INFLUENCE OF SOCIAL MEDIA ON LEARNING BEHAVIOUR AMONG SECONDARY SCHOOL STUDENTS IN MOSHI MUNICIPALITY, TANZANIA

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NAIROBI – KENYA
DECLARATION

I, the undersigned, declare that this study is my original work and the result of my hard and diligent work, research and reflection. It is submitted in partial fulfilment of the requirements for the Master’s Degree in Counselling Psychology in the Faculty of Arts and Social Sciences. All the resources of information herein quoted have been acknowledged.

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ABSTRACT

Student learning behaviour can be adversely influenced by extraneous factors such as the use of social media. These adverse effects can sometimes extend to the students perceptions of learning to the extent that they shift their attention either positively or negatively towards learning. The purpose of the study was to examine the influence of social media on learning behaviour among secondary school students in Moshi Municipality in Tanzania. The study specifically sought to address the following objectives: To identify factors contributing to the use of social media by secondary school students; To establish effects of social media on learning behaviour of secondary school students; To determine the risks of social media on learning behaviour of secondary school students; and To identify measures that could be adopted to minimise improper use of social media by secondary school students in Moshi Municipality, Tanzania. The study adopted Banduras’ Social Learning Theory and Katz’s User Gratification Theory to inform both the methodology and analysis. The study used the convergent parallel design and correlation design. The target population was 1480 students from 45 secondary schools in Moshi Municipality in Tanzania. The sample size was 5 schools from Moshi Municipality from which 148 participants were selected (125 students, 6 teachers, 10 parents, 5 principals and 3 Municipal Education Officers). The study used structured questionnaire and interview schedule to collect data. The questionnaires were administered on the students and the teachers and interview schedule for principals, parents and education officers. The quantitative data was analysed using tables and frequencies while qualitative data was coded in narration form, and both were interpreted to answer the questions of the study. Correlation analysis was used to check on the overall strength of the (coefficient of determination-r2). The Pearson’s correlation coefficient (r= 0.75) indicated significantly positive correlation. Qualitative data findings showed that: the accessibility of the social media influences the learning behaviour of secondary school students; wasting of learning time among the students; poor class attendance and potential frauds among students. It also confirmed that poor parenting influences the learning behaviour of students. The research proposed remedies like banning of phones in schools. The research concludes that both teacher and parents should collaborate in monitoring the behaviour of students. The researcher also noted that social media has both merits and demerits on the students learning behaviour. The research recommends the introduction of guidance and counselling at the school to help in the mitigation of the social media issues affecting students learning behaviour.
DEDICATION

I dedicate this research to my Religious Order, Sisters of Our Lady of Kilimanjaro of whom I appreciate their prayers and encouragement during my studies.
ACKNOWLEDGEMENTS

I thank the Almighty God for the strength, and courage throughout my study. It is my belief that nothing could have been possible without God’s blessing. I would like to acknowledge my late parents Mrs. Basilia Tengia Moshi and Mr. Ignatious Moshi for their great love and support for having prepared me to become what I am today.

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<th>Description</th>
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<tr>
<td>CUGT</td>
<td>Criticism of User Gratification Theory</td>
</tr>
<tr>
<td>GPA</td>
<td>Grade Point Average</td>
</tr>
<tr>
<td>IBT</td>
<td>Internet Based Training</td>
</tr>
<tr>
<td>ICT</td>
<td>Information Communication Technology</td>
</tr>
<tr>
<td>QDA</td>
<td>Qualitative Data Analysis</td>
</tr>
<tr>
<td>SPSS</td>
<td>Software for Social Science Package</td>
</tr>
<tr>
<td>SAUT</td>
<td>St Augustine University of Tanzania</td>
</tr>
<tr>
<td>SANS.ND</td>
<td>Survey of companies that participate in online social media for security (Gordon, n.d.)</td>
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<tr>
<td>WBT</td>
<td>Web Based Training</td>
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CHAPTER ONE

INTRODUCION

1.0 Introduction

This chapter discusses; background to the study, statement of the problem, objectives of the study, research hypothesis, significance of the study, assumptions, scope of the study, limitation and delimitation of this study and conceptual framework. Later it will discuss description of operational terms used in the study.

1.1 Background to the Study

The introduction of information and communication technology (ICT) in the last few years on a global scale and its accompanying effect on social media interaction has an impact on every segment of the society. Many people cannot do without internet, smart phones and other gadgets. Most affected group in the society by the introduction of internet and smart phones are the students. Jacobsen, and Forste (2011) commented that about two-thirds of the students reported using social media while in class, studying, or doing homework. In addition, social media websites, such as Facebook, YouTube Twitter and Instagram are dangerous as they create modes to procrastinate to students while trying to complete homework. Hence, in a survey of 102 students, 57% stated that social media has made them less productive. This is the results of level that students use these gadgets to access materials from the internet, chatting with friends and families among others. Students also download pictures and images that distract them of the times from their studies. Internet access is easily available affordable and reliable to everyone especially to the students. Due to these it becomes difficult for parents and teachers to control the students’ use of internet and smart phones. This has not gone without major consequences on the learning behaviour of the students. The irresistible attraction of social media applications, making information solicited or unsolicited readily available, has encroached into the learning time and habits of
students. In fact, the globalization and propagation of internet facilities are among the key factors that have defined and shaped the current generation of young people.

In connection with these social media use, Banquil, Chuna, Leano, Rivero, Bruce, Dianalan, Matienzo and Timog (2009), found a continuing drop of grades among students who use social networking sites. This was supported by Kirschner and Karpinski (2010), who supported, that there were a significant negative relationship between facebook use and academic performance. They concluded that students who use facebook spend fewer hours per week studying on an average than face book non users and this resulted in lower mean grade point averages (GPAs).

The study is in line with (Lipsman, 2009), who confirmed that students most access Face book and Twitter to connect and share information with those around them do not have time to do school assignments. Similarly, Oberst (2010), Schill (2011) reported that social media sites encourage negative behaviours for students such as procrastination and they are more likely to drink and use drug. However, every day, many students spend countless hours immersed in social media, such as Facebook, Instagram and Twitter.

As observed by Donnerstein (2010) social media has become the challenge of today’s society as many parents and educators are fearful of the consequences of having social media in classrooms. Media refers to communication channels through which news, entertainment, education, knowledge, or marketing messages are transmitted. Media incorporates each communicating and casting medium, for example, daily papers, magazines, television, radio, boards, standard mail, phone, fax, and web (Jenkins 2006). Brown and Marin (2009) noted that social media had many social and educational benefits and risks. Caregivers and educators had expressed concern about the dangers young people encounter when exposed to social media technology. Moreover, Ray and Jat (2010) reported that radio, television, movies, video games, cell phones, and computer networks have assumed central roles in our
students’ daily lives. Actually, social media has demonstrated potentially profound effects, both positive and negative, on students’ cognitive, social, and behavioural development.

This is in agreement with a study by Donnerstein (2010) that had reviewed a decade of research concerning television and youth in the United States and concluded that, children will have viewed 200,000 acts of violence and 16,000 murders by the time they are 18 years of age.

According to Shuell (1988) the process of learning occurs through interacting with information in the environment and integrating it with information already stored in memory. Students who are addicted to social media through internet watched in their smart phones cannot concentrate in class because their minds keep on revising what they have watched in the smart phones. Students are to a great extent affected by what is posted by other individuals on their profiles. The behaviours that students learn are chosen more by what their companions do and less by the lessons of guardians or teachers. El-tailsahar (2003) reported that in many countries, kids have access to a greater portion of multimedia alternatives than ever before ranging from conventional newspapers and magazines; radio stations; satellite and cable television channels; the internet, computer and video games. It has been observe that in countries where computer and internet use is low, young people vigorously look for access whenever possible, most often in internet cafes. This has been the case in African countries whereby social media like twitter, facebook and instagram and smart mobile phones stand out in Africa’s media of communication.

Samora (2012) observed that 72% of all Ghanaians had mobile phones in their homes and 86% own radio nationally, while Kenyans, 71% mobile phones at home and 87% homes had radio. In connection to this, mobile phones are rivalling radio and televisions as the most accessible communication media and entertainment platforms in both Kenya and Ghana. Social networking has become the trend among the young people. Having computers and advanced cell phones has enabled easy access to emails, chartrooms, facebook and twitter
services which are facilitated by the internet. This means people do not need televisions and computers since everything can be watched in the smart phone in their pocket.

Research done by Mutua (2011) indicated that among youth between the ages 7 and 24 years in Kenya, Uganda and Tanzania, there are interesting aspects concerning the accessibility and use of internet towards communication and entertainment. The research revealed that, 35% of the targeted group in the entire region had access to the internet with Kenya leading the pack at 49% with internet access, Tanzania at 30% and Uganda at 26%. This information seems to have implications because the youth between 7 and 24 years forms the secondary school group age. Social media seems to be provide the music the students enjoy, computer games, videos and information. They therefore end up spending most of their time listening music and surfing Internet from the ever available mobile phones.

In the same vein, Elsievie (2014) conducted a study in Tanzania on the use of social media among adolescents. The design used was a mixed-method in the study of young people’s user behaviour on the web and mobile phone. The methodology used was questionnaires with 60 adolescents and in-depth interviews with eight students. Findings showed that youth in Mtwara and Dar es Salaam access the internet mainly through electronic devices. The implications for students using social media technologies lead them become addicted to which resulted in indiscipline in schools including poor academic performance, lack of morals, neglect of studies, violence, identity crises, dress code among

According to Muindi (2012) cheating in examinations has been witnessed in different forms. For example; use of smart phones and web-site is a great challenge. This research was therefore intended to find out how aspects of behaviours among secondary school students were being influenced by social media infiltration in the society and especially in secondary school students in Moshi Municipality Tanzania.

Bakers (2013) argued that; there is evidence that while social media is used as means of communication it can also be used to propagate negative learning behaviour among
students. This by itself is significant for understanding the common development of the attitude of learners towards social media and the associated implications to learning activities. This is because learning behaviour has a direct significance to the academic performance and attitude progression of the students.

1.2 Statement to the problem

Moshi Municipality secondary school students have abused social media which resulted in their poor academic performance as well as indiscipline behaviour in schools. The implications for students’ misuse of social media like facebook, twitter, instagram, whatsapp, smart phones, internet and ear phones make them to abandon their studies. They also watch videos, pornographic movies, listen to music even when classes are on. This resulted in indiscipline in schools include poor academic performance, lack of morals, neglect of studies, violence, identity crises.

Wanjiru (2009) reported that most common types of indiscipline cases included school strikes, stealing, fighting, and sneaking from school. To date, these and other behavioural cases have continued to be reported in secondary schools amongst students in Moshi Municipality. Principals, teachers and other stakeholders seem to wonder what has continued to influence students’ behaviour negatively. This calls for the researcher to investigate into what is influencing students’ behaviour which affect their academic performance.

As noted by Ndaku (2013) that, learners spend a great deal of time on social network platforms than in their school work. The problems above affect students negatively. For example many students perform poorly in their academic work, others abandon school to join the street children in taking alcohol drugs and doing unwanted behaviour. There seems to be little published study done on the influence of social media on learning behaviour in secondary school students in Moshi Municipality, Tanzania. According to Mahai (2012) very
scanty studies in relation to social media have been published in Tanzania which constitutes the knowledge gap.

There is a big gap in the creation of awareness of the student’s attitudes toward social media. This has brought the academic performance of students very low. The researcher believes this study would add a new dimension to students’ academic performance and to obtain essential data on the issue of social media as described above which will lead to establishing measures that can help students improve learning behaviour.

It is with this respect that the researcher carries out this study on influence of social media on learning behaviour among secondary school students in Moshi Municipality,

1.3 **Purpose of the research**

The Purpose of this research is to examine the influence of social media on learning behaviour among secondary schools students in Moshi Municipality, Tanzania in order to propose measures to enhance proper and effective use of social media and to alleviate its negative impact on students.

1.4 **Objectives of the Study**

i. To identify factors contributing to the use of social media by secondary school students in Moshi Municipality, Tanzania;

ii. To establish effects of social media on learning behaviour of secondary school students in Moshi Municipality, Tanzania;

iii. To determine the risks of social media on learning behaviour of secondary school students in Moshi Municipality, Tanzania;

iv. To identify measures that could be adopted to minimise improper use of social media by secondary school students in Moshi Municipality, Tanzania.
1.5 Research hypothesis

i. $H_1$: Access to and use of social media affects student learning behaviour in secondary schools in Moshi Municipality, Tanzania.

ii. $H_0$: There is no effect of social media on learning behaviour of students in secondary schools in Moshi Municipality, Tanzania.

1.6 Assumptions of the Study

The first assumption was that the instruments used for data collection was tested and validated and it measured the desired constructs, and that the respondents gave genuine responses which contributed meaningfully to the study. It was assumed that targeted respondents are continuous users of face book and other social networks. The response given by the respondents was a true reflection of their usage of social networks.

1.7 Justification of the Study

Ngeze (2017) reported that the use of Information and Communication Technologies (ICTs) in teaching and learning has brought new teaching and learning experience to both teachers and students in many countries. Tanzania has made several efforts to achieve this but little has been done to determine the readiness of our schools and teachers in terms of ICT infrastructure and possession of other gadgets to help in the integration of ICT in education. This study aimed at looking into the influence of social media in learning behaviour among secondary school students in secondary school in Moshi Municipality. In addition, the successfully integration of ICT in teaching and learning activities, and teachers in terms of knowledge, skills and possession of ICT devices effects both positive and negatives is discovered in the findings. Jensen (2003) report on the Tanzania Development Vision 2025 stresses on the importance of having a well learned and educated society by 2025 which will contribute to the national development. ICTs are bringing many opportunities for achieving the goals of the Vision. In the education sector, ICTs have changed the pedagogical practices.
Burak (2012) noted that Facebook, emailing, prompt messaging and internet searching, would have poorer Grade Point Aggregate (GPA), which means insignificant scholastic performance which is attributed to their behaviour. The study inferred that multitasking would bring about a higher hazard in learning conduct. One explanation for this outcome is that online networking offers excessive incitement and consequently can divert students from finishing their coursework. Social media distract students from their studies and invest a considerable measure of energy in social media sites than in their scholarly exercises and this influence their scholastic performance. It is therefore paramount to undertake this study to bring to light the significance of these correlations to explore the influence of the social media in the learning behaviour of students across the targeted population in Moshi Municipality, Tanzania.

1.8 Significance of the Study

The study would be useful to teacher training colleges in identifying what software features attract students to social media use. Teachers can copy some of the essentials and implement them in their teaching process in the secondary schools. The curriculum planners will find this work useful in that it will help them to know the kind of programme to add to the student’s curriculum for a better understanding of the use of social media in schools.

The school counsellors will benefit from this study since they work closely with students in the emotional and psychological issues. This would help the school counsellors to know which areas to operate with when encounter with social media problems in counselling of students.

This study will be beneficial to parents to arouse interested in what their children do with their phones and to be more careful with the time their children spend on social media. It will provide useful information on how to train and help their children on the positive use
of social media and to undertake the role of monitoring the pattern and the use of social media both at school and at home.

Students should be empowered to maintain a high level of personal discipline at all times. They should learn and maintain that, use of social media must be purposeful and as a result should be applied in situations that are the most appropriate for learning.

The present research would benefit the researcher and the future researchers by providing useful data on the existing knowledge on the effective Social media use in secondary school students and conduct studies on the field of social media to fill the gaps which the current study left.

1.9 Scope and Delimitation of the study

The study was carried out in the cosmopolitan area which made it easier to locate students who have access to social media. Five schools were chosen due to their accessibility of social media. Having computers and advanced cell phones enabled easy access to emails, chartrooms face book, twitter and instagram services which are facilitated by the internet. The scope of the study targeted only five private and public secondary schools’ respondents out of forty five schools in Moshi Municipality. Six teachers, ten parents, five principals three education officers and one hundred twenty five students. Limited number of teachers too was deemed important to represent others. They were also the source of information since they helped the students to modify their behaviours.

1.10 Limitation of the study

The study was carried out in one region of Tanzania (Kilimanjaro). It was limited to the influence of social media in students’ behaviour in the secondary schools in the Moshi Municipality Tanzania. The study could not be conducted in the rural schools where there is no internet access to some schools. It might be difficult also to generalize the study’s findings beyond the country in which the study was conducted because each country has its own
system of education that may influence student learning behaviour with regard to social media use. Another limitation was availability of computer databases that could be used to monitor targeted students while browsing social media and getting volunteers who could agree not to use their Facebook page or other social media network software for extended periods of time.

1.11 Conceptual Framework

Maxwell (2004) defined a conceptual framework as a visual or composed product that clarifies, either graphically or in story shape, the primary things to be studied, the key components, ideas, or factors and the assumed connections among them. The aim of this study was to study how social media influence secondary school learning behaviour. Therefore, the framework which was employed explains the variables of the study.

![Conceptual Framework Diagram]

**Figure 1:** Conceptual Framework

**Source Researcher 2018**
The independent variables of this study is the students’ use of social media in the form of: WhatsApp, Facebook, Twitter, Instagram, LinkedIn, and Skype. That path analysis of the independent variables showed that:

**WhatsApp**: It offers charting services instant; photo hosting and gaming to the students this can influence learning behaviour of students positively if used for academic purposes. However, this application is highly addictive and can create a great impact on regular users, and apart from that it can leave a trace that becomes difficult to control as reported by Boyd (2007). WhatsApp can create modes to procrastinate to students while trying to complete homework and this can affect learning behaviour of students.

**Facebook**: In this study Facebook was discovered to be a platform which connects people with friends, family, acquaintances, and businesses from all over the world among students to text and sharing of views. As noted by Oberst (2010), many students are spending countless hours immersed in social media. Facebook can affect learning behaviour if the users are not controlled through time management. This can affects students learning behaviour negatively. It can lead to poor academic performance.

**LinkedIn**: It is the name of social networking website for business people to communicate, find new job opportunities; share information. LinkedIn allows users to create a profile which acts as a powerful platform to market. It can help students search for careers. It can influence students ‘learning behaviour positively.

**Instagram**: is a mobile app, which points once again to the growing connection between mobile and social media. It can also affect learning behaviour of students positively or negatively as it is favoured by many people including students.

**Skype**: Skype is a computer program that you can use to make voice calls or video calls on the meaning, pronunciation, translations and examples It's revolutionized how people around the world communicate with each other. Skype can help students practice a foreign language with Skype chat so that students can finally meet their pen pals ‘face to face. This can also influence students positively.
**Twitter:** Users can favourite and retweet the posts of other users, as well as engage in conversations using texts, replies, of texts among many other activities. It attracts students and affects learning if not controlled positively twitter can be used to enhance academic performance through downloading and conversation

**Dependent variables**
The dependent variable in a study is the variable whose variation depends on the variation in the independent variable (Kothari, 2006). Therefore, the dependent variable of this study is the learning behaviour of students. This study argues that, the use of social media and situational factors influence the learning behaviour of secondary schools students in Municipality of Moshi Tanzania. That is, variations in the use of social media and situational factors such as government and school policy, and parental control will being about variation in the learning behaviour of students in the form of being active in class, showing motivation to learn, academic achievement, positive classroom behaviour, and Character strength

**Being Active in class:** Social media can have positive effect on learning as noted by Kirschner and Karpinski (2010) that learners need to develop skills to share knowledge and to learn with others, both in face-to-face situations and through technology including social media which help students build learning communities by working collaboratively to construct knowledge

**Showing motivation to learn:** Dawson (2008) found that, the degree to which a student feels a sense of community might be influenced by the presence and experiences of pre-existing social media networks, students who interact with higher numbers of learners also exhibit a higher sense of community. The use of social media also allows personalization of profiles, including the addition of pictures and other identifying information which increase positive learning behaviour (Arnold & Paulus, 2010; Stevens, 2009).

**Academic achievement:** Students’ grade is another indicator in learning behaviour when positively used with social media utilization inside the academic encourages students...
learning. (Arnold and Paulus 2010) concluded that using social media for educational purposes can be beneficial for student learning in multiple ways.

**Positive classroom behaviour:** According to Junco (2012) and Loken (2011) Social media enhances peer interactions, which can bridge diversity in the classroom and establish open lines of communication between students and educators. Social media demonstrate an increase in overall GPA when compared with students who do not participate in social media.

**Character strength:** Stevens (2009) observed that collaboration through social media supports more of a constructivist approach to learning, where students and educators can work together to co-create understanding of a particular topic, rather than an approach that emphasizes individual contributions this influences learning behaviour positively

**Intervening variables**

These are variables which can influence the relationship between the independent variables and the dependent variables in a study although they are not usually measured. The intervening variables of this study were:

**Government school policy:** For instance, government may issue new policy that sanctions the irresponsible use of social media. This can have positive influence on learning behaviour of students.

**Guidance and counselling:** Guidance and counselling to students on responsible use of social media can help to minimise improper use of social media and positive influence of peer groups among student.

**Parental training:** effective and educative social media seminars and workshop on awareness on dangers of social media can have positive influence on independent variables.
1.13 Operational Definitions of Key Terms

**Facebook:** In this study Facebook was discovered to be a platform which connects people with friends, family, acquaintances, and businesses from all over the world among students to text and sharing of views as noted by Oberst, (2010). Many students spend countless hours immersed in social media. Facebook can affect learning behaviour of students positively if students are controlled monitored.

**Learning behavior:** In the study it refers to the strategies that students employ to optimize learning while browsing Facebook. These strategies will be observed by: communication facilitating class discussions, class announcements, delivery of homework and assignments collaboration joining academic groups, sharing homework, projects and ideas associated with young teenagers who are in secondary schools.

**LinkedIn:** In the study LinkedIn can help students search for careers. It can influence students’ learning behaviour positively through communication, find new job opportunities and share information. LinkedIn allows users like students to create a profile which acts as a powerful platform to market.

**Instagram:** In the study it is the best platform which students’ use. This is the fastest growing social network among younger users. It has about 300 million active users, who share an estimated 70 million photos daily. Keep in mind that Instagram is a mobile app, which points once again to the growing connection between mobile and social media.

**Social media:** The term social media is usually used to describe social networking sites such as Facebook, Instagram, Twitter and WhatsApp are online social networking site that allows users to create their personal profiles, share photos, and communicate with others.

**Skype:** In the study data findings, Skype was found to be among the social media platform used by students to communicate with each other. It can help students practice a foreign language with Skype chat so that students can finally meet their pen pals 'face to face. This can also influence students positively.
**Twitter:** In the study it among the best social media used by students. Users can favourite and retweet the posts of other users, as well as engage in conversations using texts, replies, of texts among many other activities. It attracts students and affects learning chatting with friends and texting

**Whatsapp:** In the study findings showed whatsapp as the top social media platform favoured by the secondary school students. It is a free to download messenger Smartphone uses the internet to send messages, images; audio or video. Some of the most personal moments are shared on whatsapp, which encourages students to use and can influence learning behaviour positively. It can also waste a lot of studying time and affect performance
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

In this chapter, the researcher reviewed literatures from other writers related to the Influence of Social Media on Learning Behaviour among Secondary School students to global, regional, and local levels respectively. There view topics were guided by the four research objective question themes on the study. Factors contributing to the use of social media by students. To establish effects of social media on students on learning behaviour. Risks of social media on students learning behaviour. Measures to minimize student’s use of social media. The chapter ended with conclusion and knowledge gaps.

2.1 Objective 1: Factors contributing to the use of social media by secondary school students.

Boyd (2007) asserts that the mechanism and networks of passing information from an individual to another have been undergoing development in order to build answer to the common needs of the contemporary society. The social media is the main source of information for the parents, workers and young people. Social media is used in schools to teach students in the academic setting. It helps to expand student’s social knowledge, as well as encourage peer input on assignments and astute students on the course content. Social media also helps students to build their capacity for transparent interactions with each other and create solid relationships among peers.

Most of the adolescents today have spent more time since infancy in front of a television set than with their parents or in the classroom. Social media that are influencing the lives of many students. Ray and Jat (2010) add that radio, television (TV), movies, video games, cell phones, and computer networks have assumed central roles in interacting with peers daily this has been further supported.
Further, a study was conducted by Junco and Loken (2007) to determine the usage of Twitter the micro blogging and social networking platform can impact college student engagement and grades in USA. A sample of 125 students participated in this study (70 in the experimental group and 55 in the control group). With the experimental group, Twitter was utilized for different kinds of academic and co-curricular discussions. Engagement was measured by using a 19-thing scale in view of the National Survey of Student Engagement. The results showed that the experimental group had a significantly greater increase in engagement than the control group, as well as higher semester grade point averages. This study indicates that experimental evidence Twitter can be used as an educational tool to help engage students and to mobilize faculty into a more active participation in academic work. However, the participants of the above reviewed study were university students while the current study looked at the secondary school students in Moshi Municipality, Tanzania. The above research used survey design and questionnaires to collect data from the students on the use of social media. The present study used interview guide, and included parents as participants in the study.

McCool, Powel, Roberts, and Taylor (2016) investigated Social Media Use on Children’s Wellbeing in UK. The study used sampled size of 10-15 year olds over the period of four years (2010 to 2014). They did a Longitudinal Study, and estimated the outcome of time children spent chatting on social websites. It was discovered that the time they spent affect how these children handle the school work, family issues and friends. This affected also their school attendant and their life as a whole. Results showed that more energy is spent on social networks than in their school work and family issues. The above study adopted Longitudinal Study research design and the current study used convergent parallel and correlation research designs. This study looked into the social media use by the secondary school students in Tanzania, and how it can influence learning behaviour. Such results call for more research to see the tradeoffs between social media advantages and disadvantages. Also, it is important to empirically explore such factors and how they interact with the
educational system. The inclusion of teachers, parents and, education officers in this research filled the gaps which were left by the previous study. Nwabueze and Doris (2014) examined the influence of social networking on secondary school students in Enugu State, Nigeria. The study used descriptive survey design. Methodology used for data collection was questionnaire to 700 students both males and females which were randomly selected. The major findings were that there are differences between the gender uses of social networking sites. Male students visit Facebook, Whatsapp, Blackberry Messenger, Yahoo messenger and MySpace more than female and for different reasons. For example, to look for a job and life partners. Most students also visit these sites to relate to their peers and classmates, and for communication as well as entertainment purposes. Many of these social networking sites are frequented on daily basis by students spending hours on end. The use of technological devices such as cell phones, computers and I-pads are the most used devices by students in accessing social networking sites. Social networking is not positively influencing students but negatively influencing them in their overall attitude and studies behaviours. They are found associated with frequent television and computer/video game use. Findings also revealed students involved in physical fights and initiation of alcohol use before the age of thirteen years old.

The above reviewed study looked into the association between social media and gender involvement, but this present study looked on the social behaviour created by the student’s use of social media in Tanzania. Again, the study adopted descriptive survey research design. While the current study will adopt convergent parallel and correlation research designs. The study implies that school management, teachers, parents and guardians should pay more attention to the male students and guide them properly on the use of social networking sites, teach the students how best to make good use of some social networking sites by organising discussion forums for students. This study used only questionnaires to gather information about student’s use of social media which constitutes a gap which the current study intended
to fill the gap by including interview schedule to get more information data samples like principals and education officers.

2.2 Objective ii: To establish effects of social media on students learning behaviour in secondary schools students

While web innovation has surged in ubiquity, it is sensible to be interested about its effect on human up close and personal communication. Baym (2004) found that the quality and amount of associations in other media were not threatened by social web sites. Online social connection is just piece of the communication and such risks can be improved utilizing the methodologies accessible in the work. Drawn from the findings, it was suggested that college authorities ought to sort out workshops to educate students on the negative consequences of social networking sites. To postulate this, A study was carried out by Swidan, Shalabi, Awajajan, Awajan and Ahabeas (2013) to investigate the Intensity and the factors Affecting the Use of Social Network Sites among the Students in Jordanian. Research design used was mixed-method. For methodology, interviews and questionnaires were employed for the data instrument. The data were qualitatively and quantitatively collected, sorted, analysed and reported. The results of the qualitative analyses and the quantitative descriptive results showed that the extent of social media network usage is high among the university students in Jordan. The findings of the research were that social media is negatively associated with grades. Two thirds of the students reported using electronic media while in class, studying or doing homework. Consequently, this decreased concentration which is detrimental to student performance.

However, the participants of the above reviewed study were university students from Jordan unlike the current study which considered secondary school students in Tanzania especially in Moshi Municipality schools. Further, this research used mixed method design, the current study specifically used convergent parallel and correlation research designs The findings indicated that social media use has a significant negative impact on the grades. In
addition to that, about two-thirds of the students reported using electronic media while in class, studying, or doing homework. (Jacobsen, & Forste, 2011). The study did not focus on the influence of social media on secondary school students learning behaviour in Moshi Municipality constituted knowledge gap that needed to be explored which the current study.

Hameed, Maqbool, Aslam, Hassan and Anwar (2013) performed a study that investigated the effect of social networking sites on student academic performance and behaviour in the University of Pakistan. The population of this research was university students in Pakistan. Descriptive Survey design was used and data was collected through questionnaires with sample size of 300 students. The finding of this study showed positive and significant relationship between the social networking sites and students' academic performance and their behaviour. Facebook and Twitter are mostly used by the students. The major findings of the current study concurred with the previous study on the positive effects of social media use by students.

The respondents in the previous study were university students whereas the current study were secondary school students in Moshi Municipality, Tanzania. The previous study adopted descriptive survey design to reach the target population unlike the current study which will use convergent parallel and correlation designs. Further, the findings of the study found positive effects on social media use by students. This is in line with the findings of this study that social media has both positive and negative effects on student’s academic study.

Almu and Buhari, (2013), carried a study on the effects of Mobile social network on secondary school students in Sokoto Nigeria. The aim of this research was to assess the trend of mobile social networks usage among secondary schools student within Sokoto metropolis and how it affects their academic performance. The research was conducted in some selected secondary schools. Experimental research design was employed and instrument for data collection were questionnaires. The experimental result demonstrates indicated that, mobile social networks ordinarily influences the majority of the students’ performance that are dependent on mobile social networking sites, particularly those that can't spend even a day
without visiting the sites. This makes them to disregard a large portion of their school work. Hence, the paper suggests that, mobile social networks can affect students’ academic work positively if the device for supporting learning activities to the students are effectively monitored and controlled by the guardians and teachers.

The above study, laid emphasis on assessment of the trend of mobile social networks usage among secondary schools students in Sokoto Metropolis, Nigeria and how it affects their academic performance of students. The same research is been carried out in Tanzania. The above study used Experimental research design. The current study used convergent parallel and correlation research designs. Amukune (2013) conducted a study on the effect of social network browsing on learning behaviour of University students in the Mombasa County of Kenya. A cross-sectional survey research design was employed in this study. Colleges in Mombasa County were stratified into private and public university colleges. Sample size of 367 students from each class in the nominal roll of the colleges was selected proportionately by systematic sampling to participate in the study. Data were collected by use of questionnaires, interviews and documentary search sheets. Open-response items and interview responses were analysed using a Qualitative Data Analysis techniques, namely, thematic analysis, narratives and direct quotes.

The findings indicated that over 83% of the university students in Mombasa County actively use Facebook. Similarly, there was a strong relationship between use of Facebook for learning purposes and academic grade achieved. However social network browsing and engaging with academic activities at the same time was found to be detrimental educationally. In the present study the researcher was interested in investigating whether social media used by students in Moshi Municipality secondary schools has the same effects which were found in the previous study. The study above used only students for data collection while the present study included teachers, parents, and education officers in gathering data. This adds to the valued information on how parents and teachers contributed to the up grading of the student’s academic levelling in Moshi Municipality.
2.3 Objective iii: Risks of Social Media on Behaviour of Secondary School Students

In line with the above discussion, Burgess and Cavanaugh (2009) carried out an investigation on Clustering of Internet Risk behaviours in a Middle School in the United States of America. The aim of the study was to understand how early adolescents are using the online, general safety knowledge, and risk behaviours. The study adapted Youth Internet Safety Survey (YISS) research design to recognize the usage and features of online use and searching for pornography or criminal behaviours. Data used were collected from 404 students. The key findings were that students reported the beginning of high-risk internet behaviour, specifically, giving out personal information, using the internet to harass or embarrass another person, and for a small number of students, chatting with strangers and starting relationships with them. Students who posted their picture online were more likely to have sent their picture to someone, made rude comments to others, played online jokes, harassed or embarrassed someone, and sought out pornographic sites.

However, the above study considered participants from Middle Schools in the United States of America who were early adolescent, unlike this study which intends to consider secondary school students in Tanzania. Again, the study researched on internet risk behaviours unlike the current study which sought to research on how social media influence learning behaviour of students. While the previous study employed Youth Internet Safety Survey (YISS) research design to discover the usage and features of online youth, solicitation of youth, and searching for The current study will include parents and teachers for better performance also to find out whether the behaviours reported in the study have been experienced by the secondary school students in schools in Moshi Municipality.

Turkle (2012) asserted that the comfort the social networking sites offer students to speak with each other and can harm their relational communication. Additionally, Social networking sites influence the users to see each other as objects to be used and dropped. The object to extract the valuable part and amusing but not for useful encounter.
conducted a study on internet use and its impact on secondary school students in Chiang Mai, Thailand. A mixed method research design was employed. The study employed a modified Delphi Technique and 22 Thai internet addiction experts to develop a consensus definition of internet addiction, to identify diagnostic criteria for classifying those affected, and to suggest potential strategies for harm-minimization. It also involved online survey of 952 participants. The data instrument was structured in-depth interviews with 30 randomly chosen students. The findings indicated that internet addicted students users spent significantly longer time on the internet than students who were classified as normal users. They were associated with indiscipline related problems in the schools such academic poor performance, lack of morals, truancy, neglect of studies, identity crises, dressing code, cyber bulling, drug and substances use and sexual harassment.

Students who have access to the web utilize their cell phones even while lecturers are on-going and students can likewise get to their Facebook accounts on their cell phones through a cell phone program known as "OPERA MINI". Thus, during lectures, some students still chat with their contacts online, affecting their attentiveness and consequently their academic performances (Virtanen & Malinen 2008)

In the previous study attention was given to what students did at their leisure time. Most of them would be on the internet or busy with their cell phone chatting with friends. Some students could not do without accessing their account within an hour. The study was conducted in Delphi whereas the present one was carried out in Tanzania.

Pieterse and Peters (2012) carried out a study on Dutch adolescents and adults to investigate their video gaming behaviour in order to assess the prevalence of problematic gaming. The sampled population was a representative national panel of 902 respondents. Descriptive survey research design was adopted. Data collection instruments were questionnaires. The results showed that gaming in general is a wide-spread and popular activity among the Dutch population. Browser games played via the internet were reported as the most popular. Online sports are played by a relatively small part of the respondents,
yet considerable more time is depleted on these online games than on browser games, offline casual games, and offline games

The frequency of problematic gaming in the total sample is 1.3 percent. Among adolescents and youth challenging gaming occurs in 3.3 percent of cases, with male adolescents seeming to be more susceptible. The current study was interested in the influence of social media on learning behaviour in Tanzania and limited itself to secondary school students, asking if video gaming within their reach affects the learning behaviour of students while in school.

Acheaw and Larson (2015) conducted a study on the Use of Social Media and its Impact on Academic Performance of Students in Ghana using the Descriptive Survey Design. Data collection instrument was Questionnaire. Out of 1,578 questions that were distributed, 1,508 data were recovered which is 95.5 %. The study uncovered that greater part of the respondents had cell phones which likewise had Internet facilities. The study additionally uncovered that students utilize web-based social networking sites on their telephones and spent between thirty minutes to three hours for every day. What's more, the utilization of web-based social networking sites had influenced scholastic performance of the respondents. There was significant association between the utilization of online networking sites and school performance. This kind of study has not been conducted in Tanzania in the area of the current study. The study report did not address the question of social media influence to secondary school students who would be included in the current study.

Another different study was done by Eke and Odoh (2014) to investigate the use of social networking sites among undergraduate students of a university in Nigeria to determine the benefits and dangers associated with social networking. The study adopted the descriptive survey research design. A sample size of 150 undergraduate students of the University of Nsukka was used. The 150 respondents completed and returned the questionnaire correctly representing 100% response rate. Means were used to analyse the six research questions that directed the study. The findings of the study revealed that all the students were generally
utilizing the social networking sites in collaboration with companions, connecting with their schoolmates for online study and for talking about genuine national issues, watching movies and so forth. There are additionally commendable advantages of utilizing social media networking sites and dangers related with long range informal. The study did not use instruments like interview to gather information. Moreover the school principals, education officers and parents were not involved. These were added to the present study because of their important impact on students. In another research by Asemah, Okpanachi and Anyigba, (2013) researched on the influence of social media on the academic performance of the undergraduate students of Kogi University Nigeria. Survey research design was adopted. Questionnaire as an instrument of data collection was employed. The findings showed that undergraduate students of Kogi State University, Anyigba, Nigeria, have access to social media and that their exposure to social media was to a very great extent. Findings also showed that exposure to social media has effect on the students and that the effect is negative.

Furthermore, the findings revealed that Facebook was the most used social media by undergraduate students of Kogi State University. Based on the findings, the paper concluded that exposure to social media to the undergraduate students of Kogi State University has negative effect on their academic performance. The research recommended that the students should pay minimal attention to social media and focus more on their academic activities. The research support the idea discovered by the researchers that students should focus more on their studies than on social media.

Adams and Mingle (2010) carried another study on Network Participation and Academic Performance in Senior High Schools in Ghana. This study looked at social media network participation and academic performance in senior high schools. The study used a mixed method approach and interviews to the heads of the senior high schools. The study revealed that majority of respondents used whatsapp and facebook for making friends and chatting. In addition, majority of respondents experienced negative effects to such as poor
grammar and spelling, late submission of assignment, less study time and poor academic performance due to the continual participation on social media networks. Moreover, there was a high addiction rate on the use of drugs.

Respondents shared thoughts, talked about and shared examination inquiries among themselves via web-based networking media systems thereby reducing the authenticity of exam results in the school. The study prescribed the strict implementation of Ghana Education Service manage on electronic gadgets use in schools. Advancement of web-based social networking use for scholarly reason should be encouraged for dependent understudies and the utilization of the correct language structure and learning spellings. The researcher is in opinion that their discovery could be applied to what happened in Moshi Municipality schools hence this study would help in creating awareness to teachers. The implication of the above reviewed study to the current study is that today there is a greater accessibility of social media and programming, and less formal suppression and management of these media use in many parts of the world. The above study adopted survey research design in general unlike the current study which specifically employed convergent parallel and correlation designs to give comprehensive information about the situation in schools in Moshi Municipality.

Masaka (2012) studied on the impacts of the Uses of Social Networking Sites on Academic Performances among the University Students: case study of St Augustine University of Tanzania (SAUT). The researcher employed triangulation research design. The target population used was SAUT students from Bachelor of Arts in Mass Communication and Bachelor of Arts in Public Relations and Marketing. Simple Random Sampling technique was used to sample a total of 40 respondents. The findings were: 14 respondents (41.2%) indicated “NO”, that SNS did not have negative effect on their academic performances; 12 respondents (35.3%) indicated “SOMEHOW”, that social network sites have negative effects on their academic performance; and 8 respondents (23.5 %) indicated “YES”, that social network sites had negative effects to their academic performance. The key findings in the
reported studies showed that students reported participating in high-risk internet behaviour. The current study considered the samples of teachers, parents and education officers in Moshi Municipality schools.

2.4 Objective iv: Control Measures to reduce the Use of Social Media by Secondary School Students

Shari and O’Donnell (2012) conducted a study on social media and implementation of school-based prevention efforts and implications for social media approaches in Metro West Boston USA. This mandate provides a unique and timely opportunity to study cyber bullying prevention programmes and policies through an established network of 25 Boston area communities that have been collecting data on students’ involvements in cyber bullying and school bullying since 2006. In these communities, reports of cyber bullying in high school steadily increased from 15% in 2006 to 20% in 2010, while school bullying remained similar in the range of 26-28%. Among middle school youth, cyber bullying reports did not change overall but increased from 18% to 22% among middle school girls, while overall reports of school bullying actually decreased from 38% to 32%. As of December 2011, 36 States prohibited cyber bullying using electronic media in their education Codes, and 13 States specified that schools could discipline off-campus behaviour if it created a hostile school environment networking sites. There is a password installed according to the data collected from students. This research recommends the need for the use of passwords in student’s computers in the school. The researcher still feels that it may be difficult to control the personal phones students use to browse. The previous study researched on cyber bulling system in secondary schools in Boston. The recent study is in line with exploring bulling.

Moshi Municipality schools problems are uncontrolled use of social media by students in the schools. In the previous study data instrument was questionnaire and data sample was students only. The study excluded interview schedule instrument and samples like teachers’
parents and education officers who would give detail information because they are very close to student affairs. The recent study used them to fill in the gap.

Petersen, and Johnston (2015) conducted a study on the Impact of Social Media such as Facebook and Twitter to students’ Cognitive in, Cape Town, South Africa. The design adopted was survey to reach the target. Methodology used was questionnaire to students that investigated the impact that social media has on the cognitive to the university students. The findings however, did not show a strong relationship between the intensity of facebook and Twitter usage. Facebook usage was found to correlate with students’ satisfaction with university life, which suggests that increasing the intensity of facebook usage for students experiencing low satisfaction with university life might be beneficial. Research on the challenges and perceptions towards use of social media in education has been carried out in developed countries; however, little or no research has been carried out in developing countries notably Tanzania. This study therefore endeavours to fill this apparent research gap by exploring the challenges and perceptions on use of social media by students in secondary schools in Moshi Municipality. In addition, the research excluded data instruments like interview schedule to parents and questionnaires to teachers which would give ample information to the study which the current study filled in

Muhiingi, Mutavi, Kokonya, Simiyu, MusunguObondo and Kuria (2015) conducted a study on the relationship between secondary school students’ access to and use of social network sites in Kenya. The research used students to generate both quantitative and qualitative data. Findings in this study showed that secondary school students in Kenya were much more vulnerable to the adverse effects of social networks in a manner consistently and concurrently similar to that found elsewhere in the worldwide. This included conversion of academic into recreational sessions and subsequent poor academic performances among the majority of the secondary school students in Kenya. It was recommended to restrict secondary school students’ access to available information on the social network sites in
Kenya to enable the students to concentrate on academic excellence. The study was done in Kenya. The current study location is in Tanzania students. Most students are using social media in secondary schools even though it is believed that the media pose some challenges to students. Some researchers have carried out research on the use of social networking technologies in education including Loken (2012) and Mutua (2016). However both studies did not address the issues raised in secondary students’ schools in Moshi Municipality. In addition data samples like parents and education officers who would give detail information to the study were excluded in the previous study. The researcher included them into the current study to fill in the gap. Majority of the authors have recommended numerous methodologies for the improvement of the dangers of social networking. To secondary school students some of the control measures such as password system, guidance and counselling.

**Password System**

Survey of companies that participate in online social media (SANs, N.D (Gordon 2009) reviewed that lack of verification controls could be alleviated by the use of password as a security. In numerous web-based social networking applications information is circulated in different areas, so password security would help counterbalance this hazard. School administration can create passwords in the computers used by student’s which will prevent students from accessing other computer system hardware. Password security is a vital part of a suggested security policy. Effective secret key security would make it much difficult for students to gain right to use the protected account or database. Another significant characteristic of password guiding principle is the use of strong passwords that they cannot be hacked by students because in social networking platforms students are repeatedly quick to acknowledge messages claiming to be from acquaintances or associates at face value without justification (Timm and Perez, 2010). Such messages regularly have appealing headlines or contents enabling users to perform activities. All social networking sites must have reasonable password to users especially those used by secondary school students to keep them way from cyber bullying, online predators, pornography and other threats that compromise online safety.

Rosman (2009) added that security in social networking sites begin with knowing whom one is speaking with. Numerous students have friends and following on the web.
however don’t generally know who their online friends are or whether they are even whom they claim to be. Likewise, students ought to precisely control what data they post on social interaction sites accounts and to whom this data is accessible. Regardless of whether users attempt to secure their protection by limiting the visibility of their own data and posts on social networking sites, they ought to be mindful of what they post. For instance, in 2009 Facebook changed its terms of administration to enable users to hold archived duplicates of user content regardless of whether the user had deleted the content from their profile.

2.5: Summary and Research Gaps

This study explored the influence of social media on learning behaviour among secondary school students. Four objective questions were used to guide the investigation. The review has revealed various aspects of behaviour influenced by social media on students at global, regional and local level respectively compliance that social media such as twitter, facebook, whatsapp, instagram technology has an effect on how well the students perform in their academic performance, positively or negatively. Several knowledge gaps were revealed; in or other, either a design or methodology was not applied.

Research gaps in Objective one: Factors contributing to use of social Media by secondary school student:

As regard several gaps are to be filled in the current study: The study adopted survey designs. the current study intended to fill in the gap by using convergent and correlation research designs. There is exclusion of the interview schedule and data samples such as teachers, parents and education officers hence created gaps which the recent study will fill them in.
Research gaps in objective two: To establish effects of social media on students learning behaviour in secondary schools:

The studies did not focus on the influence of social media on secondary students learning behaviour in Moshi Municipality Tanzania. This constituted a gap which the current study intended to fill. In addition cross-sectional survey research design experimental research, design and descriptive survey design were employed in the studies which constituted gaps. The current study intended to fill those gaps by adopting convergent and correlation research design in the current study. In methodology there were gaps like; lack of data samples like teachers’ parents and education officers. The current study included them in to fill in the gaps.

Research gaps in Objective three:

In some studies triangulation research design and descriptive research design were adopted. The current studies observed them and fill in the gaps by using convergent parallel and correlation research designs. In methodology the gaps revealed include lack of data instruments like questionnaire to teachers and interview schedule to school principals’ education officers and parents. These were added to the current study because of their important impact on students.

2.6 Research gaps in objective four Measures to be adopted to minimise improper use of social media

The previous studies adopted various research designs such as survey, and experimental research designs. The current study adopted convergent and correlation research designs to fill the gaps. Methodology interview was not included, and this constituted the gap needed to be bridged. Some of the instrument samples like teachers’ parents and education officers were excluded. The recent study used them to fill in the gaps. Either of those revealed gaps was all incorporated in the current study. The findings disclosed that there were a number of negative effects which outweigh the positive. The findings also revealed risks
brought by social media to the students. Several measures were brought up by the respondents; comprising; practising of counselling in schools and usage of pass words to students’ computers. The researcher believed that awareness would help to minimize hazards brought by abusing social media by secondary school students.

2.7 Theoretical Framework

The theoretical framework in the study is based on social learning theory of Albert Bandura (1977). The theory explains how media influence people’s thinking, actions and behaviours as spelled out by Bandura social learning theory, and Katz Gratification theory UGT (1987). The second theory in the study. Social learning theory explains how children learn from direct experience or from observation and modelling. Some key elements in this theory are attention, retention, motor reproduction and motivations.

According to Bandura's learning theory three concepts are important in learning process. The first core concept is modelling which is an integral part of the social learning process and models serve as an important source for observational learning. This is supported by Ainin, Naqshbandi, Moghavvemi and Jaafar, (2015) who emphasized that people's comprehension and conduct are impacted through perception and interacting with peers and situations.

The second core concept of his theory is the idea that intrinsic reinforcement is a necessary component of the learning process. In his theory of social learning, Bandura (1977) describes intrinsic reinforcement as the form of an internal reward, for example, a feeling of pride, confidence, satisfaction, or accomplishment one attains upon behaving a certain way. Intrinsic reinforcement thus serves as a motivating factor and can play a crucial role in the learning and development of a child. The third core concept of social learning theory is that people learn by observing others in a social setting. According to Bandura, children will learn and exhibit behaviours through the observation of those around them. Behaviours and actions of others can serve as “social cues” to help people act in certain ways in order to achieve
certain outcomes. Children will behave in various ways in order to achieve social approval from those around them.

**Strength of the theory**

The first strength of Bandura’s Social Learning theory is that it can easily handle inconsistencies in the child’s behaviour which are being observed. This view of behaviour is extremely optimistic in that, it suggests that given the right environment, any behaviour can be changed; the theory gives an accurate picture of the way behaviours are learned. Clearly, children and even adults do copy other’s behaviours. Secondly, the theory is used in learning and its application has help in bringing changes in education system such as learning by observation which is used in sciences.

**Weaknesses of the theory**

First; Bandura’s theory of social learning (1977) rejects the classical and operant conditioning processes. According to Jeffery (1985), biological theorists also argue that the social learning theory completely ignores individuals’ biological state. Secondly, social learning theory rejects the differences of individuals due to genetic, brain, and learning difference

**Application of the theory**

Social learning theory gives insights to this study that, learning behaviour can be influenced by what students observe on television twitter, facebook, instagram, whatsapp linkedn, and skype for long range informal communication. Through this, communication is an extremely exceptional manner with the media henceforth they may wind up mimicking activities performed or communicated in the media, both great and terrible to a reach out of meddling with their feelings, practices and states of mind towards learning as (Myers 2010) concluded that children imitate what they see.
Justification of the theory

Despite weaknesses mentioned in the social learning theory, it cannot be ignored in the context in which the theory is formulated, the researcher consider that the strength of the theory out weight its weaknesses for this particular study. The theory, responded suitably to the dimensions of the study, i.e., academic performance (learning outcomes) and competition between social media and academic work.

According to Social Learning Theory (Bandura, 1977), students collaborate with peers via web-based networking media stages through perceptions, communications and different exercises; these may bring about a conduct change. Social Learning Theory (SLT) asserts that children learn from descriptions or explanations of behaviours from another person, also from a real or fictional character via the social media, such as radio, television, or online media. He trusted that relatives and the web-based social networking ought to give positive good examples to their kids and the overall population behavioural result which may influence the school performance positively or adversely.


The second theory adopted in the study is Katz’s Gratification Theory UGT (1987) Katz’s Gratification Theory UGT (1987) builds on a history of communication theories and research. UGT is an audience-centred approach diverging from other media effect theories that question “what do media do to people”; UGT focuses on “what do people do with media”. The audience choose media that will satisfy given needs and allow one to enhance knowledge, relaxation, social interactions/companionship, diversion, or escape.

Strengths of Gratification Theory (UGT)

First, the theory recognizes the potential for audience initiative and activity attempted to articulate a theoretically more complete notion of audience activity. Secondly, the theory answer two aspects of the study, that is, influence of social media, and performance outcomes on learning behaviour (De Andrea, Ellison, LaRose, Steinfield, and Fiore, 2012). Thirdly
Hanson (2009) expatiating on the theory by McQuail (2010) which answered the questions: why do people use media, and what do they use it for? People use media for related purposes, adjustment, information and identity formation. The theory recognizes and maintains that the audience has various needs that prompt them to use any media content. Uses and Gratifications focused on the reasons for the popular appeal of different radio programmes especially “soap operas” and quizzes, and also looked at daily newspaper reading.

**Weaknesses of Gratification Theory**

The study done by Katz (1987) discovered some of Gratification Theory weaknesses:

First, Gratification Theory relied heavily on self-report. It does not adhere to some scientific discovery for modification. Second, the theory was unsophisticated about the social origin of the needs that audience bring to media. Lastly, the theory was too uncritical to the possible dysfunction both for self and society of certain kinds of audience satisfaction.

**Justification of the Theory**

The theory stresses how and why the audience uses the media as cited by Haridakis and Hanson (2009). It is also, expatiating on the theory by Mc Quail (2010). Therefore, the main point of the theory is the notion that there are distinct benefits consumers of social media message need or get or anticipate getting from the media, otherwise they may desert the channel and look for alternative ones to satisfy their needs. However, the gratification theory answered the second part of the study and holds that people are responsible for choosing a particular media to meet their needs (Katz et al., 1974). This implies that the amount of time invested on social media could affect the time allocated to studies by students and this could affect their learning outcome.
Relevance of the Theories to the Study

The theories’ describe the framework under which the media is supposed to operate. They explore the similarities between social media and the audience’s perception and opinion. The theories study seeks to determine the correlation between students and their daily usage of social media such as twitter, facebook, linkedIn, whatsapp, instagram and skype and learning behaviour, to bring out the effects experienced. The theories also try to explain how students have developed through social media and what they have changed. These theories explain the simple cause and effect analysis between the introduction of social media to schools and the changes in students’ way of thinking, feeling, acting, or believing.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter explicates the research design and methodology that were devised to investigate the research problem. These consist of the identification and description of the research design and various methodologies such as target population, sample and sampling procedures, data collection instruments, validity and reliability of the research instruments, data collection procedures, piloting of the research instruments, data analysis procedures and finally, ethical considerations.

3.1 Research Design

The study uses mixed method and correlated research design framed by a pragmatic theoretical framework, with a convergent design using triangulation. It focuses on collecting, analysing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative research approaches in a single study provides a better understanding of research problems than either approach alone. A major characteristic of this design is that it collects and analyse both quantitative and qualitative data. Again, it mixes two forms of data in different ways, and it gives priority to one or both forms of data. It could be used in a single study or in multiple phases of a study. The use a Convergent Parallel Design in this study was justified because this study gives precedence to quantitative data and used qualitative data from the participants to buttress finding from the quantitative data. Thus this design safeguards the purpose of triangulation; it aids complementarity of the different research approaches and expands the breadth and scope of the study.

Creswell (2007) reported that qualitative research is a method of understanding meaning and patterns of behaviour. Qualitative research as an inquiry process of understanding a social or
human problem, based on building a complex, holistic picture formed with words, reporting detailed views of a smaller number of informants, and conducted in a natural setting. Qualitative research, then, is a broad approach to the study of social phenomena, its various genres are naturalistic and interpretative, and it draws on multiple methods of inquiry approaches.

According to Haines (2011) Quantitative research collects and analyses numerical data in order to describe, explain, predict or control phenomena of interest. On the other hand, qualitative research seeks to probe deeply into research setting to obtain an in depth understanding about the way things are that way, and how participants in their contextual setting perceive them.

3.2 Location of the site

The study was conducted in Moshi Municipality in Tanzania where there are 45 secondary schools. According to the 2012 national census, Moshi Municipality has a population of 184,292. Moshi is in the Kilimanjaro Region and is located on the lower slopes of Mount Kilimanjaro, a dormant volcano that is the utmost mountain in Africa. The municipality covers about 59 square kilometres (23 square miles) It is the least municipality in Tanzania by area. Majority of the individuals from the Chagga and Pare ethnic groups live in Moshi, which lies on the East-west Arusha/Himo road connecting Arusha and Voi, Kenya.

Moshi is located towards the East where the intersection with the North South road connecting with Tanga and Dar es Salaam Moshi. Kilimanjaro is named after mount Kilimanjaro the highest mountain in Africa with snow all over the year which economically attracts tourists from different parts of the world. Tourism is the most important economic activity for the Municipal with small scale peasant farming coffee being a cash crop. It has six districts namely; Moshi rural, Rombo, Hai,Moshi Municipal, Vunjo, Same and Mwanga. The area is very developed by the missionaries who came to evangelize. They built many schools, colleges, hospitals and other infrastructure. Most of the inhabitants are among the first in Tanzanian to receive education from the missionaries. Municipal secondary schools have affordable internet access and computers and most missionaries are still
attached to private schools where all learning materials like computers are ample. Old public schools have also good learning materials because they were headed by missionaries before.

This was the reason why the study was conducted in that area.

This research was conducted in 5 Moshi Municipal secondary schools. These were St Mary Goretty, Mawenzi, Northern Highland, Majengo and Moshi secondary schools. The criterion for selecting those five schools was based on the time allocated for the study and financial constraints. Furthermore, the five schools were identified based on social network connectivity within the municipality. The area was known for the poor academic performance to students due to misuse of social media. This study is appropriate for the education of the students who are on the dangers of social media use as well as its importance.

### 3.3 Variables of the Study

The variables of this study were social media platforms, their influence on student learning behaviour, and the risk posed in these social media platforms as the independent variables and student learning behaviour as the dependent variable. The social media platforms were characterised as Facebook, Linkedin, Twitter, Instagram, Skype and Whatsapp. These were selected because they were the platforms predominantly accessible to learners in the study environment. The learning behaviour was characterised by behavioural traits common to learners which impact upon their interest and ability to learn in such a manner as to produce desirable learner outcomes. These included being active in class, showing motivation to learn, academic achievement, positive classroom behaviour, and character strength.
3.4 Target Population

In carrying out a research, having a population and specifically a target population in mind is very essential. According to Mvumbi and Ngumbi (2015, p. 80) “A target population is total respondents from which the researcher intends to generalize the results of the study,”

According to statistics from the Municipality Education Department (2017), there are 45 schools 34 day schools and 11 boarding schools and 332 teachers. In this study all accessible 45 secondary schools in Moshi Municipality with students’ population of 1480 were included. The researcher chose this population because they are the mostly affected by media use.

3.5 Sample Size and Sampling Procedure

Sample refers to any group on which particular information is obtained (Orotho and Kombo 2002). Sampling refers to the process of selecting a number (sample) of individuals from a defined population (Gall and Borg, 2006). In this study, probability and non-probability procedures were used to select the sample size and sampling procedures. Gay, Mills and Airsan (2009) noted that, in probability sampling, the researcher specifies the probability or chance that each member of a defined population will be selected for the sample. Gall and Gall (2007) say that probability sampling is useful because the researcher is able to make generalizations since it seeks representatives of the wider population. In addition, it gives equal chances of participation to each member of the population.

Non-probability sampling is used when the researcher wants to get information from a particular source. According to Best and Kahn (2006) purposive sampling which is one type of non-probability procedures, helps the researcher to build a sample that is satisfactorily to the specific needs. Purposive sampling was used to select teachers with different responsibilities in the schools. This is because they were the ones who modify students behaviour. Simple random sampling as Gay Mills and Airsan. (2009) describes, involves listing the number of the defined population, identifying the desired sample number and
randomly picking them from the list. Houser (2009) notes that stratified sampling consist of selecting individuals from the population who represent subgroup

The sampling size in the current study consisted of 5 principals, 5 teachers, 10 parents, 3 education officers and 125 students in 5 selected schools, in which 2 public and 3 private secondary schools which were purposely, selected, for the study. Three private and two public schools were selected to enable the researcher to gather information from all students as the findings of the study would be beneficial to all students. This classification was further supported by Houser (2009) who asserted that in classifying the subgroups researcher focuses on ensuring that there are equal sample sizes across the sampled groups. It was concluded by Samwels and Witmer (1999) who supported, the sample size of 10 to 30% which can be used as the lower bound for large sample inferences.

**Table 3.1: Sample & Sampling Frame**

<table>
<thead>
<tr>
<th>Description</th>
<th>Population</th>
<th>Sample</th>
<th>Percentage</th>
<th>Sampling technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>45</td>
<td>5</td>
<td>11%</td>
<td>Purposive sampling</td>
</tr>
<tr>
<td>Teachers</td>
<td>332</td>
<td>6</td>
<td>10%</td>
<td>Purposive sampling</td>
</tr>
<tr>
<td>Students</td>
<td>1,480</td>
<td>118</td>
<td>8%</td>
<td>Random sampling</td>
</tr>
<tr>
<td>Principals</td>
<td>5</td>
<td>5</td>
<td>100%</td>
<td>Purposive sampling</td>
</tr>
<tr>
<td>Education officers</td>
<td>3</td>
<td>3</td>
<td>100%</td>
<td>Purposive sampling</td>
</tr>
<tr>
<td>Parents (Board Members)</td>
<td>1486</td>
<td>10</td>
<td>7%</td>
<td>Purposive sampling</td>
</tr>
</tbody>
</table>

3.6 **Description of Research Instruments**

The instruments used by the study were questionnaires and interviews with semi-structured questions. According to Harrell and Bradley (2009) semi-structured interviewing guide is used, with questions and topics that must be covered. The rationale for using interviews was to collect more detailed and clearer information from key relevant persons concerned through focused face-to-face communication. According to Kombo and Tromp
(2009), an interview was a person-to-person verbal communication in which one person asked the other specific questions proposed to bring forth information or opinion

3.6.1 Questionnaires for Students

A questionnaire is a research instrument which consists of a number of questions printed or typed in a definite order on a form or set of forms (Kothari, 2004) Closed ended and open ended Questionnaires for students were formulated by the researcher. The rationale for using questionnaire was because they were suitable for the participants who can read and write. Moreover, they were able to express explicitly their opinions in writing and the information they gave was useful to the current study. The questionnaires for students composed of five sections: Section one; dealt with demographic information of the students including gender, age, type of school, and nature of the school (private or public) age and class of the respondents; section two: comprised of four closed ended questions based on the theme of the study. The purpose of this section was to elicit depth information on the factors contributing to the use of social media by students in secondary school in Moshi Municipality.

Section three: This section had four closed ended questions intended to explore the effects of social media on learning behaviour among secondary school students. Section four which had five open-ended questions dwelt on risks of social media on behaviour of secondary school students. Section five which comprised of five open ended questions to explore the Control measures that can be adopted to reduce the use of social media by secondary school students in the research area. The total number of questions was eighteen. The respondents were able to respond to the questions without difficulty.

3.6.2 Questionnaire for Teachers

According to Kothari, (2004) a questionnaire is a research instrument which consists of a number of questions printed or typed in a definite order on a form or set of forms. The purpose for applying questionnaire for teachers was because they deal directly with students.
They know more about the issues and problems students go through, therefore their valued responses enriched this work. The questionnaires for teachers comprised five sections: Section one focused at demographic information of the respondents before embarking on the main objectives of the study. Demographic data also gives an overview of the characteristics of the study sample with regard to specific common variables including gender, age status and education qualification; section two comprised of three open-ended to elicit depth information on the first theme of the study: Factors contributing to the use of social media by students in secondary schools in Moshi Municipality.

Section three had five open-ended questions searching information on the effects of social media on students learning behaviour in secondary schools in Moshi Municipality. Section four had seven open ended questions on the risks of social media on learning behaviour of secondary school students. Section five consisted of three open ended questions which needed the respondents to explore the Control measures that can be adopted to reduce the use of social media by secondary school students. This made total number of eighteen questions which were answered.

3.6.3 Interview schedule for the Parents, Principals and Education officers

This study used the interview guide to collect information from the parents, the school principals and education officers. The rationale for using interviews was to collect more detailed and intensive information from more relevant and responsible people concerned. The data was collected through a face- to- face communication. Kombo and Tromp (2009) asserted that an interview was a person-to-person verbal communication in which one person asked other specific questions intended to elicit information or opinions.

The interview included two sections. Section one focused on demographic information such as gender, age, marital status, academic levels and years of work experience. Section two was oriented towards ten questions.
Interview schedule for the Parents

The selection of the parents was done purposively though, they might not have had constant and direct presence or experience with the process of learning and teaching in the schools. Parents are close to their children and responsible to mould their behaviors. They gave detailed and intensive information intended to elicit on reasons for students’ use of social media in secondary schools and positive effects. The parents also responded on how they should guide their children on good time management and how children should be channelled to positive use of social media. The researcher also inquired information from parents and principals on how the negative of social media use by students could be minimized.

Interview schedule for the Principals

The selection of the principals was based on their overall leadership responsibilities and long years of experiences as well as well-versed in matters regarding students’ academic achievement and quality education in the schools. Principals were asked if they had computers in their schools and how students benefit from using them. Another question elicited information from the same respondents on how they could convince students to spend much time in studying against social media use. In addition, the researcher wanted to explore from the principals on how positive effects of social media could be modified for students’ academic performance. Lastly, principals and parents were asked to respond the question on what were the possible risks to students’ use of social media in schools.

Interview schedule for the Education Officers

The participation of the education officers in the study was paramount because they are among the education planners. The researcher intended to elicit information about the use of the social media by the secondary school students in their area of governing.

The education officers responded on the question on effects of social media to secondary school student behaviour. All the respondents answered interview question on how teachers
could contribute to negative effects to student’s use of social media. Another question to education officers was to consider risks brought by social media used by students in their schools.

### 3.7 Pilot study

Pilot study is vital in helping to establish the ability of the research instruments to elicit the required data in a consistent manner. In this regard, the researcher conducted a pilot study in two schools not included in the sample. Once the required permission had been sought, the researcher subjected the instrument to six students, four teachers’ two principals and two parents from schools. The six students were randomly selected from form six classes. Academic master, discipline mistress a class teacher and a house teacher were selected to constitute the sample and so was the principal of the school.

Teachers were given 3 days to respond to the questionnaire while the students were given 4 days. During that week, the researcher carried out interviews with the school principal. Data collected from the pilot study was collated and ordered thematically. The descriptive statistics were analysed using statistical package for social sciences version 20 (SPSS) to elicit correlation statistics. The findings of the pre-piloting of instruments were used to determine the validity and reliability of the research instruments. Its purpose was to detect some deficiencies and difficulties that respondents were likely to face when responding to the items. Such as unclear directions, insufficient wrong numbering and spellings. Comments and suggestions given from the feedback in turn, improved the items in the questionnaire and interviews.

### 3.8 Reliability and Validity of Research Instruments

#### 3.8.1 Reliability

The reliability of instruments was determined by pretesting each at a time before administering the same instrument to the respondents. According to Gregory (2007),
reliability refers to the attribute of consistency of results in a measurement by a research instrument. The researcher determined the reliability of the instruments through internal consistency. Mugenda and Mugenda (2003), defines internal consistency as a way of establishing reliability of test items whereby data is determined from scores obtained from a single test administered by the researcher to a sample of subjects after which scores obtained from one item are correlated with scores obtained from other items in the instrument to establish their coefficient. This reduces time required to compute a reliability coefficient and its application results in a more conservative estimate of reliability.

During the pilot study questionnaires were administered to four teachers and six students. The respondents of the pilot study were not part of the sample but from a population which shares similar environmental characteristics. Using internal consistency technique, which required only one testing session to determine the reliability of the instruments bearing in mind the aspect of time was appropriate. After computing the scores, a correlation was done so as to establish the correlation coefficient.

### 3.8.2 Cronbach's Alpha Reliability Testing

Cronbach’s Alpha is designed as a measure of internal consistency of items in the questionnaire. It varies between zero and one. The closer alpha is to one, the greater the internal consistency of the items in the questionnaire. The total number of items in the questionnaire was 12 including 5 LIKERT scale variables and 4 items related to factors contributing to the use of social media; 4 on Effects of social media on secondary school students learning behaviour; and 4 on Risk behaviours that exist within the media platforms. Hence “N” of items in the below Cronbach’s Alpha test was 12. The formula used was:

\[
\text{Reliability} = \frac{N}{(N-1)} \times \left( \frac{\text{total variance} - \text{sum of variance for each question}}{\text{total variance}} \right)
\]

( where N is no. of questions)
Table 3.2: Cronbach's Alpha-Reliability Test

<table>
<thead>
<tr>
<th>Cronbach's Alpha α</th>
<th>No. of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.8333</td>
<td>12</td>
</tr>
</tbody>
</table>

Table 3.3: Scale Statistics

<table>
<thead>
<tr>
<th>Mean</th>
<th>Variance</th>
<th>Std. Deviation</th>
<th>No. of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.92</td>
<td>23.75</td>
<td>8.29</td>
<td>12</td>
</tr>
</tbody>
</table>

The above tables display several results obtained. The Cronbach’s alpha test was performed and it resulted in an overall score of 0.8333 indicating internal consistency of the items. This result was indicative of high reliability of the instrument. The convergence of items on 3 different factors (factors contributing to the use of social media; Effects of social media on secondary school students learning behaviour; and Risk behaviours that exist within the media programmes) shows that there is an evidence for validity of the items.

According to Bowling (2002) an alpha of 0.5 or higher is considered a sign of acceptable internal consistency. The present study yielded a reliability of 0.7 and 0.8 which was indicative of high level of reliability of instrument.

3.8.3 Validity

According to Mugenda and Mugenda (2003) validity is the accuracy and meaningfulness of inferences, which are based on the research results. In fact, it is the degree to which the results obtained from the analysis of the data actually represent the phenomenon under study.

In order to increase content validity of the instruments, items from the questionnaires were tested using the same questions to different participants. The researcher also consulted educational experts in research department from the Catholic University of Eastern Africa who gave a feedback useful in validating the instruments.
Therefore, the researcher tested the questionnaires through testing their content by piloting two schools which were not part of the sampled schools and used two groups of teachers for piloting from those schools. These schools were picked because they had the same geographical, social and economic characteristics. The respondents were asked to complete the questionnaires and give comments on clarity of instructions and relevance of the individual question as they appeared on the questionnaire. Pilot testing enabled the researcher to identify shortfalls in the instruments such as ambiguity, unclear directions, clustered questions, insufficient space for responses, wrong numbering and spellings among other mistakes. The researcher corrected the erroneous areas and therefore confirmed content validity of the instruments.

3.9 Description of Data Collection Procedure

The researcher sought permission from the University to enable her go out in the field to gather relevant data for the study. The researcher was offered permission to proceed to the field for data collection in the identified Moshi Municipality schools. The researcher needed a permit from Moshi Municipality to carry out the research in its locality. A letter to introduce the researcher to Moshi Municipality authorities was required from the Department of Postgraduate Studies in Faculty of Arts and Social Science of the Catholic University of Eastern Africa (CUEA) which enabled the researcher to be accepted in the schools after delivered the letter to the Municipal Education Office.

Subsequently, the Municipal Education Office issued the researcher a letter of authorization to conduct the research in the identified schools. The researcher visited all the selected schools for the study one by one. On arriving at the school, the researcher introduced herself to the teacher on duty and made appointment to see the principal from that particular school. From the office of the principal the researcher got approval to approach, teachers, learners and heads of departments. Thereafter, selected teachers and students were approached and after their approval to participate in the present research, self-administered
questions were distributed to them. The researcher distributed the questionnaires to students and supervised the process of filling them. The instruments were administered during lunch hour break and games time which were deemed suitable. The researcher had to oversee the completion of the instruments by the students and other respondents but ensured that she did not influence the responses.

3.10 Data Collection Tools and Procedures

There are numerous ways of collecting data and these depend on the purpose and aims of the research. In this study data is collected by means of questionnaires and interviews. Data collection involves contacting the members of the population that will be sampled in order to collect the required information about the study. The researcher collected data from 148 participants who took part in this study.

3.11 Data Analysis Procedure

Data analysis is a process of bringing order, structure and meaning to the mass information collected (Mugenda & Mugenda, 2003). As noted by Kothari (2004) it also involves the computation of certain measures along with searching for patterns of relationship that exist among data groups. In this research the raw data collected was systematically organized so as to carry out the data analysis. It was coded using SPSS, version 20 for windows. The data from the questionnaires were analysed as per the research questions of the study, using quantitative methods. The outcomes of the quantitative data from the coded closed ended items were analysed, tabulated, tallied and summarized, so as to obtain descriptive statistics such as frequencies and percentages. The study also used regression and correlation analysis. Specifically, the regression model was of the form:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \varepsilon$$

Where $Y$ = Brand Performance

$\beta_0$ = Correlation coefficient
X₁ = Factors contributing to the use of social media
X₂ = Effects of social media on secondary school students learning behaviour
X₃ = Risk behaviours that exist within the social media platforms

ε = Error term

Correlation analysis was used to check on the overall strength of the established regression model (coefficient of determination- r²) and also the individual significance of the independent variables (P-Values or t-test). Finally, the researcher drew conclusions and recommendations from the information obtained from the findings of the study in an attempt to answer the research questions.

3.12 Ethical Considerations of the Study

The most essential ethical issues that need to be clearly and thoroughly addressed in this study comprised informed consent, privacy and confidentiality, anonymity and researcher’s responsibility. The faculty of Arts and social sciences, researchers have an ethical obligation to protect the welfare of the participants in the study. In respect to consent, the study was conducted in a humane manner and all the participants were treated with dignity and due respect. The researcher permitted sufficient time to explain to the respondents the objective and purpose of the study, and how the data collected was used and what was expected of them in the study. It was also ascertained that the respondents had proper understanding of the various items of the research questionnaires through the aid of some of the teachers selected in the schools. The step was intended to assist them make informed decision for their free participation. Accordingly, the participation was voluntary and all the selected participants were given the option to voice out their consent whether they were interested to participate in the research study or not. They were also informed to leave or omit answers to any particular questions if they chose to do so.

For privacy and confidentiality and anonymity, the participants were assured that their identities or names remained confidential and secret. In other words, their names would never
be released or published in any manner; and the information being collected from the participants was not a violation on their private life. In regard to competence, honest reporting feedback. The researcher avoided using biased language in any form because it was unethical to invent or to bend findings in any ways or for any purpose. The competence of the researcher was guaranteed by her knowledge and skills in giving the valid and reliable feedback. Dutifully, adequate measures were taken to protect the confidentiality of respondents and to keep the promises made to the surveyed respondents.

Lastly, no harm was done to the participants in this study except the time they volunteered for this study.
CHAPTER FOUR
DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the study. The study examined the influence of social media on learning behaviour among secondary school students in Moshi Municipality, Tanzania. The chapter is organized into three parts. The first part present the demographic information of the respondents, second part present the findings based on the research questions and last part made conclusion on the result from the field data. The chapter focuses on analysis, interpretation, presentation and discussion of the data collected. The study targeted the students, teachers, parents’ principals and education officers in Moshi Municipality. The researcher made use of frequency tables and percentages for quantitative data while the qualitative aspect was coded and analysed into themes and sub-themes and they were presented in narration form.

4.2 The Response Rate

The research targeted a sample of 148 participants 142 respondents filled the questionnaires and returned which gave a total of response rate 95.9 %. The response rate was considered high enough to adequately represent the population targeted by the researcher. According to Mugenda and Mugenda (2012) the percentage of respondents to questionnaires is adequate if it is 50% or more. Therefore95. 9 % percentage was deemed very good for analysis and reporting of the findings. Table 4.1 captures the response rate.
Table 4.1: Response Rate

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dispatched</td>
<td>148</td>
<td>100%</td>
</tr>
<tr>
<td>Not Returned</td>
<td>06</td>
<td>4.05%</td>
</tr>
<tr>
<td>Returned</td>
<td>142</td>
<td>95.9%</td>
</tr>
</tbody>
</table>

The findings in Table 4.1 show that the response rate was 95.9%. This was a very good response rate and was indicative of the willingness of respondents to participate as well as provides enough data for the study to depend on for analysis. A small percentage (5.41%) of the respondents did not return the questionnaires. At the time the researcher was collecting the data some of the respondents were not available.

4.3 Demographic Information

The demographic variables, also refer as personal characteristics of the participants, were employed in this research. The variables employed were gender, age, nature of the school and educational qualification of the participants. The total numbers of respondents for this study were 148. These were 6 teachers, 10 parents, 3 education officers, 5 principals and 118 students from 5 selected school in Moshi Municipality. The respondents especially teachers and education officers should have at least stayed in the institution for more than two years. Education officers are the planners for education in the Municipality, hence they were of great help to facilitate detailed information to the study.

Parents who are also participants might not know much about education issues but they can give useful information about the use of social media by their children.

This was to enable the researcher to get deep information needed on the influence of social media on learning behaviour about secondary school students which was the study topic. The findings with regard to the age of the respondents is presented in table 4.2
Table 4.2: Age of Respondents

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid percentage</th>
<th>Cumulative percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 – 25 years</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>26 -35 years</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>36 -50 years</td>
<td>5</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5</strong></td>
<td><strong>100</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Principals</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid percentage</th>
<th>Cumulative percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 – 25 years</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>26 -35 years</td>
<td>3</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>36 -50 years</td>
<td>2</td>
<td>40</td>
<td>40</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5</strong></td>
<td><strong>100</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parents</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid percentage</th>
<th>Cumulative percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 – 25 years</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>26 -35 years</td>
<td>2</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>36 -50 years</td>
<td>7</td>
<td>70</td>
<td>70</td>
<td>90</td>
</tr>
<tr>
<td>Over 50 years</td>
<td>1</td>
<td>10</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid percentage</th>
<th>Cumulative percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 – 19 years</td>
<td>118</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>118</strong></td>
<td><strong>100</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data in table 4.2 shows that almost half (40%) of the respondents were aged between 41-60 years. All the teachers (100%) were aged between 36 and 50 years; while the majority of the Principals (60%) were aged between 26 and 35 years. Seventy percent of the parents were aged between 36 and 50 years; while all the students (100%) were aged between 16 and 19 years. The data shows that the principals of schools were more youthful than the teachers they supervised. As a result, they were better able to understand the behaviour of students with respect to social media. At the same time, there is also a possibility some of the teachers in the “youth age” group may influence the students towards the social media use due the little age difference with the students. Almost half of the teachers (40%) being of the age of 35-40 years would comfortably understand the influence of social media use in the secondary schools since they actively use the social media.

The study further sought to establish the gender of the respondents. The findings in this regard are presented in table 4.3.
Table 4.3: Gender of respondents

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Female</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Principals</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Female</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parents</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Female</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>42</td>
<td>36</td>
</tr>
<tr>
<td>Female</td>
<td>76</td>
<td>64</td>
</tr>
<tr>
<td>Total</td>
<td>118</td>
<td>100</td>
</tr>
</tbody>
</table>

The response indicates that there were more females among the teachers and principals with the former having 80% while the latter had 60%. This trend was also witnessed among the students in the sample where 64% of the respondents were girls while 36% were boys. This ratio is based on the gender composition of the target population which is a fair representation. The research sought gender distribution of the respondent where females were discovered to be many which mean that females were more likely to be involved with education including the interest to the use of social media networks in the secondary schools. The gender imbalance is unlikely to affect the study as the nature of the research as well as the posed questions which were forwarded to the respondents were neither gender sensitive and therefore were not in any possibility to cause a possible error due to gender difference as it has no implication to the study. Although given that the responses in the study questionnaires were dependent on the views and opinions of the participants, the gender distribution is therefore anticipated to accommodate the general views from both involves.

The study also sought to establish the academic qualifications of the respondents. Apart from providing evidence of educational achievement, the academic qualification also
provided evidence of knowledge of the issues being considered in the study. The findings with regard to this aspect are presented in table 4.4.

**Table 4.4: Respondents’ Academic Qualification**

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master degree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Bachelors degree</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>Diploma</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Principals</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master degree</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Bachelors degree</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parents</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master degree</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Bachelors degree</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Certificate</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>118</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Data in table 4.4 shows that the majority of teachers (80%) had acquired bachelor’s degree in education while only 20% had diploma in education. None had a master’s degree. In contrast, 60% of the principals had master’s degrees, while 40 % had bachelor’s degrees.

This high achievement in education for principals made them better able to critically assess the influence that social media had on the students under their charge. The qualification among the teaching fraternity is important and relevant in the proper handling of students on issues related to social media. With regard to parents, the data showed that 30% had either master’s degree or bachelor’s degree while 20% had diplomas and 10% had certificate qualification. The evidence here was that the majority (60%) were learned enough to realise and explain the influence social media had on their children and, hence, would contribute positively to the subject under consideration in the study.

Responses from all the Participants for Quantitative Questionnaire.
4.3.1 Teachers Experience in the Teaching Service

The study sought to establish teachers experience in the teaching service. Information on the teaching experience of the teachers is presented in Figure 4.4. Teaching experience was significant in the study since it showed the teachers’ knowledge of behavioural trends among students that was borne out of experience with students. The findings in this regard are shown below.

Table 4.5: Teachers Experience in the Teaching Service

<table>
<thead>
<tr>
<th>Years of experience</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 Years</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>6-10 Years</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>11-20 Years</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>21-30 Years</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Over 30 Years</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Data in table 4.5 shows that a third (30%) of the respondents had a teaching experience of 6-10 years while 40% of the respondents were said to have worked between 11-20 years. Only 10% of the respondents had taught between 21-20 years. The majority of teachers (80%) had a teaching experience of more than 6 years. Out of these, 50% had experience of over 11 years which put them in good stead to explain the changes in student behaviour that may be attributable to the influence of social media.

4.4 Factors contributing to the Use of Social Media by Secondary School Students

This section sought to find out the reasons why students used the social networks very often respondents were allowed to choose multiple responses for reasons for using social media platforms. Identifying the factors that contribute to the use of social media by the students in secondary school was the first objective of the study which was posed to all the
participants (students, teachers, parents and education officers). The information obtained is summarised in table 4.5.

![Bar Chart]

**Figure 4.1: Factors Contributing to Use of Social Media**

Figure 4.1 above showed the various factors that contributed to students’ use of social media. Easy accessibility of social media was the most contributing factor with 20% off the respondents indicating this. Peer pressure accounted for the next highest contributing factor at 16%; influence from television was cited by 14%; Bullying activities and drug related content accounted for 11%; affordability of internet and Violence were cited by 11% of the respondents; while sex information accounted for 10%. The results show an inclination towards negative behaviour as motivation towards social media. This may be associated with the self-discovery crisis experienced during puberty. These findings concur with those of Eldon (2008) who commented on the effects of social media exposure on sexual behaviour. Popular programmes in these media were high in sexual content hence becoming more alluring to teenagers. Another factor which contributed to the use of social media in schools
was the affordability of internet connection. This is because all schools chosen are in Moshi Municipality where each school had internet access which made students to be connected easily than those in the rural areas. When students asked if social media influenced their academic performance some agreed, (11%) said that they have dropped in their studies and were getting poor grades. Brown and Marin (2009) argue that social media has several social and educational benefits as well as the risks. Therefore teachers need to be aware of the advantageous content so that they can use it to inspire students to access the social media.

The findings were corroborated through the interviews with parents, on factors contributing to the use of social media. a vast majority (95%) of the parents felt that peer pressure, curiosity, availability of internet, access to electricity, favourable environment for the media use, advertisement on the local television and the current trends of the technology in the contemporary society contribute to the behaviour of students attitude towards social media. However, one of parent supported the use of social media and commented that;

"The mobile phone (the main device for social media) has become a standard tool for communication in the society, from villages to towns, nationally and internationally. The mobile phone has made communication between people much easier than in the past. Easy and quick communication between parents and their children is crucial, especially when the children are attending school far from home. Parents are always worried about their children when away from home and many try to make sure that their children have devices to facilitate easy and quick communication” (Respondent A1, 28th September, 2017).

The above explanation seems to corroborate the assertion by Boyd and Ellison (2007) that social media provides a virtual space for students to develop their communication skills. Another participant A2 vividly stated that social media help majority but few are misbehaving using phones in classes.

“Social media is a quick and easy way of getting information or material that students may need for their studies. Traditionally, such information would be available from books or journals which are not available to the students. Social media can cause positive or negative effects to the students. This happens when there is students’ misuse of the media”. (Respondent A2, 28th September 2017)
This sentiment by the respondent A2 as confirms by Loken (2007) that social media has negative influences on secondary school students. This is principally due to some immoral content that is often displayed in various channels. It is therefore necessary that students are guided on how and when to use social media. Moreover, they must be cautioned on what kind of content to access and the consequences of engaging with such content. Another parent agrees with the students with regard to the factors that motivate students to visit social sites thus:

“Even if the need for a mobile phone may not be great for a particular student, the fact that it has become standard tool among students, hardly any student would not like to be left out... Associated with this is competition among students for the possession of the best, the latest or the most expensive phone... Possessing a mobile phone or using social media has become almost a status symbol!”

The import of his argument is a confirmation that peer pressure causes students to visit social media sites.

The study further sought to establish whether or not the students used social media in class. These results are shown in figure 4.2.

![Figure 4.2: Social Media Use by Students in Class](image)

According to figure 4.2, 63% of the students agreed that they used social media while 37% indicated that they did not use social media during classroom sessions. The researcher’s observation is that there was almost no order in class and no control of students by the
teachers in the school with respect to use of social media. Further, the study sought to establish the pattern of use of social media in the classroom. This was essential to show the frequency of social media use. This was significant to know the extent in which the social media had influenced the students. The results in this regard are presented in the table 4.6

**Table 4.6: Pattern of Use of Social Media by Students in Classroom**

<table>
<thead>
<tr>
<th>Use of Social Media in Classroom</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>2</td>
<td>1.6</td>
</tr>
<tr>
<td>Rarely</td>
<td>40</td>
<td>33.8</td>
</tr>
<tr>
<td>Often</td>
<td>76</td>
<td>64.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>118</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.6 shows that the majority of students (64%) often used social media in the classroom. Only a cumulative total of 35% indicated that the rarely or never used social media in class. This finding clearly demonstrated a trend of uncontrolled access to social media by students even during class. The consequences of this unfettered access by students to social media can be conjectured to lead to poor performance. Junco (2011) supports this assessment in his assertion that the huge rise and discovery of the new communication channels among the secondary school students may jeopardize the academic performance of the students in the long run.

Having established the frequency of use of social media by students, the study further sought to establish the most favourite social media platform accessed by the students. The results in this regard are presented in figure 4.3
Figure 4.3: Most favourite social media platforms used by students

Data in figure 4.3 shows that 53% of students prefer the whatsapp application. Facebook was the second most favourite platform at 30%; while twitter, instagram, Skype and LinkedIn were used by 5%, 6%, 4%, and 3% respectively. This trend may be attributable to the large number of subscribers on whatsapp making it highly preferred. Moreover, the ease with which people send and receive messages and images, some of which are uncensored, makes the site more desirable to teenagers. This finding is corroborated by Donath (2007) who confirm that students reported frequent use of computer labs in accessing social sites. Furthermore, Hillier and Harrison (2007) argue that the current generation of the students and adolescents had eagerly embraced the modern technologies particularly computers and mobile phones with multifunction capabilities making it easy to access social media sites on these gadgets. Most of the teachers who used face book admitted that they had opened their accounts during the teen years and used sites to connect with long-time friends and families.

4.5 To Establish Effects of Social Media on Learning Behaviour of Secondary School Students

The study was interested in finding out whether social media influenced the learning behaviour of secondary school students in Moshi Municipality in Tanzania. This aspect
constituted the second objective of the study. Various questions were formulated to help in obtaining of accurate insight on how social media affects academic performance of students in schools. The results of this item are presented in Table 4.9.

**Table 4.7: Effects of Social Media on Learning Behaviour of Students**

<table>
<thead>
<tr>
<th>Negative effects</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor attitude towards class attendance</td>
<td>80</td>
<td>64</td>
</tr>
<tr>
<td>Drastic student academic drop</td>
<td>26</td>
<td>22</td>
</tr>
<tr>
<td>Violence attitude towards studies</td>
<td>34</td>
<td>28</td>
</tr>
<tr>
<td>Early engagement in premarital sex</td>
<td>111</td>
<td>94</td>
</tr>
<tr>
<td>Interest in drug abuse</td>
<td>92</td>
<td>78</td>
</tr>
<tr>
<td>Lack of corporation among the students</td>
<td>16</td>
<td>14</td>
</tr>
</tbody>
</table>

**Positive effects**

| Provides an exciting learning platform                                             | 100       | 85 |
| Allows access to information outside the syllabus                                 | 73        | 62 |
| Easy to access                                                                    | 117       | 99 |
| Audiovisuals enhance learning                                                     | 81        | 69 |
| Applications for the purposes of health, education, commerce or governance        | 42        | 36 |

Data in table 4.7 provides responses regarding both the positive and negative effects of social media to students. With regard to the negative effects, engagement in early sexual behaviour was cited by 94%. This was perhaps due to the ubiquity of sex related images and messages that are constantly shared on whatsapp. Rapid interest towards drug abuse was cited by 78% of the respondents; and 64% indicated poor attitude towards class attendance. These effects are perhaps the most difficult to deal with because they are only realisable in the students class attention disorder, or in the changed attention and focus on school related activities. A small percentage 22% of them were academically dropping; 28% of the respondents engaged in violent attitude development; while 14% of the respondents indicated that lack of corporation among the students was caused by the use of social media.
The results indicate significant negative effects of social media on learning behaviour of students. This implies that majority of the respondents shared the common agreement that there was a negative relationship between the use of social media and the school academic performance. These results agree with Rithika and Selvaraj (2013) in their assertion that there was a correlation between late submission of assignments and time spent on social networking sites. The research report concluded that there is a significant negative effect of social network use on students’ performance through the use of mobile technologies as these increases the frequency and flexibility of visits to these sites. Furthermore, the research also exposed that most of the student’s time for submitting in the assignment was affected due to the use of social media. Majority commented that this was as a result of the distraction caused by social media and which in turn made them procrastinate on their assignments.

Despite these negative effects, data in table 4.7 shows a contrastively enthusiastic agreement that there were positive effects associated with social media usage among secondary school students. According to the data, 99% cited its easy access as a positive consequence in the sense that information was accessed easily and faster than traditional reading methods. The students (85%) also indicated that social media provided an exciting learning platform; while 69% indicated that the audiovisuals on social media enhanced learning. However, it is difficult to conjecture the actual source of excitement referred to by the students. Hopefully, the content learnt on social media would enhance the content covered in class. But, if the negative effects mentioned above are anything to go by, the students may be excited about the lewd posts they sometimes enjoy to watch more than the academic content that may be posted on the social media sites.

However, the findings that social sites have positive consequences are corroborated by Brydolf (2007) who found that the quality and quantity of interactions in other media were not threatened by social internet sites. Online social interaction is only part of the total multimedia social relationship, not an entity in itself. As social media sites continue to grow
in popularity it is our belief that technology is a vital part of today’s student success equation which has both positive and negative effects.

This finding was also revealed through the interviews with parents. During interviews with parents, some felt that social media may be wasting of learning time among the students. They argue that social media has many attractions which are not related to academic learning. These include chatting with friends, watching videos, gaming, which distract them from studies (both at school and at home) leading to poor performance. Others however, felt that social media was trending and students should not be left behind.

“Students get knowledge and a lot of information very easily and quickly: If social media is used for the purpose of studies, this is positive. If used badly, it can cause negative effects to students (“Respondent A5, 28th September, 2017).”

The principals felt that social media may be wasting learning time among the students. They argued that social media has many attractions which are not related to academic learning. These include chatting with friends, watching videos, gaming, which distract them from studies both at school and at home leading to poor performance.

“Social media associated with smart phones have special attractions (easy to use, exchange of information, photos etc.) both good and bad. For example some students find social media as a way of discreetly getting information that they know parents and teachers do not approve.”(Respondent B I,)

Other principals shared their reservations about the access to use of social media by student in their schools.

Social media addiction has led to a phenomena of electronic aggression perpetrated through technology such as harassment or cyber bullying such as teasing, telling lies, making fun of someone, making rude or mean comments, spreading rumors or making threatening or aggressive comments that occur through email, a chat room, instant messaging, a website or text messaging. (Respondent B4, 21st September, 2017)

This fear of negative influence perhaps arises from the lack of direct control the teacher and principal seek over the students’ use of social media. Donnerstein (2010) asserted that there is
a parallel understanding concerning the correlation between media and antisocial behaviour. These proponents said that violent and sexually-explicit media have physiological effects that induce aggressive behaviours. Furthermore, some parents shifted the burden of responsibility on teacher thus:

“Teachers are very close to student. It is very possible to be victims of sharing mobile phones with them which naturally affects learning behaviour of students as it may lead to their academic failure. Getting early pregnancies, STDs (sexually transmitted diseases), poverty (as they are not employed) and psychological challenges are all associated risks faced by students” (C3, 29th September, 2017)

The above explanation is supported by Brown and Marin (2009) who in their study reported that; social media contents affect general behaviour and wellbeing of secondary school students. It affects students’ personal behaviour and the people surrounding them negatively.

4.6 Risks of Social Media on Learning Behaviour of Secondary School Students

The third objective was to establish risks on learning behaviour of students associated with use of social media. Whereas the study had earlier examined the negative and positive consequences, the risks were perceived to constitute retrogressive behaviour associated with social media and which could influence the students’ achievement of learning. These risks were also considered to negatively impact their social adjustment. The findings in this regard are presented in figure 4.4.
The findings indicate that there is awareness among respondents on the significant risks on students’ learning behaviour associated with the use of social media. Data in figure 4.4 shows that 98% of the respondents felt access to explicit sexual information was the highest risk to students. This was because it could trigger early engagement in sexual activity leading to early pregnancy and school dropout. Moreover, at teenage, sexual activity seriously derails student concentration on academics. Data also showed that 68% of student respondents felt that students could be attracted to fake news as well as spend vital study time on entertainment in social media which could significantly affect their performance.

Moreover, 62% indicated that continued exposure to social media could lead to development of antisocial behaviour. These findings are in agreement with those reported by Truckle (2012), Pieterse and Peters (2012) concluded that the convenience of the social networking sites gives students opportunity to communicate with one another but can damage
their interpersonal communication. Also, social networking sites make the users see one another as objects to be accessed and only for the parts that the users find useful, comforting and amusing. It, therefore, presents huge risk that requires careful consideration to ensure the safety of students in their academic activities across the learning facilities within the municipalities in Tanzania.

The results of maladjustment may even impact on student conduct while in school. As Wanjiru (2009) commented, most indiscipline cases experienced in secondary schools included: drug abuse, school strikes, stealing, fighting, bullying and sneaking from school, sexual assault and homosexuality have been catalysed by, among other factors, access to uncontrolled social media content. These effects were felt at home as well. One parent commented thus:

“My child no longer communicates in the family she is always busy with his phone texting and watching new behaviours like violence. I observe changes in her behaviour like lack of morals, and, neglecting of studies.” (Respondent A7 28th September 2017).

Moreover, parents are wary of the future as pointed out by one parent:

“Secondary school students and young people spend more of their time viewing social media than spending time reading learning resources or other things surrounding their lives. Students who concentrate on war crime movies and comedies on the televisions or read pornographic resources on the web always begin to be influenced by the images and illustration from those Medias. It could be some of reason the country have many criminals than ever before because of this uncontrolled social media”. (C3, 29thSeptember, 2017)

The Principals too are concerned about the risks associated with social media. One principal had this to say:

“Many students in my school have reported a number of cases such as bullying, rape, violence, drug and substance abuse. These cases have generated lots of challenges in my school. These have influenced learning behaviour among students negatively.” (Respondent B5 21st September, 2017)

Brown and Marin (2009) noted that social media had many social and educational benefits and risks. Caregivers and educators had expressed concern about the dangers young people can be exposed to through this technology. Mnara (2013) asserts that due to misuse of
social media, a number of students engage in indiscipline cases in schools such as bulling, rape substance abuse and neglect of studies which end in poor academic performance.

**Table 4.8: Summary of Descriptive Statistics**

<table>
<thead>
<tr>
<th></th>
<th>Mean Difference</th>
<th>Std deviation</th>
<th>t-value</th>
<th>Sig. (two-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor attitude towards class attendance</td>
<td>2.86835</td>
<td>1.42096</td>
<td>3.814</td>
<td>0.0439</td>
</tr>
<tr>
<td>Drastic student academic dropping</td>
<td>3.03361</td>
<td>1.44719</td>
<td>3.9607</td>
<td>0.248</td>
</tr>
<tr>
<td>Violence attitude development</td>
<td>2.98599</td>
<td>1.46008</td>
<td>3.8641</td>
<td>0.014</td>
</tr>
<tr>
<td>Early engagement on sexual behaviour</td>
<td>2.9916</td>
<td>1.48113</td>
<td>3.8163</td>
<td>0.387</td>
</tr>
<tr>
<td>Rapid interest towards drug abuse</td>
<td>3.06723</td>
<td>1.36816</td>
<td>4.2359</td>
<td>0.029</td>
</tr>
<tr>
<td>Lack of corporation among the students</td>
<td>3.14566</td>
<td>1.40267</td>
<td>4.2373</td>
<td>0.0373</td>
</tr>
</tbody>
</table>

Upon the collection of data, and testing the research hypothesis, the results are compiled and looked into from the perspective of the null hypothesis that was formed earlier, which was: There is no effect of social media on learning behaviour of students in secondary schools in Moshi Municipality, Tanzania. There is indeed a positive and significant relationship between the use of social media, and negative learning behaviour among secondary school students in the study area. Based on the table above results were tabulated, and summarized from the items asked in the questionnaire. The results clearly indicated that most of the favourable attributes asked in regards to their exposure to the advertisements have significant and positive relationships.
4.7 Hypothesis Testing

In order to test the Null Hypothesis Chi-square was used and the results are as shown below:

Table 4.9: Hypothesis Testing

Which is your favourite social media? * how do social media influence your learning behaviour?

<table>
<thead>
<tr>
<th></th>
<th>Count</th>
<th>negative effect</th>
<th>positive effect</th>
<th>no effect</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>WhatsApp</td>
<td>13</td>
<td>35</td>
<td>5</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>Expected Count</td>
<td>14.4</td>
<td>32.8</td>
<td>5.8</td>
<td>53.0</td>
<td></td>
</tr>
<tr>
<td>Facebook</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Expected Count</td>
<td>3.0</td>
<td>6.8</td>
<td>1.2</td>
<td>11.0</td>
<td></td>
</tr>
<tr>
<td>Smartphone</td>
<td>12</td>
<td>27</td>
<td>2</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>Expected Count</td>
<td>11.1</td>
<td>25.4</td>
<td>4.5</td>
<td>41.0</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>6</td>
<td>3</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Expected Count</td>
<td>3.5</td>
<td>8.0</td>
<td>1.4</td>
<td>13.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>73</td>
<td>13</td>
<td>118</td>
<td></td>
</tr>
<tr>
<td>Expected Count</td>
<td>32.0</td>
<td>73.0</td>
<td>13.0</td>
<td>118.0</td>
<td></td>
</tr>
</tbody>
</table>

Chi-Square Tests

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>7.395a</td>
<td>6</td>
<td>.286</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>6.676</td>
<td>6</td>
<td>.352</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>.059</td>
<td>1</td>
<td>.808</td>
</tr>
</tbody>
</table>

Based on the results, it shows that the P (0.286) is greater than Alpha (0.005) therefore you fail to reject the Null hypothesis and conclude that there is no significant effects of social media on learning behaviour of students.

4.8 Measures that could be adopted to Minimise Improper Use of Social Media

The fourth objective was to explore the possible measures that could be taken by stakeholders to assist in management of the use of social media among the students. The
results about this item were collected from all the 142 respondents. The findings are presented in figure 4.5.

**Table 4.10: Measurement adopted to minimise improper use of social media**

<table>
<thead>
<tr>
<th>Measurement to Control Social Media</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance and Counselling of students</td>
<td>59</td>
<td>42</td>
</tr>
<tr>
<td>Monitoring students behaviour</td>
<td>81</td>
<td>57</td>
</tr>
<tr>
<td>Stringent rules and policies in schools</td>
<td>100</td>
<td>70</td>
</tr>
<tr>
<td>Banning electronic gadget in schools</td>
<td>112</td>
<td>79</td>
</tr>
<tr>
<td>Use strong password on school electronics</td>
<td>110</td>
<td>77</td>
</tr>
</tbody>
</table>

Data which are in table 4.8 shows that stringent rules and policies in schools (70%), banning of electronic gadgets in schools (79%), and using strong passwords on school electronics are the most favoured methods of intervention to reduce the negative effects of social media on students. A significant percentage (42%) of the respondents indicated that guidance and counselling should be emphasized as a measure to control students from using social media; while 57% suggested monitoring students’ behaviour. One respondent argued that to minimise risky behaviour brought by social media, teachers should hold debates with students on matters concerning social media use.

“To help students navigate the influences on media is to talk about messages. For instance, to the boys schools talk to the boys about girls, you can talk to them about female friendships, life choices, self-esteem etc the same to girl schools teachers should talk to them the same “

(Respondent B3, 21st September 2017)

This is agreed by (Lenhart& Madden 2010) who said due to age restrictions and limited access to social media, students do not appear to have the same level of social media knowledge use.

Rosman (2009) suggested that students should exercise basic caution when communicating and sharing information with online friends. Similarly, security in social networking sites start with knowing whom one is communicating with. Many students have
friends and following online but do not really know who these are or whether they are even
who they claim to be. Also, students should carefully control what information they post on
social networking sites accounts and to whom this information is available. Even if users try
to protect their privacy by restricting the visibility of their personal information and posts on
social networking sites, they should be cautious of what they post. For example, in 2009
facebook changed its terms of service to allow users to retain archived copies of user contents
even if the user had removed the content from their profile.

However, data from the student questionnaires suggests that a lot more needs to be
done by parents and teachers to safeguard students from the adverse effects of social media.
When students were asked whether or not their school administrations talked about the
dangers of social media, 68% indicated that they did but a significant 31% indicated that they
did not do much. This is shown in table 4.9

Table 4.11: Does your school administration ever talk about the danger of the social
media in your school?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>81</td>
<td>68.6</td>
</tr>
<tr>
<td>No</td>
<td>12</td>
<td>10.2</td>
</tr>
<tr>
<td>Sometime</td>
<td>25</td>
<td>21.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>118</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Similarly, when asked about the parents discussing the negative effects of social media, 78%
agreed and 22% disagreed as shown in table 4.10.

Table 4.12: Have any of your parents shared with you the negative effects of social
media?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>92</td>
<td>78.0</td>
</tr>
<tr>
<td>No</td>
<td>26</td>
<td>22.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>118</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Regulatory policies are necessary to protect the youth from the adverse effects of social
media. Whereas 72% of the students indicated that their schools had measures to control and
regulate access to social media (table 4.11), students still insisted on education on negative effects of social media (50%); on education of students and establishment of laws and policies to restrict media platforms that may have negative effects on students (33%). The significance of these findings is that even the students are aware of the risks that could come their way and the continually seek the adult community around them, the teachers and parents, to continually safeguard their interests.

**Table 4.13: Does your school have policies and regulations that monitor usage of social network sites well?**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>85</td>
</tr>
<tr>
<td>No</td>
<td>17</td>
</tr>
<tr>
<td>No Idea</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>118</td>
</tr>
</tbody>
</table>

**Table 4.14: What do you think could be done to regulate and monitor usage of social media by secondary school students in Moshi Municipality (n=118)**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education on negative effects of social media</td>
<td>59</td>
</tr>
<tr>
<td>Establishment of laws and policies to restrict media platforms that may have negative effects on students</td>
<td>33</td>
</tr>
<tr>
<td>Parents and teachers should monitor usage and access of electronic media by students</td>
<td>20</td>
</tr>
<tr>
<td>Harsh punishment for students breaking the rules and regulations that govern access and usage of social media</td>
<td>22</td>
</tr>
</tbody>
</table>

The researchers’ observation is that social media usage has lots of risks. It is clear that the common trend of social media has influenced the students learning behaviour; it has made students not to attend classes, abuse drugs and even encourage bullying among themselves. It is therefore important for the education sector to take in measures that can reduce the usage of the social media by students, in order to restore learning as required by the ministry of education and technology. Furthermore, the researcher insisted on the need for the parents and teachers to work in collaboration to ensure the safety of the students and control the use of social media both at school and residential areas. The researcher believes that this would
enable the students to concentrate and even perform better in their final examination. Failure to that the technology may be abused and affect learning negatively.

The parents equally concurred with the students on how to minimise social media hazard to student’s one parent advised as follows:

“The government through policy makers should pass a policy on censoring information before it is broadcasted over the media. The time students are exposed to social media should be limited and that students found with any form of social media in schools should be reprimanded accordingly.”(A6, 28th September, 2017)

When the researcher asked one respondent how he would maintain parental control over his children influenced by media and what would he do to keep good relationship at the same time guiding them against social media he said bitterly:

“Students should not be allowed to bring mobile phones to school., schools should control use of social media for class activities, students should be informed of the benefits of social media and possible negative consequences if not used properly.”(A7, 28th September, 2017)

Majority of the parents believed that they have a critical role to play in helping to shape students learning behaviour. They were of the feelings that there are cases where parents encourage abuse of mobile phones and social media through buying unnecessary devices for their children or chatting with children during school hours. Possessing a mobile phone or using social media has become almost a status symbol. Parents can play a significant role in changing this mentality.

Further, as per the findings of this study exposure to social media seems to influence secondary school students’ behaviour both positively and negatively. The behaviours which were highly influenced by media resulted to substance abuse, violence, cheating in examinations and truancy just to mention few. Moreover, apart from these negative behaviours there are some good behaviour which was influenced by social media such as friendliness and hard working. These findings realised in the interviews carried out on the
principals, parents and education officers who all agreed and confirmed what the students and teachers’ descriptions about influence of social media on learning behaviour in secondary school students in Moshi Municipality schools.

Some of the teachers said that social media has caused poor academic performance in their schools. In addition they proposed method, to punish students caught with mobile phones in school such as suspension, teachers to destroy the mobile phones that particular student get expelled out of school among many others.

On the other hand, other teachers had different opinions on regard to social media use by students. They argued that currently, social media is regarded as a permanent and progressive ways of dealing with educational matters so it should be maintained.

This concurred with the study by (Junco, 2012b; Junco 2011) who asserted, that the use of social media in academic coursework can increase the learning achieved by an individual student.

4.9 Inferential Analysis

In this section, analysis is carried out using the descriptive statistics generated from the data. The data was derived from the 12 item Likert scale in which respondents were supposed to respond from Never to Always. The statements on the factors contributing to the use of social media; Effects of social media on secondary school students learning behaviour; and Risk behaviours that exist within the media platformswere scored 1 (Never) to 5 (Always). The lowest possible score on any individual item was 1 and the highest was 5. Tables 11 to 13 give the descriptive statistics with regard to the three independent variables of the study.
Table 4.15: descriptive statistics for factors contributing to the use of social media

<table>
<thead>
<tr>
<th>Statement</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Dev</th>
<th>Variance</th>
<th>Std. error mean</th>
<th>Kurtosis</th>
<th>Coefficient of variation</th>
</tr>
</thead>
<tbody>
<tr>
<td>how often do you use Social Network Sites</td>
<td>2</td>
<td>5</td>
<td>4.385</td>
<td>0.771</td>
<td>0.594</td>
<td>0.038</td>
<td>2.399</td>
<td>0.175</td>
</tr>
<tr>
<td>Which is your most favourite social media?</td>
<td>4</td>
<td>5</td>
<td>4.53</td>
<td>0.499</td>
<td>0.249</td>
<td>0.026</td>
<td>1.011</td>
<td>0.110</td>
</tr>
</tbody>
</table>

The statistics in table 4.15 show statistics of responses with regard to the statements in the Likert scale relating to factors contributing to the use of social media. The data shows that respondents were convinced that they often used social network sites (mean score 4.385); and that they had favourite social media sites (mean score 4.53). This is further realized in the standard deviations of 0.771 and 0.499 for statement 1 and 2 respectively. This means that, on average, the respondents agreed about their factors contributing to the use of social media. Given the relatively small SD, the results may imply that the respondents view factors contributing to the use of social media as fairly significant in its influence on association with the brand.

Table 4.16: Descriptive statistics for effects of social media on secondary school students learning behaviour

<table>
<thead>
<tr>
<th>Statement</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Dev.</th>
<th>variance</th>
<th>Std. error mean</th>
<th>Kurtosis</th>
<th>Coefficient of variation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The use of social media affects my Activity in class</td>
<td>4</td>
<td>5</td>
<td>4.88</td>
<td>0.324</td>
<td>0.105</td>
<td>0.016</td>
<td>6.494</td>
<td>0.066</td>
</tr>
<tr>
<td>The use of social media affects my motivation to learn</td>
<td>3</td>
<td>5</td>
<td>4.346</td>
<td>0.556</td>
<td>0.310</td>
<td>0.027</td>
<td>2.244</td>
<td>0.128</td>
</tr>
<tr>
<td>The use of social media affects my academic achievement</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

The statistics in table 12 show statistics of responses with regard to the statements in the Likert scale relating to effects of social media on secondary school students learning behaviour. The
data shows that respondents were convinced that their use of social media affected their activity in class (mean score 4.88); that the use of social media affects my motivation to learn (mean score 4.34); and that the use of social media affects my academic achievement (mean score of 5.0). This is further realized in the standard deviations of 0.324, 0.556, and 0.0 for statement 1, 2 and 3 respectively. This means that, on average, the respondents agreed about their use of social media sites influence learning behaviour. Given the relatively small SD, the results may imply that the respondents view use of social media as significant in its influence on learning behaviour.

Table 4.17: descriptive statistics for risk behaviours that exist within the media platforms

<table>
<thead>
<tr>
<th>Statement</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Dev.</th>
<th>variance</th>
<th>Std. error mean</th>
<th>Kurtosis</th>
<th>Coefficient of variation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Risk behaviours exist through the use of social media by students</td>
<td>2</td>
<td>5</td>
<td>3.688</td>
<td>0.943</td>
<td>0.890</td>
<td>0.046</td>
<td>2.351</td>
<td>0.255</td>
</tr>
<tr>
<td>social media enrich friendship or otherwise</td>
<td>4</td>
<td>5</td>
<td>4.32</td>
<td>0.422</td>
<td>0.178</td>
<td>0.020</td>
<td>2.611</td>
<td>0.099</td>
</tr>
<tr>
<td>sharing images/photos among the students in social media poses risks</td>
<td>1</td>
<td>5</td>
<td>4.202</td>
<td>0.845</td>
<td>0.714</td>
<td>0.0417</td>
<td>8.082</td>
<td>0.201</td>
</tr>
</tbody>
</table>

Table 4.17 show statistics of responses with regard to the statements in the Likert scale relating to risk behaviours that exist within the media platforms. The data shows that respondents were convinced that Risk behaviours exist through the use of social media by students (mean score 3.68); that social media enrich friendship or otherwise (mean score 4.32); and that sharing images/photos among the students in social media poses risks (mean score 4.20). The evidence this finding presents suggests that the risks to behaviour do exist in social media.
4.9.1 Descriptive statistics for learning behaviour
Statistics for student learning behaviour were derived from the Likert scale statements that captured factors influencing the use of social media, effects of social media use on learning behaviour or risks in social media platforms. These constituted statement 2 in the scale for social media affecting student learning behaviour; statement 3 in the scale for risk in social media platforms; and 2 statements derived from responses to the effect of social media on behaviour. The descriptive statistics for student learning behaviour were computed separately to capture consumer memory. Table 4.18 presents the statistics.

Table 4.18: Descriptive statistics for learning behaviour

<table>
<thead>
<tr>
<th>Statement</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Dev.</th>
<th>Std. Variance</th>
<th>Std. Error</th>
<th>Kurtosis</th>
<th>Coefficient of variation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The use of social media affects my positive classroom behaviour</td>
<td>0</td>
<td>5</td>
<td>4.68</td>
<td>0.653</td>
<td>0.427</td>
<td>0.032</td>
<td>15.46</td>
<td>0.137</td>
</tr>
<tr>
<td>The use of social media affects my character strength</td>
<td>1</td>
<td>5</td>
<td>4.0</td>
<td>1.227</td>
<td>1.506</td>
<td>0.060</td>
<td>3.16</td>
<td>0.306</td>
</tr>
<tr>
<td>sharing images/photos among the students in social media poses risks</td>
<td>5</td>
<td>5</td>
<td>4.0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>The use of social media affects my motivation to learn</td>
<td>5</td>
<td>5</td>
<td>4.0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

4.9.1 Correlation matrix for the independent variables
The dependent variable included in the current research is students learning behaviour. Independent variables are: the factors contributing to the use of social media, effects of these media on learning behaviour, and risks associated with use of the social media platforms. Correlations among all variables are displayed in Table 15. As we can notice
from the tables below, the direction of the relationship between the variables is mostly positive, which means that there is a positive correlation.

**Table 4.19: Correlation between dependent and independent variables**

<table>
<thead>
<tr>
<th>Factors contributing to the use of social media</th>
<th>x</th>
<th>y</th>
<th>x\cdot y</th>
<th>x\cdot x</th>
<th>y\cdot y</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.0</td>
<td>4.53</td>
<td>0</td>
<td>0</td>
<td>20.5209</td>
</tr>
<tr>
<td></td>
<td>0.0</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

The correlation coefficient is: $r=0.4745$

<table>
<thead>
<tr>
<th>Effects of social media on learning behaviour</th>
<th>X</th>
<th>y</th>
<th>x\cdot y</th>
<th>x\cdot x</th>
<th>y\cdot y</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.0</td>
<td>4.88</td>
<td>19.52</td>
<td>16</td>
<td>23.8144</td>
</tr>
<tr>
<td></td>
<td>5.0</td>
<td>4.34</td>
<td>21.7</td>
<td>25</td>
<td>18.8356</td>
</tr>
<tr>
<td></td>
<td>0.0</td>
<td>3.68</td>
<td>0</td>
<td>0</td>
<td>13.5424</td>
</tr>
</tbody>
</table>

The correlation coefficient is: $r=0.7924$

<table>
<thead>
<tr>
<th>Risks associated with use of the social media</th>
<th>X</th>
<th>y</th>
<th>x\cdot y</th>
<th>x\cdot x</th>
<th>y\cdot y</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5.0</td>
<td>4.23</td>
<td>21.15</td>
<td>25</td>
<td>17.8929</td>
</tr>
<tr>
<td></td>
<td>0.0</td>
<td>4.20</td>
<td>0</td>
<td>0</td>
<td>17.64</td>
</tr>
<tr>
<td></td>
<td>0.0</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

The correlation coefficient is: $r=0.5053$

Data above presents the correlations calculated between the dependent variable and the independent variables using the mean scores. There is a positive correlation between factors contributing to the use of social media and learning behaviour ($r = 0.4745$); Effects of social media on learning behaviour ($r = 0.7924$) and Risks associated with use of the social media ($r = 0.5053$), which translates as a reasonable correlation between these two variables. The effect on student learning behaviour ($r = 0.7924$) means that there is a higher engagement between social media use and student learning behaviour leading to a very high correlation.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS FROM THE STUDY.

5.1 Introduction

The study investigated the influence of social media on learning behaviour among secondary school students in Moshi Municipality Tanzania. This chapter discussed the findings of each objective research question and the logical interpretation emanating from the findings. Finally the chapter ended by giving recommendations and areas of further research. The study adopted a mixed methods approach using convergent parallel design. Questionnaire and interview instruments were used to collect different data from 148 secondary school students in Moshi Municipality. The respondents were sampled using the purposive and simple randomized sampling techniques. This section also comprises the conclusion, recommendations and suggestions for further study.

5.2 Summary of findings

5.2.1 Objective 1: Factors contributing to the use of social media by secondary school students

The study found that factors contributing to the use of social media include: 20% of the respondents identified easy accessibility of social media as a major factor 16% of data accounted for peer pressure, 14% of the data showed availability of the internet connection in school, and the availability of the smart phones and computers because of technological development students are using social media for studies and getting news. These findings corroborate those of Berkman (2013) who commented on the effects of social media exposure on sexual behaviour that could affect learning behaviour.

5.2.2 Objective ii: To establish effects of social media on learning behaviour on secondary school students

The study revealed that effects of social media on learning behaviour on negative side; 94% such as; being early engagement on sexual behaviour: 74% of respondents observed
interest towards drug abuse also and data indicated poor attitude towards class attendance. On positive effects; 99% of respondents cited students get knowledge and a lot of information very easily and quickly: 85% of the data indicated that social media provided exciting learning platform: 69% of the respondents cited that audiovisual on social media enhance learning. This finding was corroborated by Boyd and Ellison (2007) who found that the quality and quantity of interactions in other media were not threatened by social internet sites.

5.2.3 Objective iii: Risks of Social Media on Learning Behaviour of the Students

The study findings of revealed that risks of social media on learning behaviour of the students included: 98% of the respondents felt access to explicit sexual information was the highest risk to students: 68% of the students respondents felt that students could be attracted to fake news and spend vital study time on entertainment on social media which could affect the performance: 65% indicated that social media caused promotion of potential frauds to the society. Pieterse and Peters (2012) agree that the convenience of uncontrolled social networking sites gives students opportunity to communicate with one another but it can cause risks to students school lives.

5.2.4 Objective iv: Measures to be Taken to Control use of Social Media

Rosman (2009 and Timm and Perez (2010) suggested various measures that were significant in controlling the use of social media among the student. According to the data: 79% of respondent cited on banning electrical gadgets in schools, 77% of respondents suggested using of strong passwords on the school electrics and 70% of respondent shows that stringiest rules and policies to school could help. The researcher’s view on social media is; tackling these issues would improve the effectiveness and efficiency of the use of social media to the secondary school students.

5.3 Conclusions from the Study

Findings in this study showed that secondary school students in Moshi Municipality were much more vulnerable to the adverse effects of social media in a manner consistently
and concurrently similar to that found elsewhere in the worldwide. This included conversion of academic into recreational sessions and subsequent poor academic performances. It was observed in various studies that optimal learning process is seriously jeopardized by students becoming entrapped by the ploys of social networking which affect student’s grades. This is because of lack of concentration and neglecting studies as reported by Jacobsen, and Forste, 2011) that students ability to focus on the task at hand is significantly reduced by the distractions that are brought about by whatsapp and stumble upon, face book or twitter. In line with what participants shared, the study concurred with Schill (2011) who concluded that social media sites encourage negative behaviours for students such as procrastination of school assignments and poor class attendance.

5.4 Recommendations from the Study

1. Based on the study findings it was recommended that; school principals, teachers in charge of discipline should monitor the usage of different forms social media networks in the school (facebook, linkedlin,instagram,skype twitter and whatsapp) and its effects on students behaviours .

2. From the findings of the study each government and policy makers should have a policy towards censoring information before it is broadcast over any form of media social networks including; facebook, linkedlin,instagram, skype twitter whatsapp and internet. This will allow broadcasting of useful and not misleading information especially to the students.

3. Schools should organise workshops for parents to train them to educate their children on the appropriate use of smart phones as students while in school. This reduce the cases of indiscipline in schools, cheating in examinations, and spending too much of study time on the social media platforms.

4. The research suggests that the school administration should train students through workshop and seminars on better use of the social media so as to minimize time used on
chatting and other irrelevant engagements. Students should empower themselves to maintain a high level of personal discipline at all times.

5.5 Suggestions for Further Research

Since the study targeted the influence of social media on learning behaviour of students, the researcher suggests further study in the following areas:

i. A further study can be done on the specific social media platform, such as Whatsapp, Facebook or Twitter used in Moshi Municipality schools.

ii. Students ‘perceptions towards social media, and

iii. The psychosocial effects of social media to students.
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APPENDICES

Appendix 1: Questionnaire for Students

My name is Sr. Bernarda Moshi, a Master’s student in the Faculty of Arts and Social Sciences, Department of Counselling at the Catholic University of Eastern Africa. I am conducting a research titled “Influence of Social Media on Learning Behaviour among Secondary School Students”. I am requesting that you kindly fill these questionnaires with honesty so that the research can be successfully completed. Kindly put a tick in the bracket or in a box of your choice that is appropriate or provide an explanation in the spaces provided as necessary. All information provided will be treated with utmost privacy and confidentiality.

Section A: Demographic Information of Respondents

Please tick on the appropriate bracket of your choice.

1. What is your gender? 2. How old are you? 15-16( ) 17-18( ) 19-20( )
Male ( ) Female ( ) 21 and above ( )
3. In which class are you? / form six ( ) others ( ) Negative effect ( ) Positive effect ( ) No effect ( )
4. What is the nature of your school? Is it a boarding school or a day ( ) school ?

Section B: To identify the factors contributing to the use of social media by secondary school students in Moshi Municipality in Tanzania

1. Have ever come across of any social media in your life time? Yes ( ) No ( ) Other ( )
2. Have you ever used any of the social media in class? Yes ( ) No ( )
3. If yes, how often do you use Social Network Sites? Never ( ) Rarely ( ) Often ( )
4. Which is your most favourite social media? Whatsapp ( ) Facebook ( ) Smartphone ( )
Other ( )
SECTION C: Effects of social media on secondary school students learning behaviour in Moshi Municipality in Tanzania

Instructions: Please tick on the appropriate bracket of your choice.

5. How do social media influence your learning behaviour? Negative effect() Positive effect

6. Does the school allow students to access the electronic media while at school?

   Yes ( ) No ( ) I do not know ( )

7. Which are the TV programmes that influence students’ attitude or behaviour?

   Movies associated with violence ( ) Local movies ( ) Pornographic movies ( )

8. What are the existing social media types in the secondary schools in Moshi Municipality in Tanzania?

   Read careful on the below social media types and put a tick in the appropriate box of your choice.

<table>
<thead>
<tr>
<th>Social Media Types</th>
<th>Always available</th>
<th>Sometimes available</th>
<th>Not available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Televisions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radios</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smartphone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computers/ iPads</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music system</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION D: Risk behaviours that exist within the media programmes

Instructions: In your own words explain briefly on the following questions: (9-13)

9. What are the possible risk behaviours that exist within the media progress by students in Moshi Municipality?

10. In your opinion do you think that social media enrich friendship or otherwise give reasons?

11. What do you think are possible risks that are associated with image/photos sharing in the social media among the students?

12. What are the possible risks of having electronic gadgets such as smart phones within the school boundaries by the students?

13. In your own understanding what do you suggest to the teachers and parents to assist with coping with social media risks?

SECTION E: Control measures that can be adopted to reduce the use of social media by secondary school students in Moshi Municipality in Tanzania

Instructions: Please tick on the appropriate bracket on questions (14-16)

14. Does your school administration ever talk about the dangers of the social media in your school? Yes ( ) No ( ) Sometime ( )

15. Have any of your parents ever shared with you the negative influence of social media? Yes ( ) No ( )

16. Does your educational establishment have policies and regulations that monitor usage of Social Network Sites well? Yes ( ) No ( ) No idea ( )

17. What do you think could be done to regulate and monitor usage of social media by secondary school students in Moshi Municipality? (Please explain briefly)
18. What would you advice the ministry of education on students use of social media in secondary schools? (Please explain briefly)
Appendix 2: Questionnaire for Teachers

My name is Sr. Bernarda Moshi, a Master’s student in the Faculty of Arts and Social Sciences, Department of Counselling at the Catholic University of Eastern Africa. I am conducting a research titled “Influence of Social Media on Learning Behaviour among Secondary School Students”. I am requesting that you kindly fill these questionnaires with honesty so that the research can be successfully completed. Kindly put a tick in the bracket or in a box of your choice that is appropriate or provide an explanation in the spaces provided as necessary. All information provided will be treated with utmost privacy.

Section A:

Demographic Information of Respondents

Instructions: Please tick on the appropriate bracket

1. What is your gender?
   Male (  ) Female (  )

2. What is your educational qualification? Dip. Ed. (  ) B. Ed. (  ) PGDE (  ) M. Ed. (  )

3. Please indicate your age in the bracket
   36-40 years (  ) 41-45 years (  ) 46-50 years (  )

4. What is your highest educational level attained? Diploma (  ) Bachelor’s Degree (  ) Other (specify) (  ) Diploma (  ) Bachelor’s Degree (  ) Other (specify) (  )

5. For how long have you served in the teaching profession?
   Less than 5 years (  ) 6-10 years (  ) 11-20 years (  ) 21-30 years (  ) Over 30 years (  )

6. What is your position in the school?
   Principal (  ) Head of department (  ) Class teacher (  ) others (specify) (  )

7. For how long have you held the above position in the school?
8. Please indicate the type of your school and the number of students by putting a tick on the bracket

Day Private School (   ) Boarding Public School (   ) Boarding Private School (   ) Day Public School (   )

9. What is the average number of students in class in your school?

Less than 30 (   ) 31-40 (   ) 41-50 (   ) Over 50 (   )

Section B: Questions for Teachers

Factors contributing to the use of social media by secondary school students in Moshi Municipality in Tanzania

Please explain briefly on the following questions below. 1-3)

1. What types of social media do you use in school?

2. Which of them have you ever used in class?

3. Which is your most favourite social media and why?

SECTION C: Factors contributing to the use of social media in school

<table>
<thead>
<tr>
<th>S/No</th>
<th>Statement</th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Availability of smart phones contribute to the use of social media by students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Accessibility of internet services in the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Peer pressure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The desire to connect with the outside world</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section D: Effects of social media on secondary school students learning behaviour in Moshi Municipality in Tanzania

In the table below, indicate your opinion by ticking in the appropriate column.

<table>
<thead>
<tr>
<th>S/NO</th>
<th>Statement</th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The use of social media affects my Activity in class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The use of social media affects my motivation to learn</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The use of social media affects my academic achievement</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>The use of social media affects my positive classroom behaviour</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The use of social media affects my character strength</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

SECTION E: Risk behaviours that exist within the media programmes

<table>
<thead>
<tr>
<th>S/No</th>
<th>Statement</th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Risk behaviours exist through the use of social media by students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>social media enrich friendship or otherwise</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>sharing images/photos among the students in social media poses risks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>It is risky for students to have electronic gadgets such as smart phones within the school boundaries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. In the table below, indicate your opinion by ticking in the appropriate column.

4. How do social media influence your learning behaviour in a positive or negative way?

5. What are the effects of social media on behaviour of secondary school students in Moshi Municipality in Tanzania?
6. How does the school allow students access to social media while at school?

7. Which are the TV programmes that influence students’ attitude or behaviour?

8. What are the existing social media types in the secondary schools in Moshi Municipality Tanzania?

SECTION D: Risk behaviours that exist within the media programmes under the heading below Give examples of the behaviour.

9. What are the possible risk behaviours that exist within the media programmes?

Read careful on questions 9-15 and fill in on the correct boxes accordingly.

SECTION F: Control measures that can be adopted to reduce the use of social media by secondary school students in Moshi Municipality in Tanzania.

Write a brief explanation on questions (16-18)

16. What are the control measures school administrators uses to help students in the use of social media?

17. Does your educational establishment have policies and regulations that monitor usage of Social Network sites well?

18. What do you think could be done to regulate and monitor usage of social media by secondary school students in Moshi Municipality? (Please write below). Please feel free to add or say anything that could help the researcher in her work.
Appendix 3: Interview Schedule for the Principals

Section A: Demographic Information of Respondents

Instructions:

Please tick on the appropriate bracket in each question.

1. What is your gender?  Male ( )  Female ( )

2. What is your educational qualification?  Dip. Ed ( )  B. Ed ( )  PGDE ( )  M. Ed ( ).

3. What is your age?  40-45 years ( )  46-50 years ( )  51-60 years ( )

4. What is your highest educational level attained?  Diploma ( )  Bachelor’s Degree ( )  others specify ( )  5. For how long have you served in the teaching or education related profession?  Less than 1 year ( )  2-6 years ( )  6-10 years ( )  11-16 years ( )  17-21 years ( )  22-26 years ( )

6. How long have you held the above position in your office?  2-5 years ( )  6-10 years ( )  11-16 years ( )  17-24 years ( )  25-30 years ( )  31 and above ( )

Section B: Factors contributing to the use of social media by secondary students in Moshi Municipality Tanzania

Write a brief explanation on questions (1-8) in sections B, C, D & E

1. As a person in charge of your school, what are the factors contributing to the use of social media by secondary students in Moshi Municipality, Tanzania; and why do you think so?

2. Which factors do you consider are positive that should be encouraged in your school for student use of social media and why?

3. Does your school have classes on computer study? How do students benefit on them?
SECTION: C Effects of social media on secondary school students learning behaviour in Moshi Municipality

4 In your opinion, as a principal, what are the effects of social media on secondary school students learning behaviour in Moshi Municipality, Tanzania; and why?

5 Do you think there are positive effects on social media? How can they be modified to enhance students learning behaviour?

SECTION D: Risks of social media on learning behaviour of secondary school students in Moshi Municipality, Tanzania

6 As a competent and overall teacher, what are the possible risks of social media on learning behaviour of secondary school students in Moshi Municipality, Tanzania; and do you think they are?

SECTION E

Measures that could be adopted to minimise improper use of social media by secondary school students in Moshi Municipality

7. As the most experienced principal in your school’s community, what are the measures that could be adopted to minimise improper use of social media by secondary school students in Moshi Municipal?

8. As the most experienced principal in your school’s community, why do you think measure to minimize social media speed in secondary school student use are essential?9. What could you advice the ministry of education on the use of social media in its schools?
Appendix 4: Interview Schedule for the Parents.

Section A: Demographic Information of Respondents

Please tick on the appropriate bracket in each question.

1. What is your gender? Female ( ) Male ( )
2. What is your educational qualification? Dip.Ed( ) B.Ed ( ) M.Ed ( )
3. What is your age? 40-45 years( ) 46-50( ) 51-60( ) 61-65( )
4. What is your highest educational level attained? Diploma ( ) Bachelor’ Degree ( )
5. For how long have you been serving as a Board of Management member?
   less than 1 year ( ) 2-3 years ( ) 4-5 years ( ) Over 5 years

Section B: Interview Questions for Parents

Factors contributing to the use of social media by secondary students in Moshi Municipality

Instructions: Write short answers on questions (1-10 in Sections B,C,D&E)

1. As a parent, what do you consider as factors contributing to the use of social media by secondary students in Moshi Municipality, Tanzania; and why do you think so?
2. Exposure to media is a part of modern life. How can you help your child identify what is worth spending time and what isn’t?
3. As a parent how can you channel your child to use social media in a more positive way such as searching for education materials rather than chatting with peer groups.
SECTION C:

Effects to the use of social media by secondary students in Moshi Municipality.

4. In your opinion, as a parent, what do you consider as effects of social media on secondary school students learning behaviour in Moshi Municipality, Tanzania?

5. As a parent how would you convince your child on spending much time on studying and doing school work and spend few hours on social media?

6. There’s no doubt that students are actively engaged in online communities, but what kind of effects are these sites having and how can parents counteract the bad and encourage the positive?

7. How can you minimize negative effects on social media to your child at least after classes and during holidays?

SECTION D: Risks of social media on learning behaviour of secondary school students in Moshi Municipality, Tanzania

8. Which do you consider as possible risks of social media on learning behaviour of secondary school students in Moshi Municipality, Tanzania; and why do you think they are?

9. What behaviours could reveal to you as a parent that your child is addicted to social media?

SECTION E: Measures that could be adopted to minimise improper use of social media by secondary school students in Moshi Municipality.

10. How do you maintain parental control over your children influenced by media? What would you do to maintain good relationship at the same time guiding them against social media?
Appendix 5: interview Schedule for Educational Officers

Section A: Demographic Information of Respondents

Please tick on the appropriate bracket in each information.

1. What is your gender? Male ( ) Female( )

2. What is your educational qualification? Dip. Ed ( ) B. Ed ( ) PGDE ( ) M. Ed ( ).

3. What is your age? 40-45 years ( ) 46-50 years ( ) 51-60 years ( )

4. What is your highest educational level attained? Diploma ( ) Bachelor’s Degree ( ) Others specify ( )

5. For how long have you served in the teaching or education related profession? Less than 1 year ( ) 2-6 years ( ) 6-10 years ( ) 11-16 years ( ) 17-21 years ( ) 22-26 years ( )

6. For how long have you held the above position in your office? 2-5 years ( ) 6-10 years ( ) 11-16 years ( ) 17-24 years ( ) 25-30 years ( ) 31 and above ( )

Section B: Interview Questions for the Municipality Education Officers

Factors contributing to the use of social media by secondary students in Moshi Municipality, Tanzania

Instructions: Explain briefly on the following questions (1-10 in Sections B,C,D&E)

1. As an education officer, what do you see as factors contributing to the use of social media by secondary students in Moshi Municipality, Tanzania; and why do you think so?

2. Which factors mentioned would you consider helping students learning behaviour in your Municipality schools and why?
SECTION C: Effects of social media on secondary school students learning behaviour in Moshi Municipality

3 In your opinion, as a responsible person, what are the effects of social media on secondary school students learning behaviour in Moshi Municipality, Tanzania; and why?

4. How could the teachers in the Municipality schools contribute to the negative factors affecting students’ use of social media?

SECTION: D. Risks of social media on learning behaviour of secondary school students in Moshi Municipality Tanzania?

5. As an important person in the education sector, what do you consider are the possible risks of social media on learning behaviour of secondary school students in Moshi Municipality, Tanzania; and do you think they are?

6. Some of the risks known of social media to students comprises of indiscipline characters including truancy and violence and academic poor performance. How do you work on these challenges in your schools?

7. As an experienced teacher in the field of education which are the worse risks considered brought by students abusing social media in your schools? Why do you consider them to be worse?

SECTION E.

Measures that could be adopted to minimise improper use of social media by secondary school students in Moshi Municipality Tanzania

8. As an experienced officer in the education sector, what are the measures that could be adopted to minimise improper use of social media by secondary school students in Moshi Municipality, Tanzania; and why do you think these measure are essential?
9. Being an officer in education. What would you do to make sure that you schools use appropriate programmes in teaching of Information communication technology?

10. Working in education sector for a long time, what are the measures that could be adopted to minimise misuse of social media by secondary school students in Moshi Municipality?

Thank you for your cooperation!
Appendix 6: CUEA Letter of Research Authorization

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA
Faculty of Arts and Social Sciences
Department of Counseling Psychology

Our Ref: CUEA/DVC-ACAD/FASSc/Psychology/NACOSTI/006/June 2017

Date: 16th June 2017

The Director
National Commission for Science, Technology and Innovation
NAIROBI

RE: SR. TENGIA BERNARDA MOSHI REG. NUMBER: 1027992

I am writing to introduce to you Sr. Bernarda who is a final year Master of Arts Degree student at The Catholic University of Eastern Africa, Nairobi – Kenya, and to request you to assist her to accomplish her academic research requirements.

Bernarda’s Master of Arts Degree specialization is in Counseling in Psychology. She has completed all course work requirements for this programme. However, every student in the programme is required to conduct research and write a report/thesis submitted during the final years of studies.

Accordingly, Bernarda’s research topic has been approved. She will conduct research on the following topic:

“Influence of Social Media on Learning Behaviour among Secondary School Students in Moshi, Municipality Tanzania”.

Thanking you in advance for any assistance you give to Bernarda.

Sincerely,

Sr. Dr. Sabina Mutisya
HOD, PSYCHOLOGY

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA (CUEA) P.O. BOX 62157 00200 Nairobi – KENYA
Tel: 020-2525811-5, 8890023-4, Fax: 8891084, Email: psychology@cuea.edu, Website: www.cuea.edu
Founded in 1984 by AMECEA (Association of the Member Episcopal Conference in Eastern Africa)
Appendix 7: Moshi Municipal Council Letter of Research Authorization

MOSHI MUNICIPAL COUNCIL
(All correspondence be addressed to the Municipal Director)

MUNICIPAL DIRECTOR: +255-027-
ALL OFFICE: +255-027-2754371/4
FAX: +255-027- 2752906
E-MAIL: director.moshi@gmail.com
WEB SITE: www.moshime.go.tz
blog-manispaayamoshi.com
TELEGRAPHIC ADDRESS: MANISPA

Ref. No. MMC/ED/SEC/20/51/VOL. III/262 19/09/2017

Head of School,
St. Mary Goreti, Northern Highland, Majengo,
Mawenzi, and Moshi Secondary Schools,
MOSHI MANISPA.

REF: RESEARCH PERMIT FOR SR. TENGIA BERNADA MOSHI

Reference is made to the heading above.

Permission has been granted to the above named student of the Catholic University of Eastern Africa conduct research in your school starting from 20th September to 30th September 2017. The Research title is “Influence of Social Media on learning behaviour among Secondary School Students in Moshi Municipality Tanzania”

Please give her any necessary assistance.

Best regards.

Peter E. Nawa
For: MUNICIPAL EDUCATION OFFICER
MOSHI.

C.c. SR. TENGIA BERNADA MOSHI
Catholic University of Eastern Africa,
MOSHI–TANZANIA
APPENDIX 8: Map of Moshi Municipality