.

They further say social constructivism turns technological determinism on its head – technology is subordinate to the way it is used in particular socio-historical, culturally specific contexts. Technologies don't just fall out of the sky and seldom do they just pop into inventor's heads. In this case, innovations emerge to serve social, cultural and economic needs and realities prevailing in societies.

Bryant and Fondren in Nabi and Oliver (2009), cite Perse on the weaknesses of the displacement effects. According to Perse, one of the faulty assumptions of the displacement hypothesis is that people use only one medium at a time. In reality, media are often experienced simultaneously. For example, a person accesses Internet while television plays in the background or listens to music while reading.

They also cite Himmetweit et al (1958) who posit that media have to find new functions to coexist. This is a common occurrence in today's media environment. For example, existence of DVD players in family cars that has made it possible to watch movies once considered an event to be experienced in theatre can now be viewed during travel to fill the downtime

during a long or short trip to school and back. Convergence of media has also made it possible for movies to be watched on television and computer screens – delivered by DVDs or via the Internet or on iPods and cell phones Nabi and Olive (2009).

*“The openness to view media as serving secondary and tertiary purposes, along with increased media availability, has led to a glut of media.”*

In a report by Kaiser Family Foundation (Foehr, 2006), findings from a major survey revealed that 81 per cent of young people use more than one medium at a time during a typical week. Twenty-four per cent reported using other media “most of the time” while they were watching television. Sixty-one per cent of students reported using media or talking on phone at least some of the time while doing homework.

From the findings, it appears rather than one medium displacing another, with ever-increasing frequency, media are sharing time slot. Therefore, this poses interesting and difficult challenges in displacement research. For example, how does an investigator determine when media-use time is actually being shared, or if multiple but intermittent moments of displacement are taking place within multi-tasking experience.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This section outlines the research design, study location, target population, sample design and sampling procedures, research instruments, data collection techniques, processing, analysis and interpretation that were used in the study.

#### **3.1 Research Design**

The study was based on descriptive research design. According to Mugenda and Mugenda (2003), Gay (1981) defines this type of design as a process of collecting data in order to test hypotheses or to answer questions concerning the current status of subjects in a study. According to the Association for Educational Communications and Technology (2001), descriptive research can be either quantitative or qualitative. It involves collection of quantitative information that can be tabulated along a continuum in numerical form or it describes categories of information such as gender or patterns of interaction when using technology in a group situation. Descriptive research involves gathering data that describe events and then organises, tabulates, depicts, and describes the data collection (Glass & Hopkins, 1984). The study aimed at testing hypotheses and answer research questions in relation to the use of old and new media before drawing conclusions on the research topic.

The researcher used visual aids such as graphs and charts to aid the reader of the report to understand the data distribution. The study set out to determine and report the state of social and traditional media use (Mugenda and Mugenda 2003:160). The design also helped the researcher to describe possible motivations of the respondents their attitudes, perceptions and characteristics in use of old and new media. Based on this approach, the researcher defined the research problem (question) to ensure that the data collected was relevant to the question raised in line with the design. To further ensure that the information collected was consistent with the objectives of the study, questionnaires and interviews were used as instruments to elicit descriptive data. As a result, information gathered shed light on use social and

traditional media in the new technology environment and made it possible to explain the existing status of the two variables (Mugenda and Mugenda, 2003).

Given the large population of Internet users in Kenya – 10.5 million according to the latest CCK data – the design came in handy since it was based on a manageable sample of students who represent the youth who comprise the largest proportion of the new media users.

However, Mugenda and Mugenda (2003) identified some limitations of this method that the researcher took note of in the course of the research. These are:

- a) Surveys are dependent on the co-operation of the respondents. If data collection procedures are erroneous, the responses may be inaccurate and hence the whole study is flawed.
- b) Information unknown to the respondents cannot be tapped in a survey.
- c) Requesting information, which is considered secret and personal, encourages incorrect answers.
- d) Surveys cannot seek to obtain forecasts of things to come.

To address the weaknesses of the design and boost the accuracy of the research findings, the researcher used assistants known to the respondents and ensured that the questionnaires were anonymous and did not elicit the identity of the respondents. Again, the researcher ensured that the data collection procedures were accurate by briefing and training the assistants to administer the questionnaires properly.

### **3.2 Study Location**

The study was conducted in Nairobi, the capital city of Kenya. According to the Kenya Bureau of Statistics (CBS, 2009) the city has 3,138,369 residents based on the National Population and Housing Census Report (CBS, 2009). The city is cosmopolitan with the population drawn from different parts of the country. A large number of the target population in middle-level colleges and universities are the youth at about 80 per cent of the total student population. The students are from different parts of Kenya since the city hosts a large number of public and private colleges and universities. The researcher chose the youth for the study because they are the most dynamic part of the population and in most cases active needs of new technologies. In terms of their use of social networking sites, they form most of the

members on different websites. College and University students were suitable for the study because they are the most likely group of the youth to be exposed to the Internet at home, institution and through Internet enabled cell phones.

The city's population is stratified with people of different backgrounds. These variations are also evident among the target population from which the study sample was drawn. The Internet infrastructure is more developed in the city than other towns of Kenya, therefore, it was more likely to find the intended sample, which formed the basis of the study as a source of primary data for analysis and interpretation. According to the census report Nairobi is second in terms of percentage of population with computers at home at 3.6 per cent after Mombasa, which had 3.8 per cent. Therefore, the probability that most of the youth in Nairobi are computer literate is higher than other places with less computer ownership and poor Internet infrastructure.

### **3.3 Study Population**

The target population from which the sample for the study was drawn are college-going youth in universities and middle-level colleges who have access to the Internet aged between 18 and 35. The respondents were selected randomly from a cross-section of the institutions in systematic way to ensure all categories of students were involved in the study to boost its validity and be representative of the study population. The study was based on a sample of 105 students from various colleges and universities selected through purposive sampling technique. The number was arrived at based on the fact the target population in terms of students in tertiary institutions and universities in Kenya is small at 488,000 (290,000 in middle level colleges and 198,000 in universities), according to the census report (CBS 2009). In Nairobi, only three per cent and two per cent of the population are in colleges and universities, respectively. Therefore, a small sample was deemed adequate to be representative of the target population. The researcher also considered constraints in terms of time and meagre resources available for the study.

### **3.4 Research Instruments**

The research used questionnaires that were administered to the selected students to generate quantifiable data to meet the objectives of the study. The questionnaire was designed with close-ended questions interspersed with open-ended questions to achieve the best responses and help probe the respondents on issues that arose in the study. The researcher also conducted oral interviews based on the issues raised in questionnaire to further probe the respondents on their habits in use of old and new media. The respondents responded to itemised structured close-ended questions and open-ended questions by filling in the questionnaires in form of print-outs. The questionnaires were administered through research assistants, contact persons or e-mails to the respondents in institutions in the area of study.

### **3.5 Sampling Techniques**

In order to effectively reach the target respondents, the researcher applied the snowballing sampling strategy. According to Atkinson and Flint (2003), this is a technique for gathering research subjects through identification of an initial subject who is used to provide the names of other actors. Respondents for the study were reached through contacts in the various institutions recruited as research assistants and by extension involved their colleagues according to the instructions and under supervision of the researcher. Contact persons were also requested to forward online questionnaires to respondents through e-mails

Atkinson and Flint argue that the main value of this method is that it is useful in a situation where higher levels of trust are required to initiate contact. Under these circumstances, such techniques of “chain referral” may imbue the researcher with characteristics associated with being an insider or group member, which can aid entry to settings in which conventional approaches have great difficulty.

The researcher used purposive sampling method in which case only those students with access to Internet at their institutions, cybercafés, homes and cell phones were involved. The approach was ideal because the sample represented users of new media. The researcher selected a sample size of 105 students for the study.

### **3.6 Data Collection Techniques**

Research design was a descriptive survey on how the target population uses the old media vis-à-vis new media technology based on the Internet and its effects on the traditional media – television, radio and newspapers. The data collected during the study was through use of semi-structured questionnaires administered on the university and middle-level college students in Nairobi County.

The researcher distributed the questionnaires through research assistants and used online method to collect information from respondents based on Google Documents platform to obtain data and further understand the issues related to the study in the perspective of the respondents. The researcher further probed the respondents by use of a variety of close-ended questions to assess their various uses of the media and the Internet in terms of gratifications, displacement effects and preferences through face to face interviews. Other sources of data were from content analysis of the audiences' use of old and new media from newspaper, reports and the Internet.

### **3.7 Data, Analysis and Interpretation**

The data collected from the field was coded and keyed into the online Google based spreadsheet and the results downloaded as MS Office Excel document and later exported to the Statistical Package for Social Scientists (SPSS) from where analysis was done. The programmes were used to compute percentages for interpreting the data, generating tables, pie charts, graphs and various figures relevant to the study, which formed the basis for the presentation and discussion of the research findings.

The results generated were presented by use of tables, pie charts and a narrative report in form of discussions and interpretation of the study findings based on its objectives, theoretical framework and past studies related to the survey.

## CHAPTER FOUR

### DATA PRESENTATION AND INTERPRETATION

#### 4.0 Introduction

To exhaustively address the objectives of the study this section presents and analyses collected data that sought to find out the effects of social media sites on the traditional media. A questionnaire was designed to solicit information with regard to use of the contemporary social media versus the traditional media. The research set out to establish the rate at which the youth and middle-aged individuals in the 21<sup>st</sup> century have been influenced by emergence of Internet technology.

The research mainly focused on university and college students in the bid to identify the extent to which they value the social network sites, television, radio station, newspapers and online radio for education, information entertainment purposes. The data collected from the field was summarised and presented in form of tables, charts and graphs. Of the 105 questionnaires distributed to the respondents, 102 usable questionnaires were returned giving a 97.14 per cent response, which was considered satisfactory for analysis and submission of plausible results.

The questionnaire was divided into four parts with questions designed to capture relevant information and meet the objectives of the study. The first part sought to capture demographic information of the respondents, the second part focused on various uses and gratifications that are associated with the old and new media, the third section explored the possible displacement effects of social network sites on the traditional media while the last part looked at media choice and access among college and university respondents. This part sought to identify the media use habits and trends among the respondents.

#### 4.1 Demographic data

The researcher was interested in knowing the gender of the respondents. This is in an attempt to exercise gender balance so that the findings may not be biased on a certain group. It was observed that gender balance was maintained with 60.8 per cent of the respondents being males and 39.2 per cent were females. The researcher also sought to find out if there was a gender predisposition among college and university students targeted under the study in their use of the old and new media.

##### 4.1.1 Type of institution

The researcher also identified the type of institution in which the respondents studied since different institutions are exposed to different traditional media. The figure below shows that the research was biased on the university where majority of the respondents (94 per cent) were drawn from while six per cent were at college level. The reason for high number of university based respondents was due the fact that most of the middle-level colleges are also affiliated to universities and students pursue the courses offered on behalf of the institutions of higher learning and therefore, considered themselves to be members of the universities rather than the affiliate colleges.

**Table 1: Type of institution**

Institution	Frequency	Percentage
University	96	94.1
College	6	5.9
Total	102	100.0

Source: Author 2011

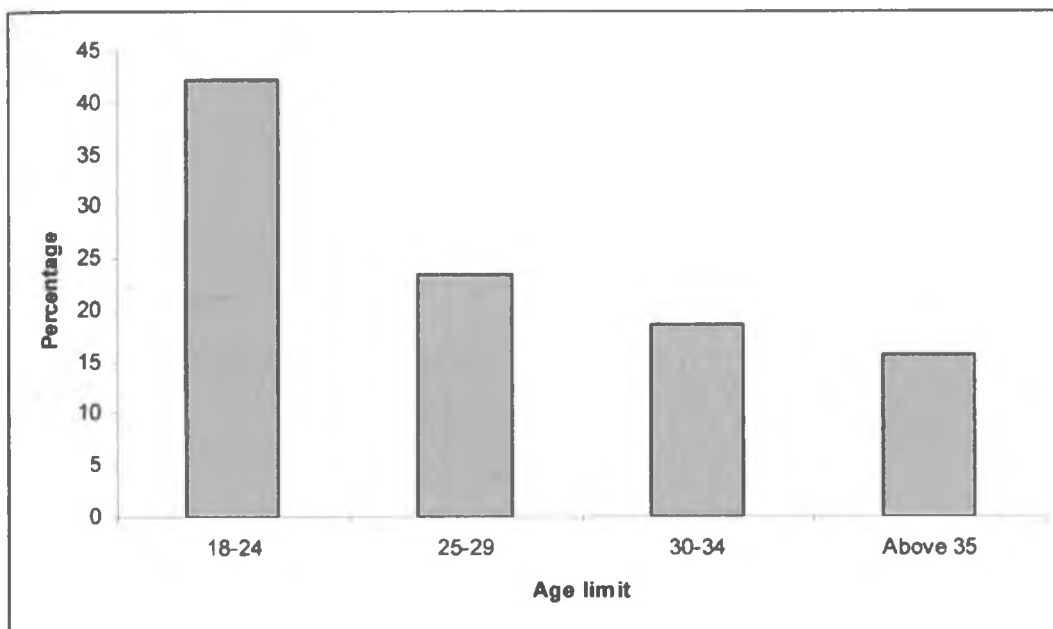
##### 4.1.2 Age range of the respondents in years

The respondents' age range was of essence to the researcher so as to obtain the varied views of individuals at different age brackets. Of the individuals interviewed, 42 per cent were aged between 18-24 years, 23 per cent were aged between 25-29 years, 19 per cent were aged between 30-34 while 16 per cent were above 35 years as presented and illustrated in Table 2 and figure 1.

**Table 2: Age range of the respondents in years**

Age categories	Frequency	Percentage
18-24	43	42.2
25-29	24	23.5
30-34	19	18.6
Above 35	16	15.7
<b>Total</b>	<b>102</b>	<b>100.0</b>

Source: Author 2011



**Figure 1: Percentage age categories**

#### **4.2 Findings on Media Use and Gratifications among the Respondents**

The researcher sought to investigate media use and gratifications among college and university students. To establish the media, which is the most important source of news, entertainment and education information it was observed that majority of the respondents (51.5 per cent) prefer television (Table 3 and Figure 3) as the main source of news, which is followed by radio (35.6 per cent), newspapers are preferred by 7.9 per cent, which is followed in sequence by online newspapers (four per cent) and online television is hardly

used with one per cent of the respondents saying they utilise it. Of all the media that are used for entertainment information, it was observed that about 55.4 per cent of the respondents use radio, 32.7 per cent use television, two per cent use newspapers, one per cent make use of the blogs, 6.9 per cent use the social network sites, followed by online television (one per cent) and finally the online radio which is utilised by one per cent of the respondents.

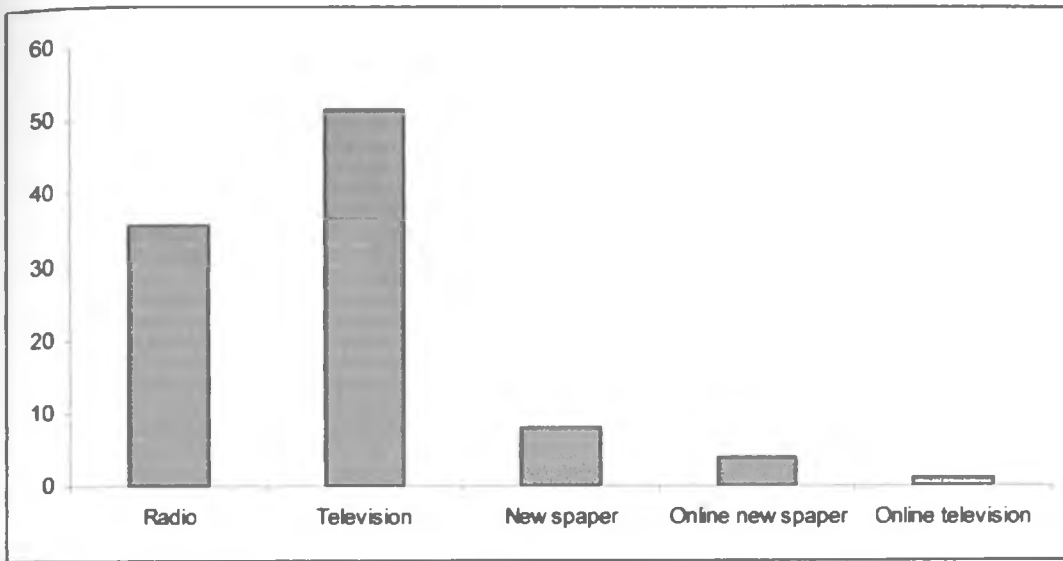
The respondents felt that newspaper is the most important source of education information with 28 per cent of the interviewees picking it. This is closely followed by radio, which was supported by 20.4 per cent of the respondents. Television and blogs are equally preferred each having 18.3 per cent of the respondents. The other probable sources of education information were online newspaper, which is used by 6.5 per cent of the respondents followed by blogs (4.3 per cent) and finally social network sites and online radio by 2.2 per cent.

**Overall responses on the most important source hard news, entertainment news and education information**

**Table 3: Most important source of news**

<b>Media</b>	<b>Frequency</b>	<b>Percentage</b>
Radio	36	35.6
Television	52	51.5
Newspaper	8	7.9
Online newspaper	4	4.0
Online television	1	1.0
Total	101	100.0

Source: Author 2011

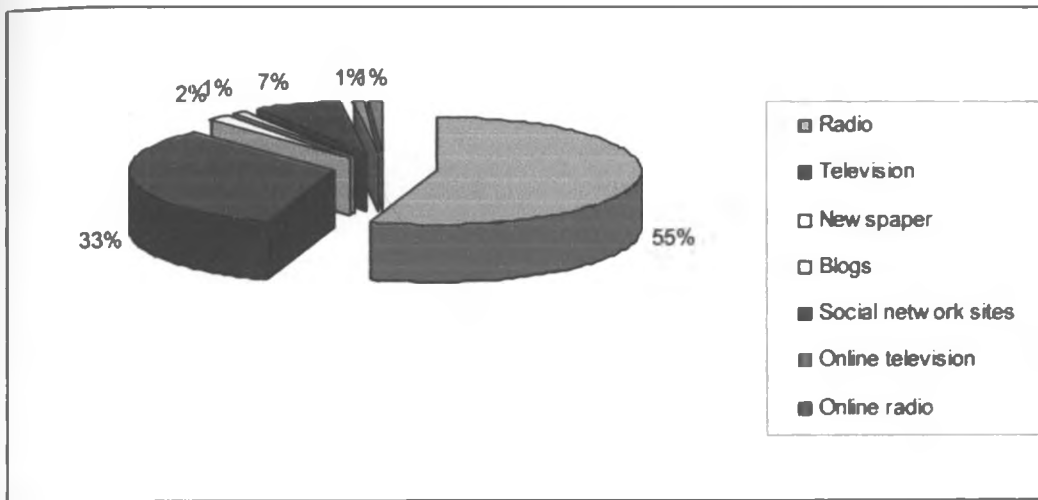


**Figure 2: Most important source of news**

**Table 4: Most important source of entertainment information**

Media	Frequency	Percentage
Radio	56	55.4
Television	33	32.7
Newspaper	2	2.0
Blogs	1	1.0
Social media	7	6.9
Online television	1	1.0
Online radio	1	1.0
<b>Total</b>	<b>101</b>	<b>100.0</b>

Source: Author 2011

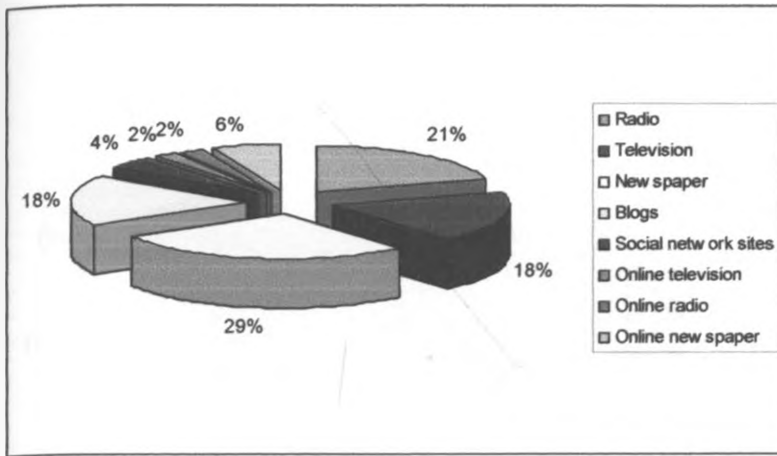


**Figure 3: Most important source of entertainment information**

**Table 5: Most Important Source of Education Information**

Media	Frequency	Percentage
Radio	19	20.4
Television	17	18.3
Newspaper	26	28.0
Blogs	17	18.3
Social network sites	4	4.3
Online television	2	2.2
Online radio	2	2.2
Online newspaper	6	6.5
Total	93	100.0

Source: Author 2011



**Figure 4: Most important source of Education information**

**Which media is important source of news?**

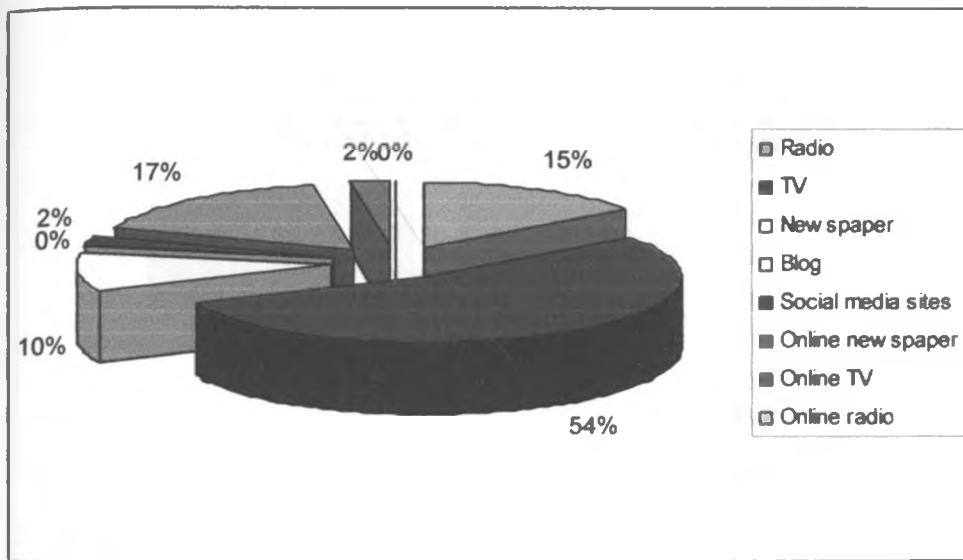
**Female responses**

The table below shows that of the 41 female students who responded to the question on which media is their important source of news, six preferred listening to radio, 22 of the respondents preferred watching TV, four of them preferred reading newspaper, one preferred social network, seven respondents preferred reading online newspaper, one preferred watching online TV while none of the respondents preferred blog or online radio.

**Table 6: Source of news for female respondents**

Media	18-24	25-29	30-34	Above 35	Total	Percentage
Radio	2	1	2	1	6	14.6
TV	8	4	3	7	22	53.65
Newspaper	1	1	1	1	4	9.76
Blog	0	0	0	0	0	0
Social media sites	0	1	0	0	1	2.44
Online newspaper	6	0	1	0	7	17.07
Online TV	1	0	0	0	1	2.44
Online radio	0	0	0	0	0	0
Total	18	7	7	9	41	100

Source: Author 2011



**Figure 5: Sources of news for female respondents**

**Male responses**

Out of the 64 male respondents who responded to the question on the media that is important source of news. Twenty two prefer listening to radio, 24 prefer watching TV, 14 prefer reading newspaper, one respondent prefers social network sites, two respondents prefer reading online newspaper, and one respondent prefers watching online TV while none of the respondents selected blog or online radio.

**Table 7: Source of news of male respondents**

Media/Age class	18-24	25-29	30-34	Above 35	Total	Percentage
Radio	10	5	6	1	22	34.4
Television	12	7	3	2	24	37.5
Newspaper	10	1	2	1	14	21.9
Blog	0	0	0	0	0	0
Social network	1	0	0	0	1	1.56
Online newspaper	2	0	0	0	2	3.13
Online TV	1	0	0	0	1	1.56
Online radio	0	0	0	0	0	0
<b>Total</b>	<b>36</b>	<b>13</b>	<b>11</b>	<b>4</b>	<b>64</b>	<b>100</b>

Source: Author 2011

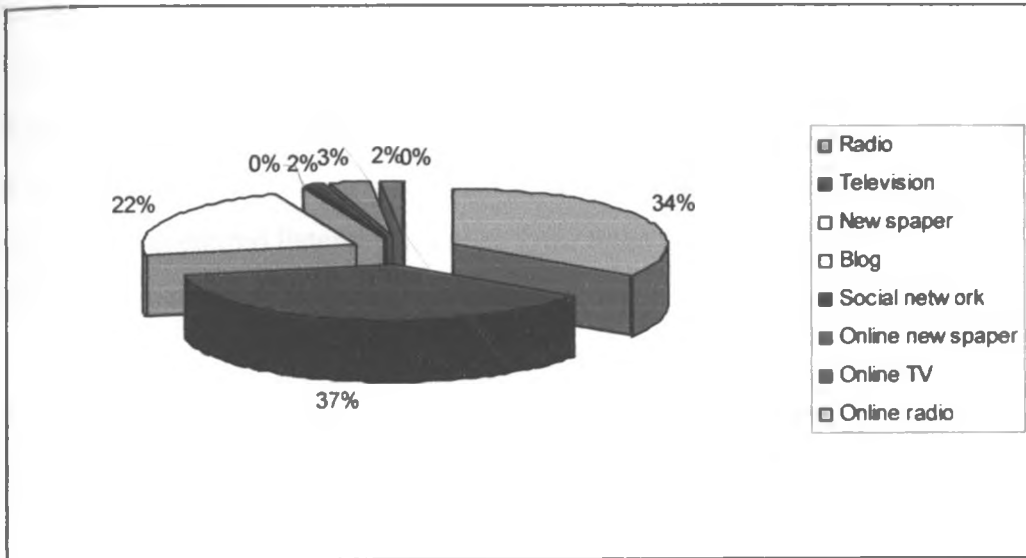


Figure 6: Sources of news for male respondents

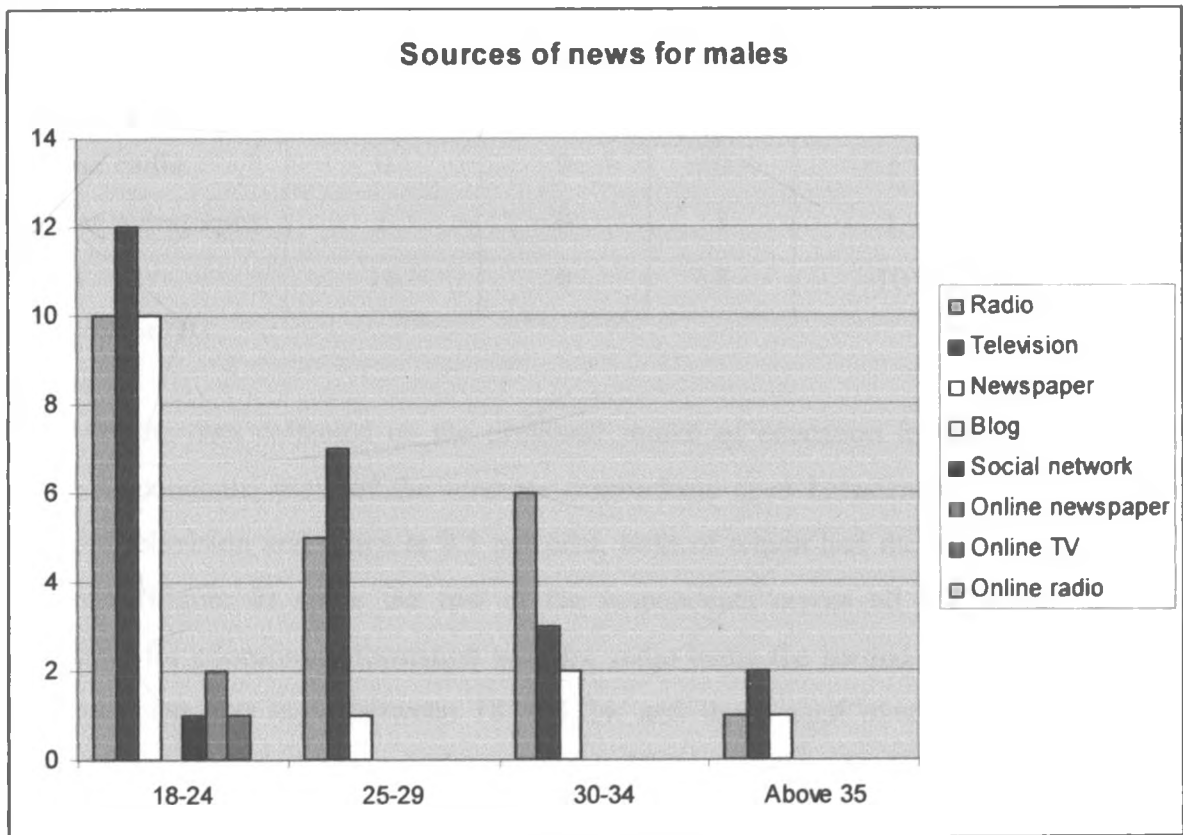


Figure 7: Sources of news for male respondents according to age group

## Which media is most important source of education information?

### Female responses

Table 8 below illustrates the preference of female students when it comes to choice of media that they consider the most educative. Of the 42 respondents, seven preferred watching TV, six of them preferred listening to radio, 11 of them preferred newspapers, eight chose blogs, two chose social sites, four of them preferred online TV, while three chose online newspaper.

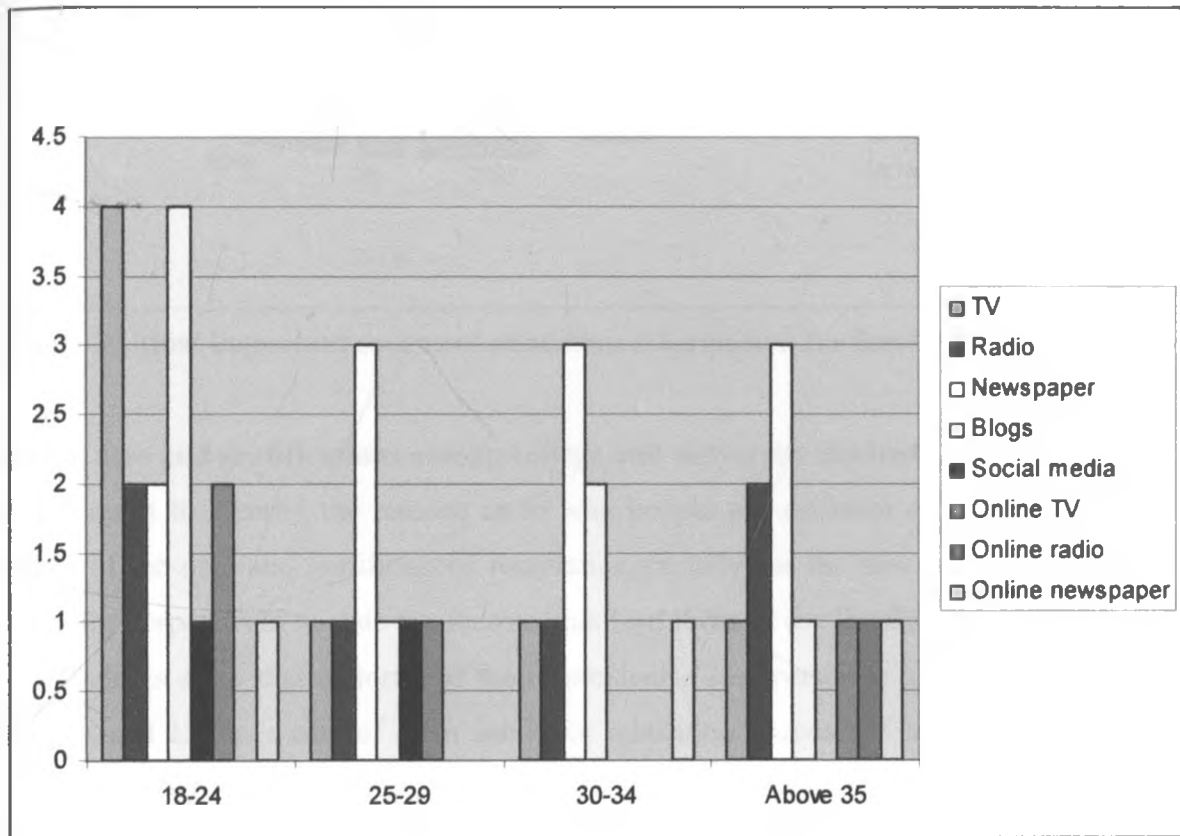
**Table 8: Sources of education information for females by age**

Media	18-24	25-29	30-34	Above 35	Total
TV	4	1	1	1	7
Radio	2	1	1	2	6
Newspaper	2	3	3	3	11
Blogs	4	1	2	1	8
Social media	1	1	0	0	2
Online TV	2	1	0	1	4
Online radio	0	0	0	1	1
Online newspaper	1	0	1	1	3
<b>Total</b>	16	8	8	10	42

Source: Author 2011

Based on the data collected on the preferred source of education information among the female respondents, most of the younger respondents aged between 18 and 24 said they preferred television and blogs at 9.5 per cent, both of which had the highest frequency of responses (Figure 8) while the rest of the respondents across all age groups preferred newspaper for education information with the radio being the second most preferred media for female students aged between 18 and 24, and those aged over 35. The new media appeared to be prominent among the age group 18-24 owing to the fact that this category of respondents are more likely to be technology savvy and exposed to new media than their older counterparts.

However, apart from this age group, the use of various types of media for educational purposes was evenly distributed across all the other categories, according to the study findings.

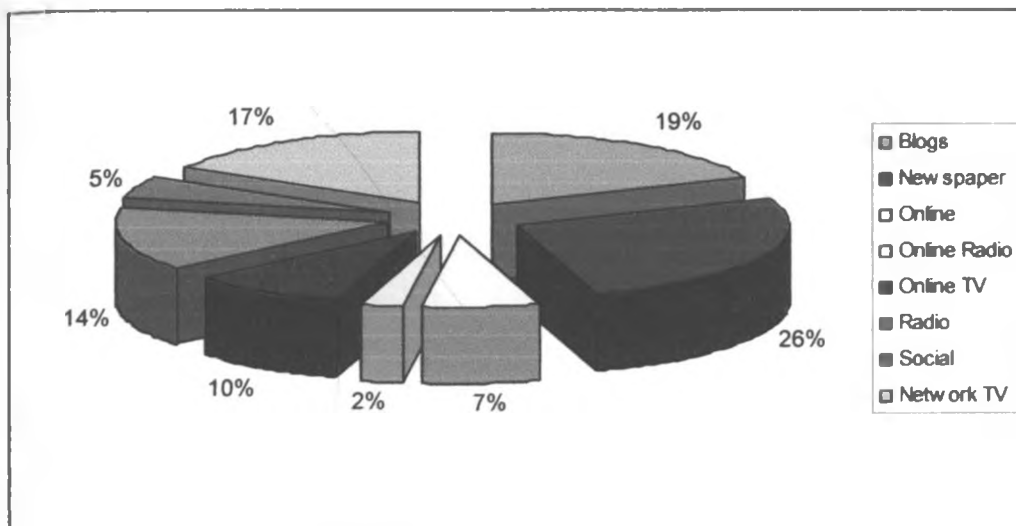


**Figure 8: Source of Education News for Females Students**

**Table 9: Most important source of Education information for female respondents**

	Frequency	Percentage	Valid percent
Blogs	8	19.0	19.0
Newspaper	11	26.2	26.2
Online	3	7.1	7.1
Online Radio	1	2.4	2.4
Online TV	4	9.5	9.5
Radio	6	14.3	14.3
Social	2	4.8	4.8
Network TV	7	16.7	16.7
<b>Total</b>	<b>42</b>	<b>100.0</b>	<b>100.0</b>

Source: Author 2011



**Figure 9: Most important source of education information for female students**

### **Media uses and gratifications among college and university students**

In the quest to identify the reasons as to why people use different media, which is a key aspect of the uses and gratifications research, especially for the new media, the researcher asked the respondents to state the reasons that lead them to use the different types of media. The findings show that majority of the respondents (25.5 per cent) use television for news updates and 15.3 per cent of them use it for relaxation purposes. Due to the fact that few respondent and especially ladies watch series and soaps on television only a few (8.3 per cent) use television for news update.

From the research, it is clear that radio has not lost its popularity in the entertainment sector since the majority of the respondents (28.8 per cent) use this medium to listen to music while about 19.2 per cent use it for relaxation. Only a few at 1.9 per cent of them use it to interact with friends. This is because the young people in the contemporary society use the Internet for interaction purposes. Taking into consideration the age group under study, it was clear that majority of them use the newspaper for news updates and job search purposes, which have a proportion of 34.9 per cent and 21.8 per cent respectively. Only a small percentage of 5.9 per cent of the respondents use this media to pass time.

From the research, the social network sites have taken up the role of conventional media in strengthening relationships through social interaction. This is evident by the proportion of 19.6 per cent of the respondents who use the Internet to interact with friends and the 11.4 per cent of them who use this modern media to chat with friends. However, very few individuals have attached much trust to online dating since it is used by 1.3 per cent of the respondents thus ranking as the least in the list.

**Table 10: Uses and gratifications for television**

Use	Frequency	Percentage
To relax	44	15.3
Pass time	25	8.7
To watch music videos	22	7.6
To watch soaps & series	24	8.3
For news	73	25.3
Documentaries	37	12.8
Football	28	9.7
Talk shows	35	12.2
<b>Total</b>	<b>288</b>	<b>100.0</b>

Source: Author 2011

**Table 11: Uses and gratifications for radio**

	Frequency	Percentage
Relax	50	19.2
Pass time	15	5.8
Listen to music	75	28.8
Radio drama	9	3.5
For news	39	15.0
Documentaries	14	5.4
Education	22	8.5
Talk shows	19	7.3
Interaction	5	1.9
Football	12	4.6
<b>Total</b>	<b>260</b>	<b>100.0</b>

Source: Author 2011

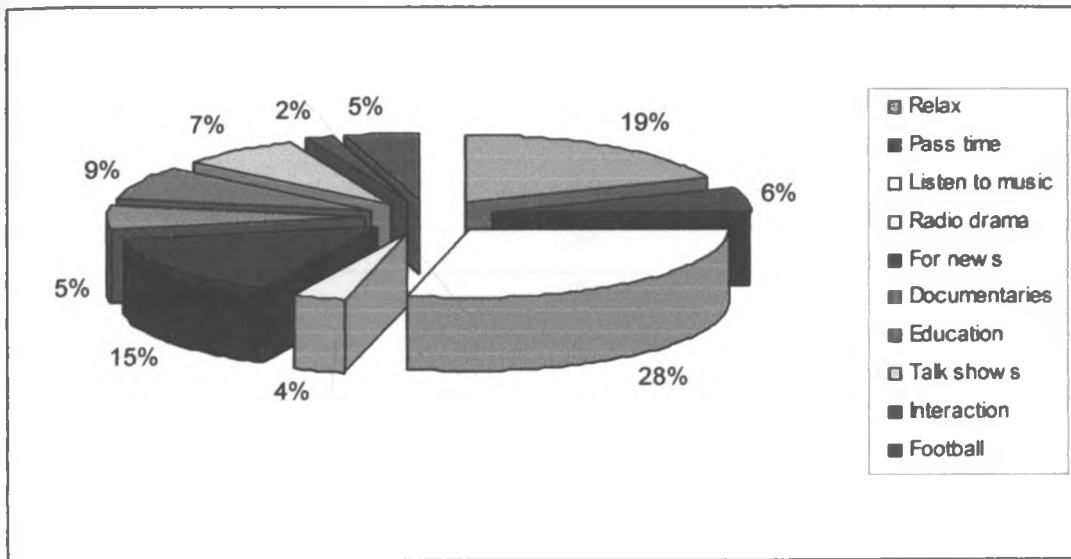


Figure 10: Use of radio

Table 12: Uses and gratifications for newspapers

Use	Frequency	Percentage
Relax	20	8.4
Pass time	14	5.9
Search jobs	52	21.8
Topical magazines	33	15.1
Sport news	83	13.9
News	36	34.9
<b>Total</b>	<b>238</b>	<b>100.0</b>

Source: Author 2011

**Table 13: Uses and gratifications of social networking sites**

Use	Frequency	Percentage
Relax	22	5.8
Entertainment	42	11.1
Networking	36	9.5
Interaction	74	19.6
Dating	5	1.3
Pass time	24	6.3
Post comments	20	5.3
News updates	28	7.4
Upload photos	23	6.1
Downloading	19	5.0
Chat	43	11.4
Uploading	10	2.6
Make friends	32	8.5

Source: Author 2011

#### 4.2.1 Interpretation of the uses and gratifications research findings

In terms of meeting media needs for the audiences involved in the study, it was clear that each form of medium whether new or old have an important role to play as reflected in the study findings. As a result, they are likely to co-exist and complement one another. However, the only issue that may arise would be competition for the audiences' time in the media space. The social media did not score well as far as the traditional role of the media is concerned as the most important source of news (to inform), entertainment and education. According to the findings, television was the most important source of news at 51.5 per cent followed by radio at 35.6 per cent, affirming the key roles the two media play among the respondents. For entertainment information, the two exchanged the roles with 55.4 per cent of respondents preferring radio to 32.7 per cent who settled for television.

The traditional media shared the role of educating audiences with newspapers taking the lead at 28 per cent, radio 20.4 per cent and television 18.3 per cent. Interestingly, blogs and television equally share this function meaning that blogs maintained by credible authors (professionals) might someday grow and play this role significantly. The other important outcome from the study was the fact that online versions of the traditional media are far from effectively gratifying the audiences' needs for news, education and entertainment. Online newspapers and social media recorded significant respondents as source of entertainment information (6.9 per cent) and education (4.3 per cent) while four per cent preferred online newspaper for news and 6.5 per cent for education. This is an indication that the link between social media and online newspapers is effective in meeting the online audiences' needs.

And when the researcher sought further the reasons why audiences preferred the various types of media, the respondents identified the media that met their different needs. For traditional media, the uses were varied and reflected the general needs seen earlier. As for the social media, what emerged is that most of the audiences use the platform to interact with friends (70.4 per cent) or at 19.6 per cent of the total responses, chat with friends (41 per cent) or 11.4 per cent of the total responses and to make friends at 30.5 per cent or 8.5 per cent of responses. This implies that the social media despite their popularity may not meet effectively the audiences' needs that the traditional media meet.

In identifying motivations for various media in this study, the research based the uses and gratifications on similar past studies. From the study findings, the researcher noted that the media use motivations and elements conformed to the earlier research conducted on uses and gratifications. The findings reflect the model Swedish researchers proposed for such studies as cited by Katz, Blumler and Gurevitch (1974:20) who, according to Foregger (2008), identified three important elements of Uses and Gratifications Theory as follows:

- i) The audience is conceived of as active, that is, an important part of mass media use is assumed to be goal directed.
- ii) In the mass communication process, much initiative in linking need gratification and media choice lies with audience member.
- iii) The media compete with other sources for need satisfaction (pp 22-23)

The element of active audience who are goal oriented in their use of a medium came up as Foregger (2008) noted for users of Facebook.com who actively engage in generation of content on their walls like uploading photographs (6.1%) and downloading music/video clips (5%), posting their status on their walls and initiating chats (11.4%) with their friends online or through exchange of messages among themselves (interaction: 19.6%). According to Katz et al (1973) cited in Severin and Tankard (2001), mass media plays an important role as a means used by individuals to connect with one another. They identified social and psychological functions of mass media, which formed the basis of this study alongside the motivations by McQuail, Blumler and Brown (1972) cited by Severin and Tankard (2001). Katz (1973), grouped functions of the mass media into five categories, which the study relates to as illustrated in the following table:

**Table 14: Functions of mass media**

<b>Function</b>	<b>Motivations used in the study</b>
Social integrative – strengthening contacts with family (or friends)	<ul style="list-style-type: none"> <li>- Interaction with family or friends</li> <li>- Dating</li> <li>- Online chatting</li> <li>- Making friends</li> </ul>
Tension release – escape, diversion	<ul style="list-style-type: none"> <li>- To relax</li> <li>- Pass time</li> </ul>
Cognitive needs – acquiring information, knowledge and understanding	<ul style="list-style-type: none"> <li>- Documentaries</li> <li>- News</li> <li>- Talk shows</li> <li>- Education</li> <li>- Topical magazine</li> <li>- News updates</li> </ul>
Affective needs – emotional, pleasurable or aesthetic experience	<ul style="list-style-type: none"> <li>- Entertainment</li> <li>- Listening to music</li> <li>- Watching soaps</li> <li>- Sports news</li> <li>- Dating</li> <li>- Football</li> <li>- Radio drama</li> <li>- Download music/video clips</li> </ul>
Personal integrative needs – credibility, confidence, stability and status.	<ul style="list-style-type: none"> <li>- Search jobs/networking</li> <li>- Post comments</li> <li>- Upload videos</li> </ul>

Source: Author 2011

On the other hand, these motivations grouped according to McQuail et al (1972) would still fall more or less under the same categories identified by Katz et al (1973), which, however, fall under four categories without much emphasis on cognitive needs, thus:

- a) Diversion, which includes media related activities that help audiences to escape from routine and problems and emotional release.
- b) Personal relationships where the media offer social utility of information in conversations and substitute of media for companionship.
- c) Personal identity or individual psychology – value reinforcement or reassurance, self understanding, reality exploration, among others.
- d) Surveillance – information about things that might affect one or will help one do or accomplish something.

The principle of active audience came out clearly through the selective nature of the respondents in their motivations to use the various media that the research was based on. Katz (1974) pointed out that media gratification and media choice lies with the audience. Consequently, the study brought out the various gratifications each medium meets most in terms on how it was prominent among the respondents.

According to the study, motivations for television in meeting the cognitive (surveillance) and diversion or tension release needs of the respondents were almost at the same level. Most of the respondents at 50.3 cumulative percentage identified cognitive related motivations as their needs when viewing television representing news, documentaries and talk shows with the rest (49.7%) identifying gratifications associated with diversion or tension release namely to relax, pass time, watch music, football and soap operas and TV series.

For radio, diversion needs dominated the rest of the audience motivations tested in the study at cumulative percentage of 58.4 per cent led by music at 28.8 per cent. The respondents identified surveillance (cognitive needs) as the second motivation for listening to the radio (36.2%). However, the radio plays a very minor role in strengthening social relations and personal identity (social integrative) needs with only 1.9 per cent of the respondents saying

that radio meets their social needs. Emergence of the social media that are more interactive and cheaper based on new technology for most of the respondents, has diminished the role that the radio used to play in the past, for example greeting (salaams) clubs, which were popular before emergence of the social media as a way through which audiences established and kept contact with friends and relatives. The findings are a reflection of the impact of new technology on radio in meeting the needs of audiences in some functions, especially social interaction.

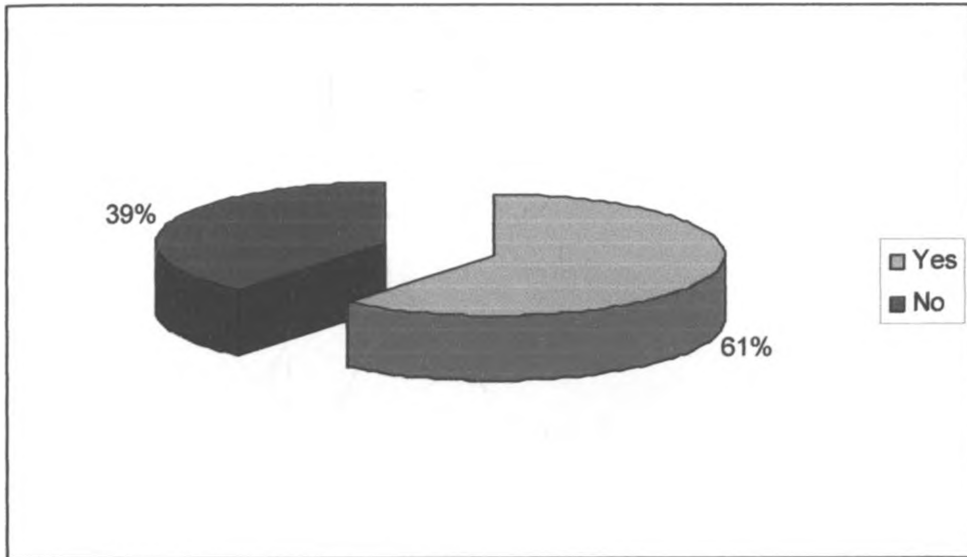
The study also found that newspapers do not play a prominent role in meeting diversion needs or tension release among the respondents of whom 14.3 per cent said that they read newspapers to relax and pass time compared to 85.7 per cent who found newspapers to be vital for surveillance purposes whereby they are useful in searching for jobs (21.8%), highlighting topical issues (15.1%) and providing news at 34.9 per cent, which was the most important use of newspapers followed by job seeking, according to the findings. The results of the study confirmed the role that social media sites play. Most of the respondents (40.8%) identified motivations related to social integrative needs. The study found social media to meet the tension release needs of the respondents at 23.2 per cent, surveillance role at 16.9 per cent and 14 per cent said that social media meet their personal integrative needs.

#### **Level of interaction between the new and old media**

The researcher was interested in finding out if the respondents contributed or commented to the different media of information. This was important in the study to test how effective the interactive and feedback mechanisms the old media have put in place are and whether their attempt to make the social media promote the old media is effective in attracting and keeping the tech savvy audiences from totally being confined in the cyber world. In this regard the researcher asked the respondents to indicate their participation in different media and enquired to know the reasons for not contributing.

**Have you ever contributed to radio stations?**

In response to this, it was observed that 60.8 per cent have ever contributed or commented while 39.2 per cent had never done so. They attributed their failure to lack of interest (32.4 per cent) and lack of time (21.6 per cent) as the main reasons, among others (Table 15).



**Figure 11: Feedback to Radio Stations**

**Table 15: Reasons for lack of feedback to radio**

Reasons	Frequency	Percentage
No interest	12	32.4
Poor services	7	18.9
High cost	4	10.8
Lack of time	8	21.6
No follow-up	3	8.1
Privacy	2	5.4
Fine others' opinion	1	2.7
<b>Total</b>	<b>37</b>	<b>100</b>

Source: Author 2011

### Have you ever contributed to television station by writing, calling or SMS?

It was further observed that only 57.8 per cent of the respondents have ever contributed or commented in television station. The rest of the individuals (42.2 per cent) have never participated. The reasons associated with the failure are lack of interest (38.9 per cent), poor services and lack of time (22.2 per cent), followed by high cost (11.1 per cent) and lack of privacy (5.6 per cent).

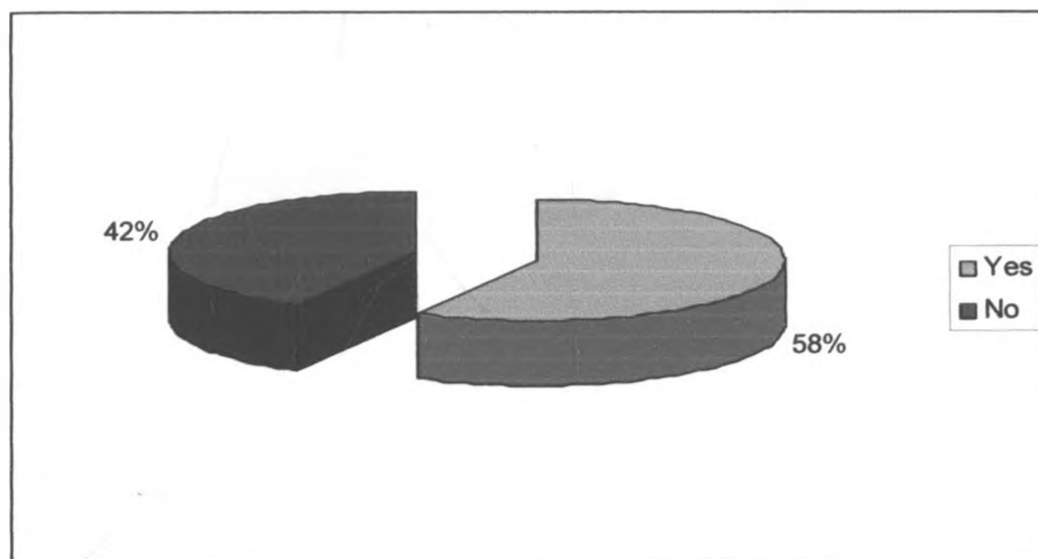


Figure 12: Percentage feedback to television stations

Table 16: Reasons for lack of feedback to television

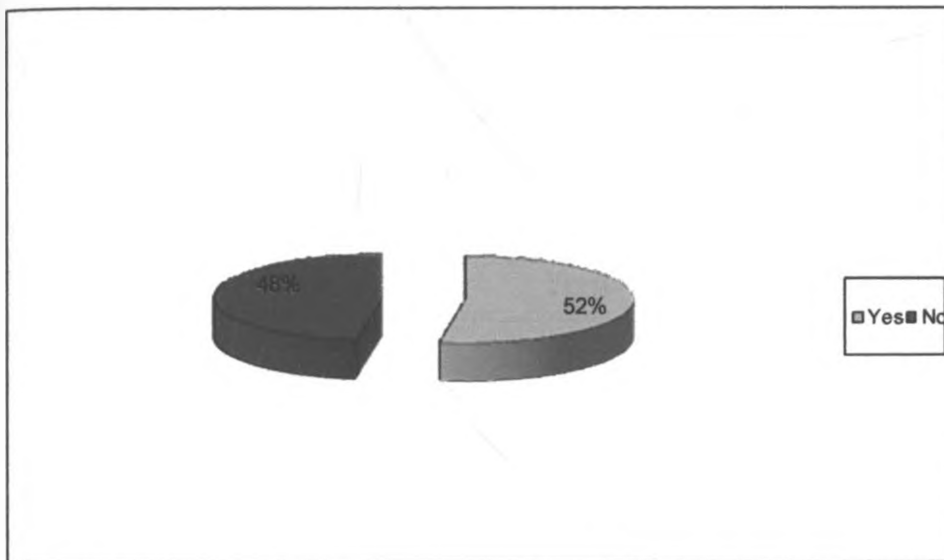
Reasons	Frequency	Percentage
No interest	14	38.9
Poor services	8	22.2
High cost	4	11.1
Lack of time	8	22.2
Privacy	2	5.6
<b>Total</b>	<b>36</b>	<b>100.0</b>

Source: Author 2011

### Newspapers

According to the findings more than half of the respondents have never contributed to newspapers, which represent 52.4 per cent of the respondents while those who have ever

contributed were 46.6 per cent. The main reasons for this are lack of interest (50 per cent of those who have never contributed), lack of time (21.7 per cent) and satisfaction with the ideas presented and the comments of others.



**Figure 13: Percentage Response to Newspapers**

**Table 17: Response for lack of response to newspapers**

Reasons	Frequency	Percentage
No interest	23	50.0
Poor services	3	6.5
High cost	1	2.2
Lack of time	10	21.7
No follow-up	4	8.7
Privacy	1	2.2
Fine with others' opinion	4	8.7
<b>Total</b>	<b>46</b>	<b>100.00</b>

Source: Author 2011

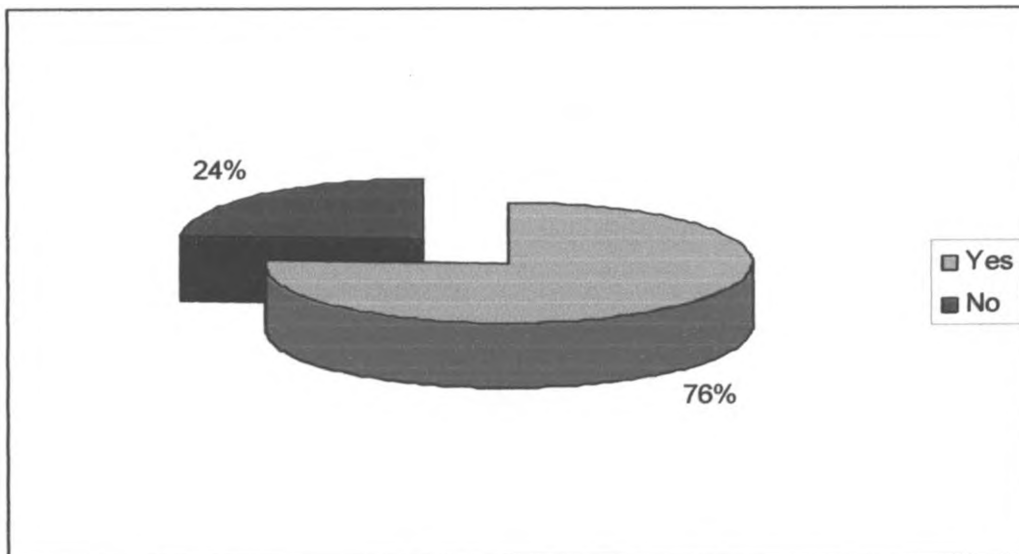
### Social network sites

It is clear from the responses below that convergence of media technologies on the Internet has not made it easy for the traditional media. This is because 76.5 per cent of the respondents agreed that they have ever participated in the social network sites. The largest percentage of those who evaded this (23.5 per cent) attributed it to lack of interest (50 per cent) and lack of time (18.2 per cent) as the main reasons.

**Table 18: The reasons for no feedback to social media sites**

Reason	Frequency	Percentage
No interest	11	50
Poor services	1	4.5
Lack of time	4	18.2
Lack of privacy	2	9.1
Satisfied with opinions of others	2	9.1
Lack of Internet	2	9.1
Total	22	100

Source: Author 2011



**Figure 14: Have you ever contributed comments to the social media?**

However, 22 respondents or 21.6 per cent of the students who participated in the study and said that they had never contributed or given a feedback to content in the social media sites cited lack of interest (50 per cent of the 22 respondents), poor services (4.5 per cent), busy schedules (18.2 per cent), lack of privacy (9.1 per cent), satisfaction with opinion of others (9.1 per cent) and no access to the Internet (9.1 per cent) as the reason for not being active on the social media space.

### **The frequency of downloading, listening or viewing video clips or radio programmes on YouTube**

There was need to investigate the frequency at which individuals use YouTube downloads. This sought to determine the rate at which social network sites have influenced the use of conventional media. When asked how often they downloaded, listened or viewed video clips or radio programmes on YouTube, 18.6 per cent of the respondents said that they never do so, 42.2 per cent rarely engage in the activity, 28.4 per cent often do it while 10.8 per cent download online content very often.

#### **4.2.2 Discussions on the level of interaction in the old and new media technologies**

Based on the research findings, the level of interaction in the various media depends on the uses and gratifications of the medium involved that meets the needs of the audiences and therefore, motivate them to actively participate in the media as active audiences. The findings reflect the contention by Blumler and Katz (1959) that media users play an active role in choosing and using the media. One of such roles is interaction among audiences when they contribute to, for example, radio talk shows, respond to opinion polls generated by newspapers, television and radio stations.

The findings reflect this contention given that the respondents indicated that they have once in a while contributed to the media. However, different media reflect the level of interaction determined by how they motivate the users. In this case, the social sites emerged the most motivating media for the respondents with 76.5 per cent of the college and university students interviewed saying that they actively contribute to the websites. Among the traditional media, radio elicited the highest response in terms of interaction with 61 per cent

saying they have ever contributed to the medium, 57.8 per cent to TV stations' programmes and 46.6 per cent to newspapers. In terms, of motivation, the researcher notes that the media with the highest contribution rate and therefore the most motivating to the respondents also elicited a lower rate on respondents who said that they had not contributed to the media due to lack of interest. Social network sites, which had the least number of respondents who showed no interest at 23.5 per cent reinforces its dominant function as a media for social interaction and by extension confirming the Internet's position as the most interactive media. On the other hand, the newspaper, which had the least rate in terms of contribution (46.6 per cent), had more than half of the respondents saying that they lacked interest.

However, YouTube, a social network site, which allows users to view, download and upload video clips as well as sound bytes, such as radio programmes does not seem to attract a lot of interest from the respondents across all age groups and gender as could be expected compared to popular sites like Facebook.com and Twitter. According to the findings, 18.6 per cent of the respondents said that they never upload or view and/or listen content in the site, 42.2 per cent rarely engage in the activity, 28.4 per cent often do it while 10.8 per cent download online content very often. The researcher sought to test how effective this site could be to the media companies owing to the presence of radio and television stations in the platform to promote their content and allow for viewing of popular programmes video clips or listening to popular sound bytes from radio broadcasts also known as time shifting (Severin and Tankard, 2001).

#### **4.3 Displacement effects of the social sites over old media**

In the quest to know the extent to which social network sites have influenced use of other conventional media such as radio, television and newspaper, the researcher gathered information from the respondents with regard to this subject. To test the extent of displacement and the impact of the social networking sites, if at all there is any, the researcher developed Likert scales and used various statements to gauge the attitudes and perceptions of college and university students as far as their preferences for the various types of media to gratify their needs was concerned. The statements also tested any possible displacements between the traditional and new media.

**Query:** *Do you visit social networking sites because they meet your needs for information, education and entertainment?*

This intended to gauge whether the new media plays the functions of the traditional media, in which case, if it does so effectively then the new media could have a higher potential to displace the old media since given the convergence of the various media on the Internet, it could serve the audiences well.

According to the study findings, majority of the respondents (46.1 per cent) agreed with the statement that they visit social network sites for fulfilment of their need for information, education and entertainment. Those who neither agreed nor disagreed with the statement were 20.4 per cent. Those who agreed strongly were 10.8 per cent. On the other hand, a few individuals strongly disagreed while others just disagreed with the statement. It is clear that majority consider social network sites to be essential sources of information, education and entertainment since only 22.5 per cent had a negative perception to the particular query. A summary of the general findings are represented in the following Table 19.

**Table 19: Visiting social networking sites**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly disagree	13	12.7
Disagree	10	9.8
Neutral	21	20.6
Agree	47	46.1
Strongly agree	11	10.8
<b>Total</b>	<b>102</b>	

Source: Author 2011

The research also generated the study findings to show the attitudes and perceptions based on gender and age classes of the respondents.

### Female responses

The table below shows the distribution of the female responses on whether they visit social networking sites because they meet their needs for information, education and entertainment. Of the 42 female respondents, 16 were aged between 18-24 years, 10 were aged between 25-29 years, seven of were aged between 30-34 years while nine were aged above 35 years.

**Table 20: Whether social sites meet media needs among female respondents**

	18-24	25-29	30-34	Above 35
Strongly disagree	6	1	1	2
Disagree	2	0	1	2
Neutral	2	0	0	1
Agree	5	7	5	3
Strongly agree	1	1	0	1
Total	16	10	7	9

Source: Author 2011

In terms of percentages, the overall responses 23.8 per cent of female students strong disagreed that the Internet meets their information, education and entertainment needs, 11.9 per cent disagreed, and 7.1 per cent neither disagreed nor agreed with the statement. However, 47.62 per cent agreed while 7.1 per cent strongly agreed.

### Male responses

From the distribution table below, it shows that the male responses on whether they visit social networking sites because they meet their needs for information, education and entertainment was as follows. Of the 64 male respondents, 27 of the male respondents were aged between 18-24 years, 15 were aged between 25-29 years, 15 of were aged between 30-34 years while seven were aged above 35 years.

**Table 21: Whether social sites meet media needs among male respondents**

	18-24	25-29	30-34	Above 35
Strongly disagree	1	4	0	0
Disagree	3	0	2	2
Neutral	8	6	3	1
Agree	13	5	6	3
Strongly agree	2	0	4	1
Total	27	15	15	7

Source: Author 2011

The male college and university respondents who participated in the study, 7.8 per cent strongly disagreed with the statement that the Internet meets their information, education and entertainment needs, 10.9 per cent disagreed while 28.1 per cent neither agreed nor disagreed with the statement. Nevertheless, 42.2 per cent of male students agreed while only 10.9 per cent strongly agreed.

**Query:** *Do you visit social networking sites more often than you read newspaper, listen to radio or watch television.*

To some extent, it was observed that the social network sites have not completely replaced the conventional media. The evidence is shown by 49 per cent of the respondents who equally disagreed and strongly disagreed to the statement that they frequently visit social network sites than they read newspapers, listen to the radio or watch television. It was also observed that 22.5 per cent of the respondents neither agreed nor disagreed with the statement. However, 18.6 and 9.8 per cent of the respondents agreed and strongly agreed with the statement respectively.

**Table 22: Use of social media versus newspaper reading**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly disagree	25	24.5
Disagree	25	24.5
Neutral	23	22.5
Agree	19	18.6
Strongly agree	10	9.8
<b>Total</b>	<b>102</b>	<b>100.0</b>

Source: Author 2011

**Query:** *Would you rather visit social networking sites than watch television?*

Television as a medium for communication still holds a large percentage of its users, which may be attributed to its availability in almost every household, educational institution and other social places. This is made vivid by the 34.3 per cent and 29.4 per cent of the respondents who strongly disagreed and disagreed with the query respectively to the statement that they would rather visit social network sites than watch television.

More so, 17.6 per cent of the respondents were neutral on the same. About 10.8 per cent of the respondents agreed with the statement while 7.8 per cent strongly agreed.

**Table 23: Use of social media versus television viewing**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly disagree	30	29.4
Disagree	35	34.3
Neutral	18	17.6
Agree	11	10.8
Strongly agree	8	7.8
<b>Total</b>	<b>102</b>	

Source: Author 2011

**Query:** *Is it cool to visit social network site than listen to the radio?*

When asked if it was cool to visit social network site than listen to the radio, the largest proportion of 28.4 per cent respondents strongly disagreed, 25.5 per cent of them were neutral, 19.6 per cent (disagreed, 13.7 per cent agreed while 12.7 per cent strongly agreed. The highest proportion disagreed with the statement, which may be attributed to limited Internet access in comparison to availability of radio and the cost attached to its use. Although this is likely to change with the coming of fibre optics, which would make Internet accessible to majority of individuals in households, education institutions, workplace and digital villages. Growing variety of affordable smartphones and Internet enabled mobile phones are also likely to increase access through 3G and 4G technologies.

**Table 24: Use of social media versus listening to the radio**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Completely agree	13	12.7
Mostly agree	14	13.7
Somewhat agree	26	25.5
Mostly disagree	20	19.6
Completely disagree	29	28.4
<b>Total</b>	102	

Source: Author 2011

**Query:** *Do you listen to the radio as I browse the Internet*

The researcher was further interested in finding out the extent to which the respondents listen to the radio as they browse the Internet. The response shows that a large proportion of the respondents (25.5 per cent) neither agreed nor disagreed with the statement. This was followed by 23.5 per cent of the respondents who disagreed with the statement. The respondents who agreed were 21.6 per cent, 18.6 per cent strongly disagreed and 10.8 per cent who strongly agreed. These may be attributed to the fact that social network sites offer various services including one-on-one communication, which may hinder multi-tasking.

**Table 25: Radio and Internet use**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly disagree	19	18.6
Disagree	24	23.5
Neutral	26	25.5
Agree	22	21.6
Strongly agree	11	10.8
<b>Total</b>	<b>102</b>	

Source: Author 2011

#### **4.4 Discussion and Interpretation of Displacement effects**

One of the key objectives of the study was to establish whether the social media has displaced the traditional media given their rising popularity. However, going by the findings, there is no cause for alarm in as far as traditional media is concerned they would be displaced. However, the traditional media must evolve in tandem with the rapid changes in the society and technology that are resulting in new trends. So far, the social media have displaced only minor aspects of the old media, especially in terms of social interaction. For instance, where in the past audiences relied on the radio to interact (send greetings, make friends with similar interests – salaam greetings clubs) or make friends (newspaper penpal sections) today, the new media play this role more effectively than the old media. According to the research findings 4.6 per cent of the respondents use the radio to interact with friends compared to 19.6 per cent who do so through the social media sites, among other interactive functions earlier identified.

Based on the transformation principle (Lin and Atkin, 1958) of the Displacement Theory, traditional media has effectively changed to satisfy needs met by the media, which explains why they have not been significantly displaced. The traditional media have been able to use the social media to promote their content. They have a presence in all these media notably the Facebook, Twitter and YouTube.

However, in terms of the principle of proximity (Furu, 1971) in which activities that share the same physical space interfere with one another; the one that satisfies better audiences' needs triumphs. In an effort to meet as much audience needs as possible the traditional media are also evolving to incorporate the interactive aspects of the new media and also play their role. For instance, electronics company Sony recently launched an Internet television model. This shows that the television is evolving to take on the new media through integration of the new technology with the old. However, viewers will have to choose between the Internet and traditional TV programming. Therefore, television station based on the Internet might capture the category of viewers inclined to the new technology. Given the important role the TV plays, the study found that more than half of the respondents disagreed (34.3 per cent) while 29.4 per cent strongly disagreed that they would rather visit social media site than watch TV, implying that in terms of proximity, the Internet is not likely to displace the television. The same also applies to radio and newspaper, which according to the findings the Internet is not likely to displace them fully.

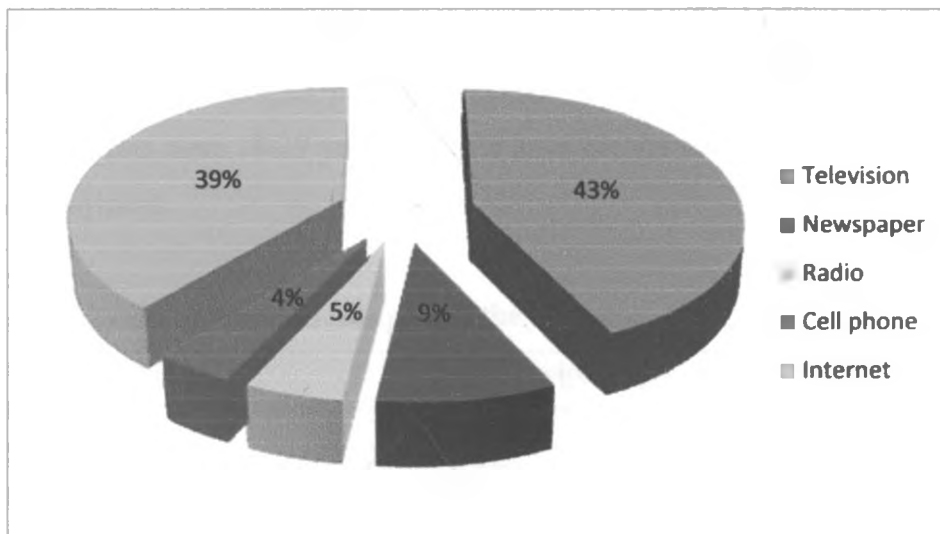
#### **4.5 Impact of Technology on Media Choice**

This part of the study sought to identify the exposure of the college and university respondents to the old and new media. The researcher picked the radio, which is widely accessed at home, during travel in public and private transport and mobile phones with radio features. Again, given the free-to-air nature of the media it may be easy for the respondents to access the medium given the low cost involved. In terms of the Internet, mobile phones have drastically reduced the cost of access to affordable levels, which the target population could easily afford to complement provision of the Internet services in most colleges and universities in Nairobi that the researcher targeted. With the Internet penetration and a variety of other platforms from which audiences access media content, the study sought to explore media choice in relation to the current trends in use of media technology.

#### **The most important medium for news, information and entertainment**

To establish the impact of social network sites on the conventional media, the researcher sought to establish the media that is considered to be of great importance in provision of news updates, entertainment and information. In response to this 43.1 per cent of respondents

chose television, 8.8 per cent chose newspapers, 4.9 per cent chose radio, 3.9 per cent chose cell phones and 39.2 per cent chose Internet.



**Figure 15: The most important medium for news, information and entertainment**

#### How do you listen to the radio?

It was essential to investigate the ways in which different respondents listen to the radio. This is because of the various technological developments which have made it possible for individuals to listen to music at any place by use of the various platforms such as Internet, TV, car and home stereo. According to the responses given, it is clear that 45.3 per cent of the respondents use music systems at home while 29.9 per cent access the radio through their mobile phones, 19 per cent to listen to the radio as they travel in the vehicles while only 5.8 per cent of the respondents listen to the radio over the Internet.

**Table 26: Ways in which respondents listen to the radio**

Access to radio	Frequency	Percentage
Internet	8	5.8
Mobile phone	41	29.9
Home	62	45.3
Travel	26	19.0
<b>Total</b>	<b>137</b>	<b>100</b>

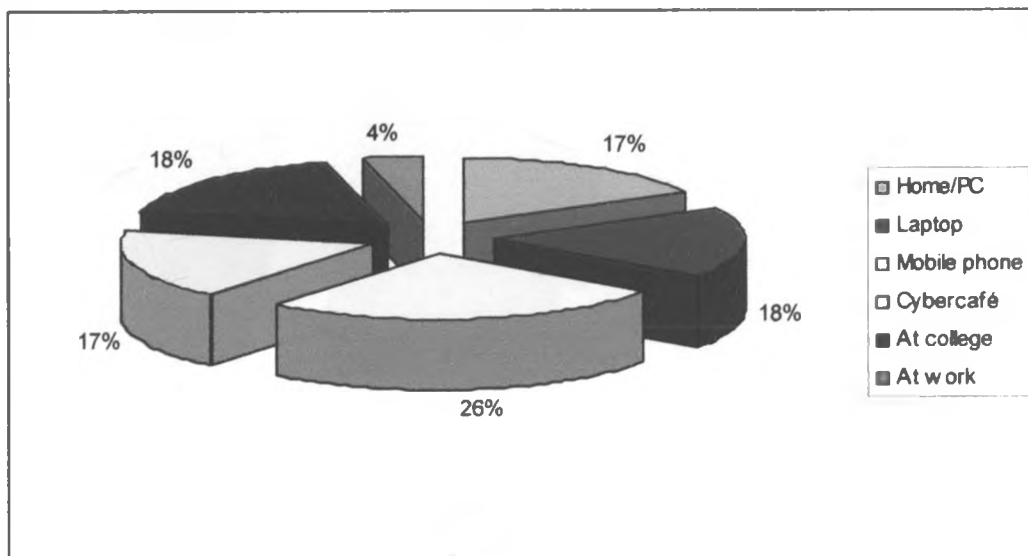
Source: Author 2011

To establish how students in universities and colleges access the Internet, the researcher found that majority of the respondents (26.1 per cent) use mobile phones. The college premises and laptop have an equal proportion of 17.8 per cent while home personal computer and cybercafé each elicited 17.2 per cent of the responses. The least used source of Internet is the place of work (3.8 per cent), which may be attributed to the fact that most of the respondents were 18-29 year-olds who have not yet secured jobs or are not in stable forms of employment.

**Table 27: How respondents access the Internet**

Internet access	Frequency	Percentage
Home/PC	27	17.2
Laptop	28	17.8
Mobile phone	41	26.1
Cybercafé	27	17.2
At college	28	17.8
At work	6	3.8
<b>Total</b>	<b>157</b>	<b>110</b>

Source: Author 2011



**Figure 16: How students access the Internet**

In terms of how different genders access the internet, the following findings were elicited.

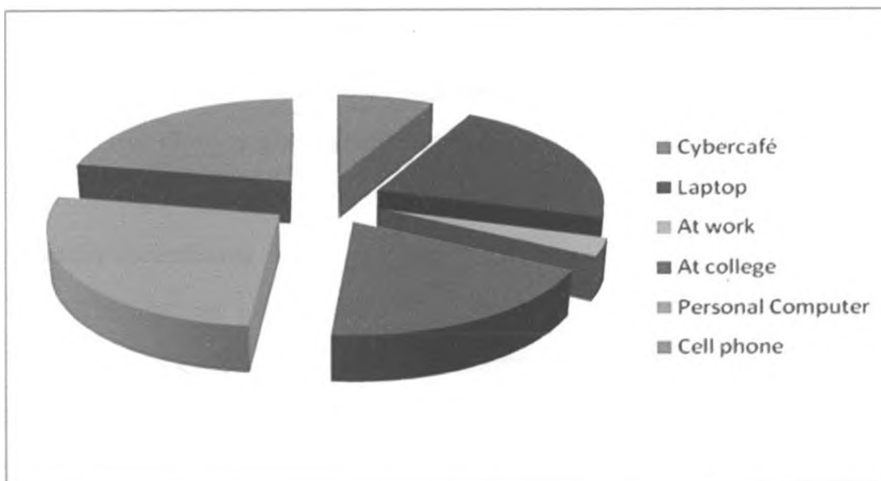
**Male responses**

The table below shows the distribution of the respondents on how they access the Internet. Out of the 64 male respondents, 5 of them accessed Internet through cybercafé, 14 respondents accessed the Internet through laptops, two of them accessed the Internet at work and 12 of them through personal computer while 14 respondents said they access the Internet through their mobile phones.

**Table 28: How male students access the Internet**

	18-24	25-29	30-34	Above 35	Total
Cybercafé	2	1	2	0	5
Laptop	7	3	2	2	14
At work	0	0	1	1	2
At college	9	2	1	0	12
Personal Computer	5	2	7	3	17
Cell phone	10	2	2	0	14
<b>Total</b>	<b>33</b>	<b>10</b>	<b>15</b>	<b>6</b>	<b>64</b>

Source: Author 2011

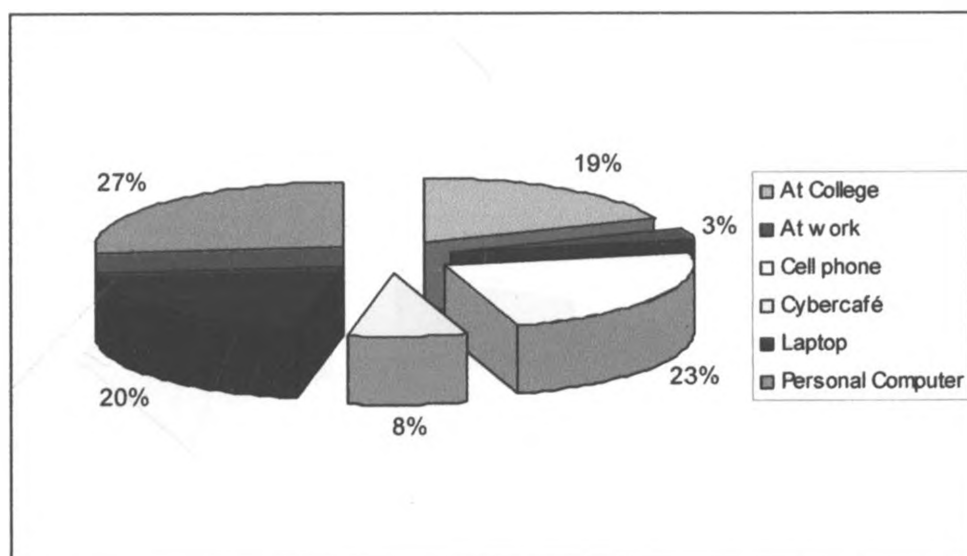


**Figure 17: Frequency of male students' access to the Internet**

**Table 29: How do you access Internet?**

	<b>Frequency</b>	<b>Percentage</b>	<b>Valid Percentage</b>
At College	12	18.8	18.8
At work	2	3.1	3.1
Cell phone	15	23.4	23.4
Cybercafé	5	7.8	7.8
Laptop	13	20.3	20.3
PC	17	26.6	26.6
<b>Total</b>	<b>64</b>	<b>100.0</b>	<b>100.0</b>

Source: Author 2011



**Figure 18: How male respondents access the Internet**

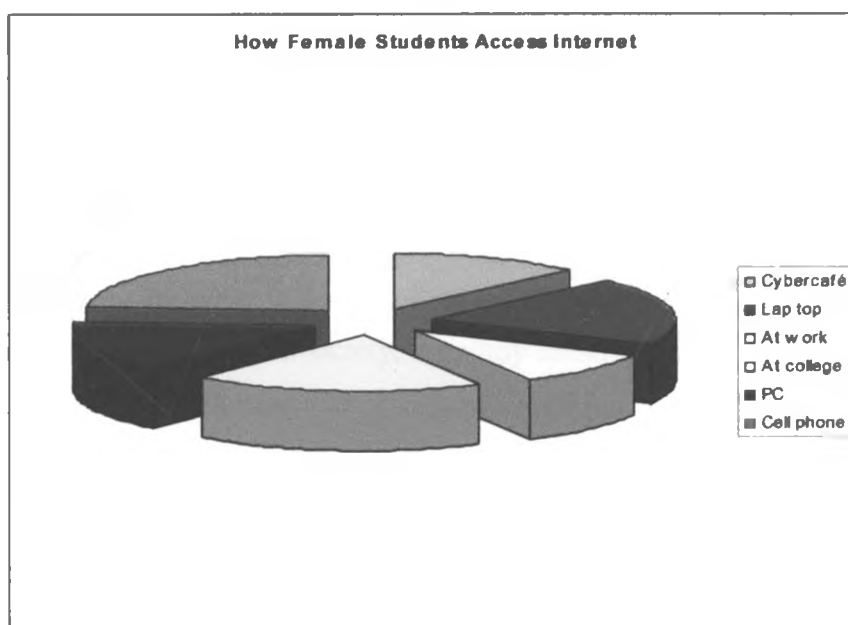
**Female Responses**

The table below shows the distribution of the female respondents to how they access the Internet. Out of the 41 female respondents, five of them accessed Internet at cybercafés, eight of them accessed the Internet through laptops, four of them accessed the Internet at work, eight at college, and six through personal computers while 14 of them accessed the Internet through their mobile phones.

**Table 30: How female students access the Internet**

	18-24	25-29	30-34	Above 35	Percentage	Total
Cybercafé	1	4	0	0	12.5	5
Laptop	1	1	3	3	19.5	8
At work	0	1	1	2	9.8	4
At college	6	2	0	0	19.5	8
PC	0	1	2	3	14.6	6
Cell phone	8	1	1	0	24.4	10
<b>Total</b>	16	10	7	8	100.0	41

Source: Author 2011



**Figure 19: How female students access the Internet**

These results reflect earlier results conducted on access to different form of media among Kenyans. In the ICT Board of Kenya 2010 survey conducted on its behalf by Research International to help organisations understand how people in Kenya use the Internet and provide a new analysis of the consumer, the study found that 77 per cent of Kenyan mobile phones subscribers use their handsets for Internet access, while 51 per cent of Kenyans with PCs at home use them to access the Internet. Compared to other entertainment and media

gadgets such as MP3 players, DVD movies, mobile phones and Satellite TVs, 63 per cent of respondents said they prioritised Internet more than the gadgets. The findings by the researcher reflected the growing importance of mobile phones in penetration of Internet given that handsets have made it easy and convenient for individuals to access media content at lower cost. In addition to the findings, recent data released by the Communications Commission of Kenya show that close to 10.5 million mobile phone subscribers use their handsets for Internet access and therefore, making them gadgets of choice in use of Internet.

#### **4.6 Interpretation and Discussions on Media and Technology**

The main goal of the study was to establish how the new media affects the traditional media. The new media under the study was the Internet with a specific focus on social networking sites. The television, newspaper and radio represented the traditional media, while the social media focussed on the popular sites globally and locally, especially Facebook, Twitter and YouTube. Blogs were also considered as part of the social media.

Based on the assumptions of the technological determinism one of the theoretical frameworks of the study that technology is a primary source of social and historical changes at macro-social level of the society, the study identified a number of changes both social and in the old media as a result of the emergence of social websites, which changed the way people in a community interact and influenced a number of changes within a media industry conforming to Chandler's (1995) assertion of the theory that technology is a prime "mover and shaker" behind major transformations at the level of institutions, social interactions and how individuals perceive and think about the world (Thurlow et al, 2004).

The development of local infrastructure for mobile telephony and fibre optics spurred the growth of Internet use among Kenyans. According to the Communications Commission of Kenya, Internet enabled mobile phones and smartphones have contributed immensely to the access of this medium. Overall, mobile phones were the most preferred for Internet access (26.1%) compared to using them to listen to the radio (26.1%). However, the use of mobile phones for Internet access differed between male and female respondents. Male respondents preferred PCs (26.6%) to mobile phones (23.4%) while it was vice versa for

female respondents who chose mobile phones (24.4%) over PCs (14.6%) Other mobile technologies like wireless Wi-Fi (hotspots) and modems are also key in facilitating this access, especially among the upper and middle class users who are able to afford the latest gadgets like tablet computers (iPad and Samsung Galaxy), smartphones and laptops from where they are connected to the Internet on the go.

Based on the target population, which comprised university and college students as a microcosm of the society, the research found that new technology has its effects on how they use the media (user gratifications) and that the new technologies compete for their time with the traditional media. The study also established that social network sites have become very popular platforms for interaction and communication and indeed useful for the traditional media, which have established presence on the Internet and other new media platforms in a bid to evolve and adapt to the changing trends.

The study findings on how the respondents access various media were also a reflection of the census findings on the ownership of various media gadgets. According to the 2009 census, mobile penetration among Kenyans at 88.3 per cent is more ubiquitous than radio, which was popular before entry of the mobile phone technology, at 79.3 per cent. The television and personal computers access was found to be at 61.6 and 13 per cent respectively. In terms of the study findings popularity of mobile phones and convergence on the platform of some of the media like radio may explain why there is significant drop in its ownership, especially among the young with 45.3 per cent of the respondents listening to the radio at home while 29.9 per cent on their mobile phones with 19 per cent and 5.8 per cent on the go as they commute and over the Internet respectively.

As a result, despite the displacement effects that would be expected, the traditional media have gained from the new media technologies that injected a new lease of life into them and opened new platforms to expand streams of income for media companies based on convergence on the Internet. The new technology has given birth to online television, newspapers and radio and with them software applications and gadgets for their access seamlessly including the tablet computers and e-readers that are helping the traditional media boost their circulation to larger global audiences.

Social sites also make delivery of breaking news in real time possible besides television and radio for audiences abroad. Media organisations are able to keep their audiences posted about developing events with minute-by-minute updates. Given the nature of the social networks, they have provided the traditional media across the board a perfect forum to interact with their audiences where they are able to respond to the various issues of the day through comments and feedback thus making the media more interactive than before. However, the issue of cost and apathy to new technology were noted to be a possible limitation among the target respondents in active participation in the forums linked to the traditional media on the social media.

Again, the use of social sites in interaction with the traditional media is yet to take root among Internet users since most of them use the forums for other gratifications. Most of the respondents at 19.6 per cent said they use the sites to interact with friends, 11.4 per cent to chat with friends, 11.1 per cent for networking in search of jobs, 8.5 per cent to make friends and five per cent to upload photographs for sharing with their friends and families on the social sites compared to 7.4 per cent and 5.3 per cent who said they use the sites for news update and posting comments respectively. On the other hand, this could signify that the social media may not displace the functions the traditional media play fully but remain a potential threat especially in competing for time spent on the media.

The newspaper, which was initially thought could suffer if audiences shift to Internet sources of news are likely to weather the technology storm despite access to free online newspaper version and cheaper digital formats with low Internet access charges as the newspapers become costly with the increasing cost of newsprint and other production costs. 24.5 per cent of the respondents strongly disagreed that they would rather opt for social sites than read newspapers compared to 9.8 per cent who strongly agreed. 29.4 per cent strongly disagreed for the television.

On the contrary, 28.4 per cent strongly agreed that they would rather visit social sites than listen to the radio with only 7.8 per cent strongly agreeing. This implies that social sites are more likely to displace the radio than newspapers and television given that the interactive and

entertainment traditional role they played in the past – greetings, music and other forms of entertainment – are slowly being taken over by the social media. In fact, only 5.8 per cent of the respondents listen to the radio on the Internet since it is ubiquitous with access at home (45.3 per cent), as they commute (19 per cent) and through their mobile phones (29.9 per cent).

The social media sites have also diminished the role of opinion leaders in sharing information from traditional media and promoted peer-to-peer sharing of mass media content in popular sites like Twitter and Facebook through regular updates. Again, the sites are a boost to citizen journalism in which users post the latest newsworthy events in their localities that they happen to witness or obtain information about, such as an accidents or death of prominent persons.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

In the final chapter of this study, the researcher gives an overview of the findings with overall interpretation and recommendations. This section also reflects the objectives and hypotheses that the researcher formulated for the study in an attempt to draw conclusions on the impact of emergence of new media on traditional media.

#### **5.2 Summary of the study findings**

The researcher conceived the idea for the study out of realisation that emergence of new media technologies has brought with it benefits to the industry and audiences as well as challenges for the old media. As a result of these hurdles, the research sought to establish whether there are any significant impacts, of the new media – especially Internet – on major traditional media namely television, radio and newspaper. The researcher was also motivated by the fact that the new media seem to dominate the old and therefore, it was important to identify the uses and gratifications offered by the new media versus the old. Also, by the time of writing the research proposal, very few studies had been conducted in the area of the new media and therefore, there was little knowledge body concerning the phenomenon.

##### **5.2.1 Key findings**

The study sought to investigate the media use patterns among college-going students and how their use of new media technology affects the conventional media in order to examine the emerging trends in use of media vis-à-vis the audience and whether communication is still effective given the numerous sources. And the following were the key findings of the study.

##### **5.2.2 Media uses and gratifications**

The research identified various motivations for media use that influence audiences to choose one type of a medium over the other. From the study findings, it was evident that each of the media upon which the questions were based elicited responses that reflected their key

motivations for the respondents. This reinforced the earlier findings on media use and gratifications based on the principles of the theory. The following were the major motivations identified in the study in terms of percentages of responses:

**Table 31: Findings on uses and gratifications**

Principles	Uses and Gratifications	Radio	Newspaper	Television	Social media
Social integrative: strengthening contacts with family (or friends)	- Interaction with family or friends	1.9	-	-	19.6
	- Dating	-	-	-	1.3
	- Online chatting	-	-	-	11.4
	- Making friends	-	-	-	8.5
Tension release: escape, diversion	- To relax	19.2	8.4	15.3	5.8
	- Pass time	5.8	5.9	8.7	6.3
Cognitive needs: acquiring information, knowledge and understanding	- Documentaries	5.4	-	12.8	-
	- News	15.0	34.9	12.8	7.4
	- Talk shows	7.3	-	12.2	-
	- Education	22.0	28.0	18.3	4.3
Affective needs: emotional, pleasurable and aesthetic experience	- Entertainment	55.4	2.0	32.7	11.1
	- Listening/watch to music	28.8	-	7.6	5.0
	- Watching soaps	-	-	8.3	-
	- Sports news/ Football	4.6	13.9	9.7	-
	- Dating	-	-	-	-
	- Radio drama	3.5	-	-	-
	- Download music/video clips	-	-	-	5.0
Personal integrative needs	- Search jobs/networking	-	21.8	-	9.5
	- Post comments	-	-	-	5.3
	- Upload videos	-	-	-	2.6

Source: Author 2011

**Note:** that the table is based on the responses that the researcher sought. Some gratifications within the same category were referred to in different ways while others did not apply in some cases. The researcher also picked a sample in each category to avoid crowding the questionnaire and making it tedious for the respondents to fill them out.

### 5.2.3 Media displacement effects

Lin and Atkin (2007) identified four principles of displacement that this study sought to establish and evaluate as far as the Media Displacement Effects theory is concerned. They are:

- i) Displacement of marginal activities – new media is likely to displace marginal rather than central activities of the old media.
- ii) Functional equivalence – the new media perceived as more effective than existing medium in satisfying the same needs will displace the existing media.
- iii) Transformational activities principle – traditional media that change to satisfy needs met by a new medium will not be significantly displaced.
- iv) Principle of physical proximity, added by Furu (1971) – activities that share the same physical space will interfere with one another. The one that better satisfies an individual's needs triumphs.

The questionnaire was designed to bring out these principles and the findings reflected the effects of the social sites on the old media. Even though the social media are popular among the target population, the study established that the respondents did not consider them sufficient enough to meet their needs. And based on the uses and gratifications earlier identified, it was evident that each media had key motivations for their use. However, there was evidence of displacement of marginal activities of the old media. For example, the study found that the social media were more popular for interactive activities (38.9%) among the respondents than radio (1.9%). In the past the radio was fairly popular medium for social interaction through programmes in which audiences were able to strengthen relationships such as greetings clubs (salaams), music requests for their friends, among others.

However, new technology has created numerous ways for audiences to keep in touch and interact, especially the social media, which enable online communities to interact through chats, exchange of media content, photographs and videos that they post on the sites or forward to one another through e-mails. Furthermore, the displacement of such marginal activities was as a result of the new media having more functional equivalence than the new media in meeting the audiences' needs. In this case, therefore, the social media was

perceived to play the interactive role better than most traditional media to displace old media like radio and newspapers (for example pen pals have been displaced by online 'friends' within online communities such as Facebook.com).

However, in some cases the social media fail to displace the old media because they still meet the needs of the audiences effectively. For example, YouTube did not come out strongly, based on the study findings, as a challenge to television despite its importance in time shifting (Severin and Tankard, 2001), whereby audiences seek out media content posted on the online audio-visual sharing site in which media houses notably radio and television upload video clips and sound bytes of favourite programmes for their audiences who missed out to catch up with the programmes. In response to the question on whether they use or download content from YouTube, 18.6 per cent of the respondents said that they never do so, 42.2 per cent said that they rarely engage in the activity and 28.4 per cent said they often do it while 10.8 per cent said they download online content very often.

The other key finding on displacement effects of the social sites, the study findings showed that the old media have been successful in adopting and making use of the new media to promote themselves. The presence of the old media online and their use of social sites like Facebook.com and Twitter.com to engage their audiences and keep them abreast with the latest developments and making them to be more interactive than in the past has seen them survive the onslaught of the social media.

### **5.3 Conclusions**

Changes in communication have evidently transformed the way human beings communicate and social interactions. Emergence of Internet has led to convergence of conventional media technologies online in an effort to remain relevant and reach audiences that are flocking the web. By extension, growing popularity of social has forced newspapers, television and radio to position themselves in the sites, for example, through blogging, YouTube.com, Twitter.com and Facebook.com fan pages, where they post their products such as video clips of talk shows for example K-24's *Capital Talk*, *Connect* news content clips and favourite

programmes such as *Bull's Eye* (NTV), *News Shot* (KTN)) and the Esther Arunga-Hellon saga in 2010, political satire *XYZ* (Kiss TV) and sound bytes of radio programmes and discussions.

All these are meant to create buzz among the audiences and maintain their loyalty. They also help to lead traffic to their sites as audiences seek details of interesting clips or stories. On whether the new media could displace the old media, it was evident that emergence of technology alone was not a significant factor to influence audiences to shift to the new platform. Waal and Schoenboch (2010) rightly state displacement of the traditional media by the new media apparently depends on the functions those media (best) serve the users (functional displacement). But these functions and how users evaluate them may change over time.

The study noted, just like past studies by Pieter (2006), who sought to find out who the readers of online newspapers are, argued that in the era of new technology, young people are more likely to read online newspaper than older people. In this study, based on the age of the respondents, none of the female respondents aged over 35 said they read online newspaper for the question that sought to find out the most important source of news for the respondents, while 14.6 per cent of females aged between 18 and 24 picked online newspapers as an important source of news.

The same applied for males over 35 years while 3.3 per cent of male aged between 18 and 24 chose online newspapers. Therefore, apart from the age factor in terms of gender, women appear to be more receptive of the new media than men and displacement effect is likely to be stronger among them compared to their male counterparts. As for the age, Pieter (2006), says that the reason why displacement of the traditional newspaper by online newspapers is unlikely among the older people is because the "older people experience a type of technophobia, that is, they are afraid of new technology". He adds that they have established habits and only use computers because their jobs require.

As for the other media, as Waal and Schoenboch (2010) put it that the displacement effects are not likely to be blanket but if they occur they would be based on the uses and gratifications (functions) that the media play. The results show that each medium has a strong function that it plays and the displacement may only occur in terms of the time spent on each of the media. Some share the same space thus the proximity principle and are likely to displace one another. For example, browsing the Internet could reduce the time used in viewing television.

According to a report by Kaiser Family Foundation (Foer, 2006), findings from a major survey revealed that 81 per cent use more than one medium at a time during a typical week.

Based on the results of the survey, the report posits that rather than one medium displacing another, with ever-increasing frequency, media are sharing time slot. In this study, while 46.1 per cent of the respondents agree and 10.8 strongly agree that the Internet meets their needs for information, education and entertainment, they strongly disagreed and disagreed with the statement, which sought to find out whether they preferred the social media to traditional media at 25 per cent each. This is an indication that despite the importance of Internet in gratifying the media needs of users, they still consider the older media as important in meeting the key gratification. From the findings it is evident that the social media and by extension the Internet, would not entirely displace the traditional media but all the media could complement one another.

On technological determinism, the emergence of new media and its penetration appeared to pose a threat to the traditional media. However, the study findings revealed that new technology has reinforced the existing media, which are moving fast to adapt to the new trends as earlier discussed and making themselves available in the platforms that technology offers. The fears of displacement, as this survey and other past studies found, is a possibility but may not entirely banish the old media. Bryant and Fondren in Nabi and Oliver (2009) cite Perse on the weakness of the Displacement Theory. Perse argued that one of faulty aspects of the theory is that it assumes people only use one type of medium at a time. On their part, Himmetwit et al say that traditional media have to find new functions in the modern media environment, which is evident. For example, FM radio stations positioning themselves to tap

fragmented audience through niche broadcasting by specialising in various music genre suitable for differentiated audiences.

In terms of the assumption of the technological imperative in which emergence of technology presents progress that is unstoppable, inevitable and irreversible, the study established, based on the current trends, that the new media pose challenges and benefits to the traditional media, which they have adopted and transformed themselves to keep up with the 'progress'. Wal and Schoenbach (2010) give useful insights on the effects of the new technology that negate the technological determinism assumption, which presents technology as neutral, value-free and not responsible for the effects around it. In terms of the Internet, they contend that the medium has its impact on the traditional media.

Wal and Schoenbach (2010) argue that the Internet unlike traditional media promotes egocentric use of the media – users “seeing only what they want to see and reading what they want to read,” according to Harvard law professor Cass Sunstein in his polemic *Republic.com*. On a positive note, however, the Internet and the new media technologies have made convergence and access of the traditional media possible. Waal and Schoebach (2010) argue that the Internet has increased the amount of information available online and the user autonomy in accessing the information.

In a nutshell, based on the study findings we can conclude that:

- a) Social networking sites gratifies the users need to maintain contacts and interaction but while they may play the role of the traditional media to some extent they cannot fully gratify the needs the latter does. Therefore, they play a complementary role to one another.
- b) The use of social media by young people could displace some functions of the traditional media only if the social media offer better gratifications to the user as seen in the case of social interaction that they play effectively displacing radio on this aspect and the online newspaper against the traditional newspaper.

c) The study findings accept the hypothesis that individuals who felt that the social media are able to fulfil their media-related needs and gratifications preferred the new technology to the traditional media.

#### **5.4 Recommendations**

- Traditional media players should engage audiences in the social media at a personal level and interact with them to help direct them to the various platforms where they could access the content that gratifies them and meets their needs. This could also help keep the audiences hooked on the traditional media.
- Media organisations have not only recognised the challenges posed by the new media but also identified opportunities therein that they exploit to add value to their products. However, the value-added products should help them generate income and reach more audiences than they currently do. They, therefore, need intensified and sustained campaigns to keep the audiences informed about the new products but not a one-off promotion.
- Local media houses could borrow a leaf from their counterparts in advanced countries and seek ways to monetise their high-value (premium) media content. Pay wall is the way to go for online newspaper besides the digital formats by attaching value to their products to create a niche of audience willing to pay for the content they generate. Therefore, changing their business models is long overdue. The current free-to-air content should be retained with additional pay channels that would be made possible with the digital broadcasting technology.
- As Kenya prepares to migrate from the analogue to digital platform, the traditional media owners should position themselves to gain from the expected boost in content distribution. With technology going mobile, they need to invest in devices that would help their audience's access content on the go. These include mobile phones, laptops, tablet computers and PCs. Media houses could also actively distribute content on the Internet by streaming television and radio content online.
- Changes in distribution of media content come with new demands for formats ideal for the various platforms. Traditional media should create content that would be suitable across the board. For instance High Definition Television, satellite broadcasting, mobile

decoders (such as DStv's Drifta for DVB-H access of their content) and online television and radio. Matching their content and adapting new media technologies would help them minimise the displacement effects by the new media in terms of time and functions.

- Local media organisations should also think global and seek to expand their audience beyond their borders.
- Media houses could also adopt marketing strategies applied by technology companies and mobile service providers. The most relevant being to offer their audiences gadgets that make it possible for them to access their products, in this case, media content at a cost. The media organisations could source for the devices and develop platforms such as software applications that help their audiences watch television, listen to radio and read newspaper through the new technology platforms and gadgets. In other words, they should create demand for their products and attract clients to buy them.
- The government should come up with legislation and policies that enable the old and new media to share the same space for mutual benefit.

### **5.5 Recommendations for further studies**

- This study was only confined to college and university students in few select institutions in Nairobi with a sample size based on the time and other resources available to the researcher. It could be important to refine and replicate the study targeting a wider population beyond academic institutions with diverse characteristics and preference to give a universal impact of the Internet on the old media.
- How the new media technologies have promoted plagiarism and illegal use of media content and intellectual property developed by media organisations.
- The agenda setting role of social media technologies for the traditional media. How does the Internet, for example, create a buzz about events and issues within a community that eventually find their way to the mainstream media, for example, the Makmende phenomenon, in which Just-A-Band launched their video on the YouTube, which went viral and directed the audiences to a site created to promote the fictional character.
- Future research could also be interested in the impact of community and specialised media for fragmented audiences based on niche broadcasting for television, radio and newspapers on mainstream national media.

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## **APPENDICES**

### **Appendix I: Transmitter letter**

Dear student,

I am a graduate student at the University of Nairobi, School of Journalism and Mass Communication pursuing a Master of Arts degree in Communication Studies. I am conducting a research on the effects of new social networking sites (e.g. Facebook, YouTube etc) on conventional media. To help me meet the objectives of this study kindly respond to the questions in the questionnaire. Do not indicate your name in the questionnaire. All information provided is for the purpose of this research and will remain confidential.

May I thank you in advance for taking time to read and respond to this questionnaire.

Yours truly,

Simon L L

## Appendix II: Questionnaire

Please tick where applicable. Remember where options are provided its ok to pick more than one response as long as the responses apply to you.

### SECTION A:

#### DEMOGRAPHIC DATA

Sex:            Male                Female   

#### Age range:

18-24              
 25-29              
 30-34              
 Above 35       

#### Type of institution

College              
 University       

### SECTION B

#### MEDIA USE AND GRATIFICATIONS

Which media is your most important source of the following types of information?  
 (Tick where applicable)

Source/ Media	News	Entertainment	Education
Radio			
Television			
Newspaper			
Blogs			
Social network sites			
Online newspapers			
Online Television			
Online Radio			

Have you ever commented or contributed to the following through writing, calling or SMS?

Radio station    Yes        No

**If No, please briefly give reasons**

Television station    Yes       No  

**If your response is No briefly give reasons**

Newspapers    Yes       No  

**If your response is No briefly give reasons**

Social network sites    Yes       No  

**If your response is No briefly give reasons**

**How often do you download, listen to or view video clips or radio programmes on YouTube?**

Not at all       Rarely       Often       Very often  

**Which of the following response(s) best capture(s) the reasons why you use the following types of media?**

**Television:**

- To relax
- Pass time
- To watch music videos
- To watch soaps/series
- For news
- Documentaries
- Football
- Talk shows

**Radio**

- To relax
- Pass time
- Listen to music
- For news
- Radio drama
- Documentaries
- Education
- Football
- Talk shows
- Interaction with friends

**Newspapers**

- Search jobs
- News
- To relax
- Pass time
- Topical magazines
- Sports

**Social network sites**

- Search jobs/Networking
- Interact with friends
- Make friends
- Dating
- Entertainment
- To relax
- Pass time
- Post comments
- News update
- Upload photos
- Upload videos
- Download music/videos
- To chat with friends

**SECTION C**

**DISPLACEMENT EFFECTS**

Identify the most suitable response that applies to you in each of the following statements:

**I visit social networking sites because they meet my needs for information, education and entertainment.**

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5

**I visit social networking sites more often than I read newspaper, listen to radio or watch television.**

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5

**would rather visit social networking sites than watch television.**

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5

**It is cool to visit networking sites than listen to the radio.**

Completely Agree	Mostly Agree	Somewhat Agree	Somewhat Disagree	Mostly Disagree	Completely Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**I listen to the radio as I browse the Internet.**

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5

## SECTION C

### MEDIA CHOICE

**If you were to choose one of the following media as a source of news, information and entertainment, which one would you pick?**

Television	<input type="checkbox"/>
Newspaper	<input type="checkbox"/>
Radio	<input type="checkbox"/>
Cell phone	<input type="checkbox"/>
Internet	<input type="checkbox"/>

**How do you listen to the radio?**

Over the Internet	<input type="checkbox"/>
Through my mobile phone	<input type="checkbox"/>
From music system at home	<input type="checkbox"/>
In a vehicle on my way to college	<input type="checkbox"/>

**How do you access the Internet?**

Home/personal computer	<input type="checkbox"/>
Laptop	<input type="checkbox"/>
Cell phone	<input type="checkbox"/>
At college	<input type="checkbox"/>
Cybercafé	<input type="checkbox"/>