

Social Media Use Influence on Learning Behaviour of Secondary School Students in Moshi Municipality, Tanzania

Sr. Tengia Bernarda Ignatious Moshi^{1*}, Sr. Dr. Florentina N. Ndeke², Asatsa Stephen³, Dr. Elizabeth O. Ngozi⁴

ABSTRACT

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 establish effects of social media on learning behaviour of 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 analyzed using tables and frequencies while qualitative data was coded in narration form, and both were interpreted to answer the questions of the study. Qualitative data findings showed that: the accessibility of the social media influences the learning behaviour of secondary 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 concludes that both teacher and parents should collaborate in monitoring the behaviour of their students. 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.

Keywords: *Internet, Social media, What's App, Twitter, Instagram, Facebook*

¹Faculty, Department of Psychology, the Catholic University of Eastern Africa

²Faculty, Department of Psychology, the Catholic University of Eastern Africa

³Department of Psychology, the Catholic University of Eastern Africa

⁴Tangaza University College, Langata S Rd, Nairobi, Kenya

[*Responding Author](#)

Received: June 28, 2018; Revision Received: July 12, 2018; Accepted: July 30, 2018

Social Media Use Influence on Learning Behaviour of Secondary School Students in Moshi Municipality, Tanzania

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. Karpinski (2009) 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 result of the 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 social media use, Karpinski (2009), found a continuing drop of grades among students who use social networking sites. This was supported by Kirschner and Karpinski (2010), who found 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 Facebook non users and this resulted in lower mean grade point averages (GPAs).

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

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,

Social Media Use Influence on Learning Behaviour of Secondary School Students in Moshi Municipality, Tanzania

videos and information. They therefore end up spending most of their time listening music and surfing Internet from the ever available mobile phones.

Similarly Schneider, Stueve and Coutler (2012) 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 to become addicted to which resulted in indiscipline in schools include poor academic performance, lack of morals, neglect of studies, violence, identity crises, dressing code among many. According to Ndaku (2013) 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.

Baker (2010) 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.

METHODS

The research used mixed method triangulation research design. It focused on collecting, analysing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise was that the use of quantitative and qualitative research approaches in a single study provides a better understanding of research problems than either approach alone. 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. The municipality covers about 59 square kilometres (23 square miles) and 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.

This research was conducted in 5 Moshi Municipal 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. The sample size in the current study (148)

Social Media Use Influence on Learning Behaviour of Secondary School Students in Moshi Municipality, Tanzania

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. The instruments used by the study were questionnaires and interviews with semi-structured questions. The internal consistency was tested using Cronbach's alpha with an overall score of 0.8333. 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.

RESULTS

The study sought data on the preferred platforms for internet access among the students and the effects of engaging in social media activities. The findings were presented in figure 1 and table 1.

Preference of Social media platforms

The study sought to establish the most favourite social media platform accessed by the students. The results in this regard are presented in figure 1.

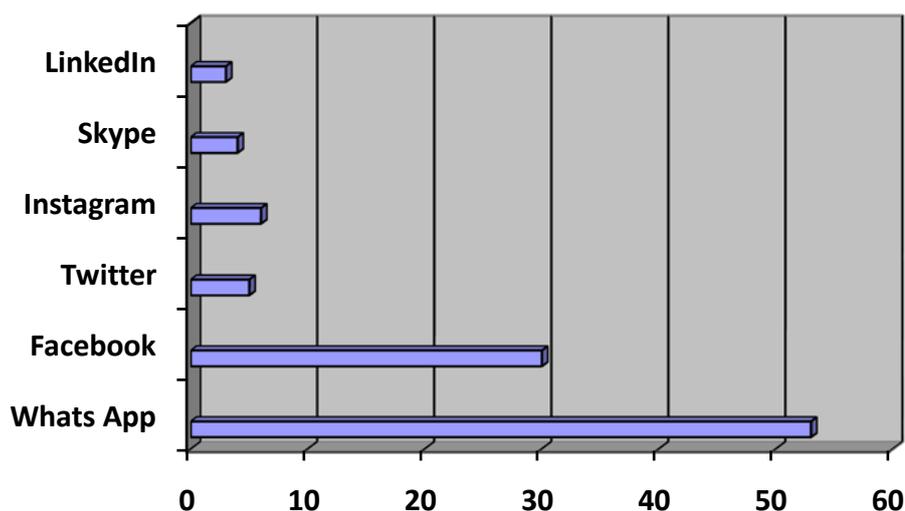


Figure 1: Most favourite social media platforms used by students

Figure 1 shows that 53% of students preferred the WhatsApp application while Facebook was the second most favourite platform at 30%; 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

Social Media Use Influence on Learning Behaviour of Secondary School Students in Moshi Municipality, Tanzania

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.

Effects

The researchers were interested in finding out whether social media influenced the learning behaviour of secondary school students in Moshi Municipality in Tanzania. 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 1.

Table 1 Effects of Social Media on Learning Behaviour of Students

Negative effects	Frequency	%
Poor attitude towards class attendance	80	64
Drastic student academic drop	26	22
Violence attitude towards studies	34	28
Early engagement in premarital sex	111	94
Interest in drug abuse	92	78
Lack of corporation among the students	16	14
Positive effects		
Provides an exciting learning platform	100	85
Allows access to information outside the syllabus	73	62
Easy to access	117	99
Audio-visuals enhance learning	81	69
Applications for the purposes of health, education, commerce or governance	42	36

Table 1 provides responses regarding both the positive and negative effects students felt access to social media caused them. 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.

Social Media Use Influence on Learning Behaviour of Secondary School Students in Moshi Municipality, Tanzania

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 Hare (2007) 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 giving 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, the results show 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 audio-visuals 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 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. A parents said, "*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). Another parent reported,

Social Media Use Influence on Learning Behaviour of Secondary School Students in Moshi Municipality, Tanzania

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).

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. During the interview with the principals, some shared their reservations about the access to and use of social media by student. Below is what one of comments of respondent B4.

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 occurs 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.

DISCUSSION

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 Media Use Influence on Learning Behaviour of Secondary School Students in Moshi Municipality, Tanzania

social networking sites. To postulate this, a study was carried out by Acheaw and Larson (2015) to investigate the intensity and the factors affecting the use of social network sites among the students in Jordanian 723 students were sampled this study Methodology used was mixed-method, 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.

The findings indicate 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 students learning behaviour in Moshi Municipality and this constituted knowledge gap that needed to be explored which the current study intends to fill.

A study by Hameed, Maqbool, Aslam, Hassan and Anwar (2013) 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.

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 using questionnaires, interviews and documentary search sheets. Open-response items and interview responses were analysed

Social Media Use Influence on Learning Behaviour of Secondary School Students in Moshi Municipality, Tanzania

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. Regression results established that Facebook browsing measured using Facebook intensity score affects positively the use of Facebook for learning. 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 use by students in Moshi Municipality schools has the same effects which were found in the study. The study above used only students for data collection while this present studies included teachers, parents, and education officers in gathering data.

CONCLUSION

This study showed high prevalence of social media consumption among high school students in Moshi Municipality. The study found both negative and positive effects of social media use among high school students. The common perception on social media use among students by education stakeholders has been pessimistic. Most studies done have concentrated on the negative effects of social media without exploring the possible ways in which it can be harnessed to promote learning. This study revealed some of the positive ways through which social media can be used to enhance learning including providing access to educational content, providing audio-visual learning aids and providing an exciting learning environment for the students. The findings of this study show that social networking cannot be fully condemned or fully adopted without critique. This makes it necessary for students to be guided on how to use the media appropriately. This study recommends strong guidance and counselling programmes in schools to take the lead in curbing the negative effects of social media among students.

REFERENCE

- Acheaw, M., & Larson, A. (2015). Use of social media and its impact on academic performance of tertiary institution students. *Journal of Education, Vol. 6, No.694*.
- Ahmed, I., & Qazi, T.F. (2011). A Look out for Academic Impacts of Social Networking Sites (SNSs): A Student based Perspective. *African Journal of Business Management* 5(12), 5022-5031.
- Amukune, S. (2013). *Effect of social network browsing on learning behaviour of University students*, Mombasa Kenya. An Act Relative to Bullying in Schools, Chapter 92 of the Acts of 2010.
- Baker, L.R., & Oswald, D.L. (2010). Shyness and online social networking services. *Journal of Social & personal Relationships, 27(7)*, 873-889.
- Baym, N. K., Zhang, Y. B., & Lin, M. (2004). Social interactions across media. *New Media & Society, 6(3)*, 299-318.

Social Media Use Influence on Learning Behaviour of Secondary School Students in Moshi Municipality, Tanzania

- Brydolf, C. (2007). Minding my space: Balancing the benefits and risks of students' online social networks. *Education Digest*, 73(2), 4.
- Donath, J., (2007). Signals in social supersets. *Journal of Computer-mediated Communication*, 13(1). doi 10.1145/1520340.1520738
- Donnerstein, E. (2010). *The media and Aggression: from TV to the Internet*. University of Arizona.
- Hameed, Z., Maqbool, A., Aslam, E., Hassan, E., & Anwar, M. (2013). *Asian journal of empirical research*, 3(6) 775-784.
- Hare, H. (2007). *Survey of ICT in Education in Tanzania*. Washington, DC: InfoDev/World Bank.
- Hillier, L. & Harrison, L. (2007). Building realities less limited than their own: young people <http://blogs.wsj.com/speakeasy/2009/08/13/sarah-palins-facebook-alter-ego-gets-foundout>.
- Karpinski, A.C. (2009, April). *A description of Facebook use and academic performance among undergraduate and graduate students*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.
- Kirschner, P.A. & Karpinski, A.C. (2010). Facebook and academic performance. *Computers in Human Behaviour*, (26), 1237–1245.
- Mutua, W. (2011). *East Africa uptake of Facebook among urban youth* [online]. Retrieved, July 15th 2017-blogs.net/Kenya/technology/east-Africa.
- Ndaku, A. J. (2013). *Impact of social media on students' academic Performance (A study of Students of University of Abuja)*. An Unpublished Research Project.
- Oberst, L. (2010). *The Social Network: Psychological Educative* Retrieved from <http://sixsentences.ning.com/profile/LindsayOberst> Rosen, L., Lim, A., Carrier, L., & Cheever.
- Schneider O'donnell, L., Stueve, A., & Coulter, R. W. (2012). Cyberbullying, school bullying, and psychological distress: A regional census of high school students. *American journal of public health*, 102(1), 171-17.

Acknowledgements

The authors profoundly appreciate all the people who have successfully contributed in ensuring this paper is in place. Their contributions are acknowledged however their names cannot be able to be mentioned.

Conflict of Interest

The authors colorfully declare this paper to bear not conflict of interests

How to cite this article: Moshi, T. B, Ndeke, F. N, Asatsa, S & Ngozi, E. O (2018). Social Media Use Influence on Learning Behaviour of Secondary School Students in Moshi Municipality, Tanzania. *International Journal of Indian Psychology*, 6(3), 83-92. DIP:18.01.029/20180603, DOI:10.25215/0603.029