THE ROLE OF SOCIAL MEDIA IN IMPROVING ACADEMIC PERFORMANCE IN TANZANIA: A CASE STUDY OF MAWENZI, MOSHI TECHNICAL AND MAJENGO SECONDARY SCHOOLS STUDENTS AT MOSHI IN KILIMANJARO REGION.

JOEL GILBERT MUMGAMBO

A Dissertation Submitted to the Directorate of Postgraduate Studies in Partial Fulfillment of the Requirements for Award of the Degree of Masters of Information Security of the Institute of Accountancy Arusha.

November, 2022

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DECLARATION

I, **Joel G. Mumgambo**, declare that a dissertation entitled "**The Role of Social Media in Improving Academic Performance: A Case Study of Mawenzi, Moshi Technical and Majengo Secondary Schools**" is my original work and has not been submitted and will not be presented to any college, institution or university other than the Institute of Accountancy Arusha for academic credit.

SIGNATURE _____

DATE_____

CERTIFICATION

I, the undersigned certify that I have read and here by recommend for acceptance by the Institute of Accountancy Arusha in Tanzania the dissertation entitled "**The Role of Social Media in Improving Academic Performance: A Case Study of Mawenzi, Moshi Technical and Majengo Secondary Schools**" In fulfilment of the requirements for the award of the Masters of Information Security.

Signature: _____

Name: Dr. Thadei Kiwango   (Supervisor Name)

Date:_____

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DEDICATION

This study is dedicated to the Almighty God who enabled me to be in a position to carry on with my study by granting me good health throughout the study. I would also dedicate this study to my lovely wife Jacqueline J, Mtolera, my daughters Jolene and Joela as well as my son Jansen for their love and moral support and continuous belief in me throughout the period of study.

ACKNOWLEDGEMENT

ABSTRACT

This study sought to assess the role of social media in improving academic performance, A case study of Mawenzi, Moshi Technical and Majengo secondary schools. In this study, Social information processing theory, Social Network Theory and Social learning theory and the web were adopted. This study used descriptive research design and both qualitative and quantitative approaches were adopted. The population of this study consists of students of secondary schools. This study employed simple random sampling. Also, this study used both primary and secondary data. Quantitative data collected through questionnaire was analysed using both inferential and descriptive statistics. Qualitative data was analysed using content analysis. Cronbach alpha was used to measure reliability while validity was measured by using Kaiser-Meyer-Olkin (KMO). Findings indicated that Social Media Platforms have positive and significant relationship with academic performance. The findings showed that, time spent had negative but significant relationship with academic performance. Also, the nature of academic use of the social media found to have a positive and significant relationship with academic performance. To gain more understanding into this subject, studies that are more comprehensive could be conducted in different secondary schools located in rural and urban areas in Tanzania to see the situation of the academic performance of students.

LIST OF ABBREVIATIONS AND ACRONYMS

IAA   -   Institute of Accountancy Arusha

ICT   -   Information and Communications Technology

SPSS   -   Statistical Package for Social Science

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter covers historical background of social media. Also on the very same chapter the statement of the research problem, research objective, research questions, significance of the study together with the scope, and limitation of the study are explained.

1.2 Background to the Study

This study aims at assessing the role of social media on academic performance, a case study of Mawezi, Moshi Technical and Majengo secondary schools. Globally, social media is becoming popular for culture, particularly for the graduates. (Subrahmanyam et al., 2019). Kaplan and Haenlein (2018) recognized social media as a category of web-based applications that are influenced by Web 2.0's technical and ideological traits, providing users with the ability to build and change content. Social media also grown with the introduction of a class in an Internet arena where people generate, upload, bookmark, or link content at a prodigious pace. Because of its ease of use, speed and reach, social media is fast changing the public discourse in society and setting trends and agenda in topics that range from the environment and politics to technology and the entertainment industry (Asur and Huberman, 2018). Past studies have found that students who spend more time on social media sites are likely to demonstrate poor academic performance. This is because they spend time chatting online and making friends on social media sites instead of reading books. This has a negative effect on their academic performance (Owusu-Acheaw and Larson, 2015, Abbas et al., 2019).

In Africa, it is not surprising that social media usage is one of the most common activities among children, adolescents, and emerging adults nowadays. It offers today's youth a portal for entertainment and communication and it is becoming one of the main platforms for accessing information and news. Social media provide tools by which people can communicate, share information, and create new relationships. With the popularity of social networking websites on the rise, our social interaction is affected in multiple ways as we adapt to our increasingly technological world. The way web users interact and talk to each other has changed and continues to change. These users now socialize through the internet and it takes away from the person socialization that has been around forever. Social networking websites have affected our social interaction by changing the way we interact face-to-face, how we receive information, and the dynamics of our social groups and friendships (Asur and Huberman, 2020).

In the past years, social media websites have become common; giving young people a new way to interact with each other and communicate with the world. Social networking became popular between 2004 and 2006, after Facebook and MySpace were created. Facebook, for example has over 500 million members and it is still growing and approximately 85% of undergraduate students are Facebook users (Schneider, 2019). These numbers are expected to grow since Facebook users will continue to grow. And this is not only true for Facebook, numbers for YouTube users closely follow as well (University of New Hampshire, 2017).

In Tanzania, social media, a relatively new phenomenon which has gained currency as a tool to be used for communication as technology is rapidly changing too. There are multiple platforms offered in the dissemination of information, and technology is at the disposal of

highly demanding public. This media has changed the way in which information is produced, distributed and displayed. Broom (2019) observes that the internet is a manifestation of an ever- present means of communication considering that all the new forms of media rely on the internet. Social media sites include: Twitter, IMO, Instagram, Facebook, Whatsapp messenger, YouTube, Skype, WeChart, Tiktok, Telegram and Signal Messenger. These networking sites are used by most people to interact with old and new friends, physical or internet friends (Asemah and Edegoh, 2017). Using social media is an integrated component of the lives of many students, it revolutionized habits of students such as reading, research, shopping and communication. Studies revealed that among the various age groups of students, university students are among the most using social networking (Azizi et al., 2019). Social networking sites play a very important role in education. Indeed, students are afforded multiple opportunities to improve learning and access the latest information by connecting with learning groups and other educational systems (Greenhow and Robelia, 2009). Students can also exchange information by connecting with different individuals. This can have a positive impact on student learning outcomes (Yu et al., 2010). Social media also has an impact on student mental health; which refers to their emotional, psychological, and social well-being. Majority of the students spend a lot of their time on social media both during the day and at night, and it can be contended that such technologies play an important role in their daily lives. However, despite their tremendous contributions to knowledge acquisition, there is a need to determine whether such technologies are being used to gain knowledge or for other purposes that may lead to the harmful effects of technology misuse."

It is against this background this study sought to assess the role of social media on academic performance

1.3 Statement of the Problem

Over the years, social media among students has been gaining popularity. It is a way to build relations, not just on campus, but with school mates. Social media is a means which provides the feeling, for people, that they are affiliates. Considering that it is common, economists and researchers question the evaluation whether the level of the educators would not interfere about the cost of time spent on these sites. The use of technology such as the internet is considered by Choney (2019) and Kist (2020) to be one of the main elements that can have, or adversely affect, educational performance in students. Many parents and staff are worried that schoolchildren will spend very too much time on Facebook and other social media networks and to have too low time and time to learn which may lead to poor performance. Through which Poor performance is the problem. Although parents fear many students continue to reuse those sites on a periodic basis and get addicted to them. This has caused distraction for students for their school. Mane (2020) argue that excessive use of these sites not only have long lasting effect on psyche of students but also affects the physical, mental and social aspect of life. They further affect the academic achievement of the students because they don't want to leave that particular aura and thus their concentration stands divided. Many students have lost their interest in their studies as they spend most of their time on these sites (Pokaz 2019). Boyd (2019) states that what started as a hobby for some computer literate people has become a social norm and way of life for people all over the world. Thus, the current study sought to assess the impact of students' use of social media sites on their academic work with special focus to Majengo, Moshi Technical and Mawenzi secondary schools. A comprehensive understanding and investigation study was conducted to help the students, teachers and parents to comprehend role of social media on academic performance and to guide them to better social media usage upon academic performance.

This study sought to answer the following questions: What are types of social media platform used mostly and how much time spent by students? How much time used by students on social media to improve their academic performance? What are the natures of academic use of social media on academic performance of students?

1.4 Research Objectives

1.4.1 General objective

To assess the role of social media on academic performance, A case study of Mawenzi, Moshi Technical and Majengo secondary schools.

1.4.2 Specific Objectives

i. To determine the extent of use of different types of social media for academic purpose by secondary school students

ii. To determine the time spent on social media platform used by students for academic purpose

iii. To determine the relationship between the nature of academic use of social media and the academic performance

1.5 Research Question

i. What are the natures of academic use of social media platform used by students?

ii. How much time used by students on social media platform to improve their academic performance?

iii. What is the relationship between the nature of academic use of social media and the academic performance?

1.6 Scope of the Study

Due to various challenges of a research study to cover an entire area of inquest, limits have been set so as to ensure a well and desirable movement towards accomplishing tasks in a study. This study was restricted to the students of Mawenzi, Moshi Technical and Majengo secondary schools. The study is carried out to assess the role of social media on academic performance.

1.7 Limitation of the Study

In the course of conducting this study, the researcher is expected to encounter the following limitation;

i. Time allocated to accomplish this study was a challenge to the researcher. To overcome this limitation, the researcher took a leave of duty in his work place which commenced as soon as the study is approved. This enabled him to give full attention to the study and therefore enhance its output both in quality and timeliness.

ii. Getting the respondents to answer the question thoughtfully and honestly is also another limitation in the study. However, the study gave a brief introduction of the study to sensitize members on the purpose of the study and how honesty was crucial in getting the correct information as the recommendations were shared with management for implementation.

1.8 Significance of the Study

The findings of this study will enable secondary students to know how best to use social media networks as tool for integrating themselves in the globalized world without affecting their academic performance. Also the findings will be useful for teachers and other educational

stakeholders on knowing their students on using extra-curricular issues on social media and taking appropriate actions toward facilitating the establishment of comprehensive and sustainable system of educating youth on how to use social media networks. This study will help scholars and researchers with more information on the role of social media on the student's academic performance. It will also provide relevance material for students and other researchers undertaking similar research. This study will help also in providing insight of the impact of social media and its intervention during government policy plans towards enhancing education systems and formulating new and modernized curriculum for university students. This information will also be vital to secondary schools especially the guidance and counselling department in helping to identify measures of stopping misuse of this application software and promote learning.

1.9 Organization of the Study

This dissertation is arranged into five chapters. Chapter one introduces the topic to the readers by showing the background of the study and statement of the problem giving a focus of the study. The Objectives of the study and research questions are also indicated. Scope of the study, its significance and organization of the study is also explained. The chapter has also explained the expected limitations in the course of conducting the study and how they were solved. Chapter two presents the review of the related literature, where all the concepts that are important to the study have been presented. Conceptual definitions presented, thus all terms related to social media and academic performance was explained. Theoretical and empirical analysis was also presented. After carefully analysing various research studies conducted so far, a conceptual framework was developed and presented to show the relationship between constructs. Chapter three describes how the study was carried out;

showing the methodology of the study in terms of its design and approach, the population and its sample size, types of data and the way data was collected and analysed. The purpose of this chapter is to present, discuss and argue for the choices made in designing the research framework of this study. Chapter four entails data presentation, analysis and discussions, while chapter five provides the summary, conclusions and recommendations of the study. References and appendices cover the last part of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents critical review of related literature, specifically; the review discusses issues such as the general overview of the issues related to the role of social media on academic performance. In this chapter the study has discussed definition of key terms, theoretical and empirical viewpoint of the literature. Although, there is a long list of publications on the subject area, no attempt has been made to critically assess the role of social media on the academic performance of secondary school students'. The study has also discussed theories guiding the study and a conceptual framework.

2.2 Theoretical Literature Review

2.2.1 Social Information Processing Theory

Social information processing theory explains online information. The theory was developed in 1992 by Joseph Waither (Asemah 2017). Social information processing theory is an interpersonal communication theory which suggests that online interpersonal relationship development might require more time to develop than face-to-face relationships, but when developed, it has the same influence as face-to-face communication. This means, the more students use social media, the more they influence their disposition to studies, given the fact that friends from social media will begin to exert influence on each other. This theory assisted the researcher in examining how social media impact students' academic performance.

2.2.2 Social Network Theory

The theory of social networks contrasts with the kind of sociological theory that describes society as people constructed up. Instead, it begins with the relationships between people and models society as constituted by networks consisting of sets of relationships or links between nodes. Wasserman and Faust (2015) define four extra basic values of models based on the theory of social networks; actors ' autonomy; relationships or connections composed of the flow or transfer of funds; networks restricting and/or allowing individual actors; and social structures generate long-lasting connections and networks. The social network analysis view that includes both technique and theory militate against the study of any single relationship in isolation from the network it is component of. That's because the dyad, or connection between two actors, is the construction block of a network, but it's the network itself. Studies on social networks have described the actors or nodes as people, organizations, businesses, or even nations in different ways. The connection is a material or non-material resource flow (Wasserman & Faust 2015). The resources could include social support, emotional support, companionship, time, data, knowledge, money, transactions of company and shared activity. Wellman, Carrington, and Hall (2017) defined the theory of social networks not so much as being in direct competition with other approaches to defining causality as reformulating fundamental questions. This theory assisted the researcher in identifying types of social media platform used mostly by students and assessing the natures of academic use of social media platform used by students to improve their academic performance.

2.2.3 Social learning theory and the web

Optimum cognitive development depends on the learner's complete social interaction, according to Vygotsky (Baron et al 2015). In addition, teaching is most effective when learners

participate in operations in a supportive (social) learning setting and receive adequate guidance mediated by the instruments mentioned in. The outcome of placing learning in a setting of cooperative and social learning is an enhanced variety of skills compared to what can be achieved alone. In the past, achieving "complete social interaction" needed that youth and society be linked to a physical room like a traditional teaching technique within society. But as web-based and other techniques have developed, youth in synchronous and asynchronous web-based learning settings achieve many of the social benefits of social media network interactions. Social networking media offers the chance to take deeper social interaction and address learning styles rooted in digital techniques (Baron et al 2016). In the meantime, most social network users learn from others in the kind of social network they belong so because the application of the theory of social learning argues that since most people are raised in a family setting, we learn to rely on others for help, information, love, friendship and entertainment (Baron et al 2017). Because of social learning theory it is easy for a student to learn even immoral stuffs from his/her friends. This theory assisted the researcher in assessing the relationship between the time spent on social media and academic performance of students.

2.3 Empirical Literature Review

2.3.1 The Extent of Use of Different Types of Social Media for Academic Purpose

Tezer (2017) investigated the impact of using social media and internet on the academic achievement of prospective teachers. Focus group of the research could be expressed as 204 prospective teachers that were studying in 2016-2017 fall semesters. To collect data, Attitudes Towards to Social Media Scale was employed. Result of the study revealed that, prospective teachers' attitudes towards to social media had an influence on academic achievement.

Furthermore, it could be stressed that prospective teachers with lower attitudes towards to social media were more likely to have lower academic success when compared with the prospective teachers with higher attitudes towards to social media. In addition to these, results of the current study also expressed that students with social media accounts were achieved better grades when compared with the prospective students who did not have any social media account. Lastly, it could be indicated that prospective teachers' attitudes towards to social media was at a moderate level.

Alwagait et al. (2015) have conducted a study to test the impact of using social media on academic success on 108 students in Saudi Arabia. Study revealed that there is no linear relationship among students' weekly social media use and their grade point average. Moreover, students also indicated that time management has negatively influenced their achievement.

Mawdsley (2018) conducted a study to measure students' perceptions of social media in education, to consider how social media may be incorporated as a complementary learning tool. A cross-sectional study was conducted among 300, 17–29-year-old students at Prince Sattam bin Abdul Aziz University. A questionnaire was used to collect data. Chi-squared (Fisher's exact test) test was used to analyze the data. The finding unveiled that social media addiction was negatively associated to students' academic performance. Also, findings of the study revealed that exposure and usage to social media positively influenced the students' academic performance.

Sarsar et al. (2019) conducted a single case study on 18 doctoral students at Ege University during Fall Semester in 2017-2018 to determine their opinions regarding usage of social media tools on teaching and learning process. The results outlined that all students met their expectations during the course and they had positive attitude towards using Facebook. However, only the half of students thought that Blogger is a useful tool for the course activities.

2.3.2 Time Spent on Social Media Platform

Bulut et al. (2019) have conducted a research to investigate general attitudes of students towards the use of social media with the light of some socio demographic variables such as their class, gender, academic background of their parents, socio-economic status, memberships regarding social media tools, social media environments and lastly tools which used for connecting social media accounts. The study revealed that women are more likely to use social media than men as women, however, this relationship was observed to be moderately significant. Study indicated that groups were statistically different in terms of frequency of using social media and time spent in social media environments. Moreover, research also revealed that time spent on social media environments by students' were high and positive.

In a Nigerian research study, Seyi (2020) focused on the negative impact of engaging excessively and undue attention to online socialization to the harm of academics. This study posits that the 21st century brought with it the advent of the new media with its fast tracking means of sending and receiving information via internet in our contemporary society, the new media has gained popularity as its been used for entertainment, networking and academics. It

also pointed out that social networking was provided a boost due to ideas from young generation. The use of Facebook was associated with co-curricular activities, which might be considered a positive influence by social media (Junco, 2020).

Research indicated negative influence of Facebook on students, where a study by Haq and Chand (2016) utilized a sample of 384 students and concluded that Facebook use has an adverse influence on student academic performance. The study noticed that males and females spentequal time on the Internet where females used Facebook more, but males had more friends than females. The important difference was that Facebook use had an adverse influence on males' performance than females. The authors accounted such adverse performance because males spend more time on sports and games activities than females, which caused a loss of time and a bad influence on performance.

2.3.3 Nature of Academic Use of Social Media and the Academic Performance

In an analysis of the students' academic performance, Muhingi, et al. (2015) showed that 56% of them performed below average (grade C-D) while 16% of them scored poorly (D-E). Overall, 72% of the students fell below average in their performances (grade D-E). Only 28% of the students got above average (A-C) scores (Chart 4), confirming that most students spent more of their time on recreational social networking at the expense of pursuance for academic excellence, thereby lowering academic standards in secondary schools in Kenya. A key finding in otherstudies was the strong relationship between recreational Internet and impaired academic performance among secondary school students. The studies showed that students who performed poorly at school had spent five time (x5) more hours online than those who performed well (Muhingi, et al., 2015).

In their study on impact of social media on student's performance in Kenya, Kamaku and Mberia (2018) found that students reported being sleepy during day (school) time. Other studies (such as Kubey, et al., 2017) also produced strong evidence that low academic performance scores were also found out to be directly related to long hours on Facebook, whose findings again concur with the findings in this study (Dawson, 2018). The findings in this study and those found elsewhere conclude that there is therefore, need for monitoring and control of access to social networking service by secondary school students to enhance their academic performances, though this was found to be unpopular with students (Espinosa et al, 2015).

2.4 Research Gap

Based on the empirical literature reviewed, it is evident that extensive research has been done which are related to the research topic in developed and neighboring countries. Globally, there is extensive research work on the impact of social media usage upon academic performance in Tanzania is evident in the light of both subjective evidence from empirical evidence pointing to the social media usage on academic performance. This left a research gap that the current study sought to bridge. High interaction in social media has triggered cooperativeness and the usefulness of it within the education and training process. Under such circumstances it is very crucial to study in detail the role of social media on academic performance particularly in secondary school students in Tanzania. The current study sought to assess the role of social media on academic performance in Mawenzi, Moshi Technical and Majengo secondary schools.

2.5 Conceptual Framework

The conceptual framework has two sets of variables namely the dependent and independent variables. The independent variable is the Academic Performance. The dependent variable is of social media platforms, user perception and effectiveness of social media. The model is shown in Figure 2.1

Figure 2.1: Conceptual Framework

INDEPENDENT VARIABLES	DEPENDENT VARIABLE

SOCIAL MEDIA PLATFORMS
- Facebook
- Whatsapp
- Instagram
- YouTube
- Tiktok
- Twitter
- WeChart
- Signal
- Telegram
- IMO

TIME SPENT
- Hours

NATURE OF ACADEMIC USE
- Browsing
- Notes Searching
- Books Searching
- Searching Review Questions and Answers
- Communication
- Storing of academic materials
- Sharing of academic materials
- Socializing with school mates

ACADEMIC PERFORMANCE
- Grades

Source: Researcher, 2021

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter enlightens on the methodology which was employed in conducting this particular study. The chapter details the study approach, area of the study, target population, sample design and size, sampling techniques, types of data that was used in this study, data collection instruments and procedure, and data analysis plan.

3.2 Research Design

Research design is defined as an arrangement of procedures and methods that describe exactly what is going to occur in the study (Bryman 2012). According to Coghlan and Brannick (2015) a research design is a plan for selecting subjects, research sites and data collection procedures to answer the research questions. This study used descriptive research design as it enables the review of the relationship of the variables under study. The descriptive design is used because it allows improved adjustment of time, cash and furthermore a strategic detachment from the challenge of chasing respondents more than once to produce a high rate of response (Coghlan and Brannick 2015).

3.3 Area of the Study

This study was conducted at Majengo Secondary, Moshi Technical and Mawenzi Secondary located in Moshi Urban - Kilimanjaro. These schools are selected because, study on the role of social media on academic performance has not conducted hence the research was in

position to fulfil this void. Also, the area selected is in a position to provide views and insights concerning role of social media in academic performance. Students from these schools were able to describe in detail the current situation and give recommendations on roles of social media in academic performance. This was expressed objectively in the form of words, phrases or text; as in data provided in documents. Further the study area is chosen due to familiarity and convenience of a researcher to access information.

3.4 Research Approach

This study adopted both qualitative and quantitative approaches. Quantitative approach quantifies variables in terms of numbers using statistical procedures to process them while qualitative study doesn`t quantify variables in terms of numbers, instead it explains variables in exploratory basis. Although there is a difference between quantitative and qualitative research, the two paradigms should not be considered as oppositional but rather as complementary components of scientific and disciplined inquiry (Teddlie 2018). According to Maylor and Blackmon (2015) mixed method research is a dynamic option for expanding scope and improving the analytic power of studies. Both qualitative and quantitative research approaches were used to gather information from the respondents for the best results. A quantitative approach was used to collect and analyse quantitative data from students where as a qualitative approach was used to collect and analyse qualitative data from secondary school teachers.

3.5 Sampling design

3.5.1 Population

According to Kombo & Tromp (2006) population is a group of individuals, objects or items from which samples are taken for measurement. The population of this study consists of students of secondary schools. The target population of this study based on the fact that students are best users of social media while teachers are the guiders of the students.

Table 3.1: The Targeted Population

	MALE	FEMALE	TOTAL
MAJENGO SEC	174	148	322
MOSHI TECH	998	182	1180
MAWENZI SEC	341	747	1088
		TOTAL	2590

3.5.2 Sampling technique

The researcher uses the probability sampling techniques. Simple random sampling approach was suitable for this study because of its advantages like minimization of bias results, improve reliability and validity of data from respondents who represents the population. Mlyuka (2011) defines simple random sampling as a type of sampling which provides equal chance to every member in the population to be included in the study. This study employed simple random sampling. Name of the students were numbered and selected randomly. Students from Majengo, Moshi Technical and Mawenzi secondary schools had an equal

chance to be included in this study. Students from Majengo, Moshi Technical and Mawenzi secondary schools were numbered and picked randomly.

3.5.3 Sample size

The determination of sample size is a common task for many organizational researchers. Appropriate and adequate sample sizes influence the quality and accuracy of research. According to Krejcie and Morgan (2010) sample size is an estimation methods provided a given number of populations (N) and its sample size (S).

$$n = \frac{N}{1+N.e^2} = \frac{2590}{1+2590.0.05^2} = 346$$

Table 3.2: The Targeted Sample Size

Respondents	Sample size	
	Students	
Majengo Secondary	322	178
Moshi Technical	1180	299
Mawenzi Secondary	1088	292
	2590	346

Source: Researcher (2021).

3.6 Data Collection Methods

The study used combination of data collection methods, both primary and secondary sources generally known as triangulation. In research triangulation refer to as combination of two or more data sources. In this study primary and secondary data was collected and analysed. The use of triangulation data collection improves validity and reliability of data collected (Bartkus 2017). Triangulation is crucial because no single method would adequately address all

aspects of a problem. This method provides a mechanism of counter checking the validity and reliability of the data that was collected.

3.6.1 Primary Data

Primary data was collected using questionnaire and interviews. A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents, although they are often designed for statistical analysis of the responses by Bilous. Hammersley and Lloyd (2018). It is a self-administer schedule of questions and statement. This method is simple compared to other methods, it is free from bias, less expensive and does not exact much pressure on the respondent hence makes them more comfortable. Open and closed ended questionnaires for this case were distributed to the selected respondents. The technique helped the researcher to obtain data from different sample units. The questionnaire had a five-point Likert scale where 1= Strong Disagree, 2= Disagree, 3= Neutral, 4= Agree 5= Strong Agree. Also, semi structured interviews were conducted to obtain information on the impact of social media usage upon academic performance.

3.5.2 Secondary Data

This refers to a source that provides non-original or second hand data or information. Secondary data was obtained from various sources including published sources and unpublished sources such as books, research reports, journal articles, dissertations, seminar, magazines, and newspapers regarding to impact of social media on academic performance.

3.8 Data Analysis

The collected data was edited where errors made during the data collection was eliminated. The data was then be coded to translate the responses into specific categories where code numbers were assigned to each survey response and from these a coding frame was acquired. The SPSS software version 25 was used to analyse the coded data. Quantitative data collected through questionnaire was analysed using both inferential and descriptive statistics. Inferential statistics such as regression and correlation analysis were used in analysing the association between the study variables. Pie charts, bar graphs and tables were used to present the analysed data. Qualitative data was analysed using content analysis. This is because the content analysis technique allows the researcher to be able to handle massive amounts of data. The regression model was as follows:

$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \alpha$

Whereby Y = Academic Performance

$\qquad X_1$ = Social Media Platforms

$\qquad X_2$ = Time Spent

$\qquad X_3$ = Nature of Academic Use

3.9 Reliability and Validity of Data

3.9.1 Reliability of Data

Reliability is the extent to which a test, experiment or any measuring procedure yields similar results in the repeated trials and can therefore be generalized. The tendency towards yielding similar results in repeated trials or measurements is its consistency. Validity, on the other hand, is the extent to which the constructs are able to measure what it is supposed to measure (Skiadas and Bozeman 2019). In order to measure the internal consistency of the

study instruments, this study used the Cronbach alpha which measures how well items in a set are correlated to each other.

3.9.2 Validity of Data

Validity is the credibility or genuineness of results. Internal validity means that the instrument or procedure measures what it is supposed to measure. External validity means that the results are generalizable beyond the immediate situation. Research methods vary with regard to their internal and external validity. In this study validity was measured by using Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of Sphericity.

3.10 Ethical Considerations

Saunders, Lewis and Thornhill (2016) comment as follows with regard to ethics consideration: "Researchers must be more than technically competent, in order to understand. Researchers must open themselves to their subjects, feeling worlds; whether these worlds are congenial to them or repulsive and enter into chattered intimacies. Researchers must experience selves simultaneously; both real and both conflicted and confront the duality of represented." Regarding the views of Saunders, Lewis and Thornhill (2016), researcher took into consideration, and protect the rights, feelings and welfare of the participants. In concert with the regulations of the Institute of Accountancy Arusha with regard to conducting research, the following ethical considerations were taken into account;

    i.   Permission

Researcher obtained written permission from the Directorate of Postgraduate Studies to conduct this research, in order to ensure that it is a legal exercise.

ii.   Confidentiality and Privacy

Respondents of this study were assured that their information provided would be dealt with in the strictest confidentiality. Also, researcher assured the respondents that their trust would not be exploited for personal gain, benefit, by deceiving or betraying them in the research route or published outcomes.

iii.   Voluntary Participation and Informed Consent

The principle of voluntary participation was explained to the respondents and they were also informed that they have the right to withdraw from the study at any time.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents analysis of the findings on the role of social media on academic performance with special focus to Mawenzi, Moshi Technical and Majengo secondary schools. This chapter is divided into the following sections: demographic information, validity and reliability tests, findings according to objectives, correlation analysis, regression analysis, and discussion of findings.

4.2 Response Rate

A total of 346 respondents were provided questionnaires, with 8 (2%) having incomplete questionnaires and so being eliminated from analysis, leaving 338 for analysis. The 338 respondents retained for analysis represented 98% of the total sample. The response rate was possible because the researcher handed out the questionnaires in person and waited for them to be completed. In a few situations, where responders were unwilling to fill the position, a substitute was identified.

4.3 Demographic Information

4.3.1 Gender of the Respondents

The study sought to determine the gender of the respondent and therefore requested the respondent to indicate their gender. As shown in figure 4.1, it's evident that most respondents in the study were females who had a representation of 57% while the males were only 43% of the total participants. This is an indication that both genders were involved in this study and

thus the finding of the study did not suffer from gender bias. This corresponds with the research by Bulut et al. (2019) who found that women are more likely to use social media than men as women. This is contrary with Haq and Chand (2016) who found that, males spend more time on sports and games activities than females, which caused a loss of time and a bad influence on academic performance.

Figure 4.1: Gender of the Respondents
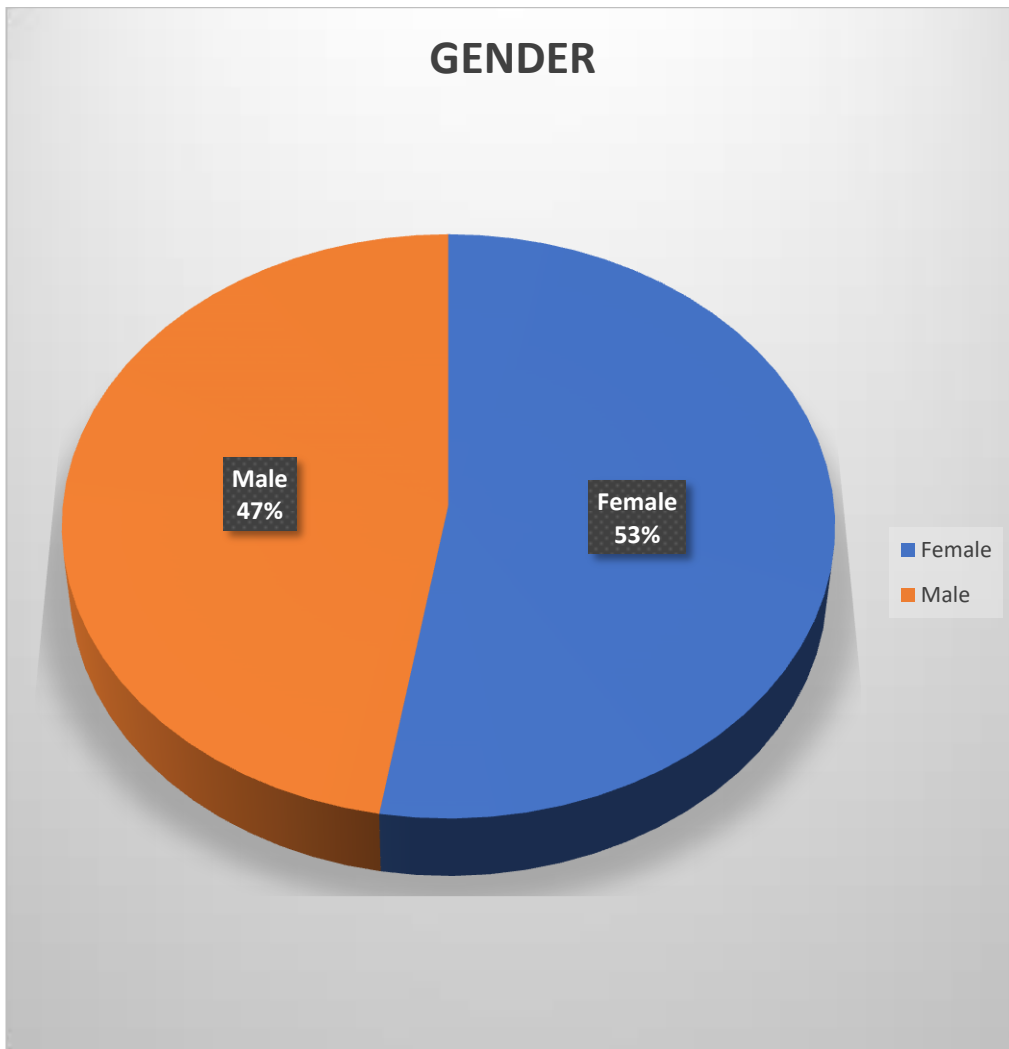
Source: Field Data (2022).

4.3.2 Age Distribution

The study sought to determine the age category of the respondents and requested them to indicate their age category. According to figure 4.2, the majority of survey respondents (59%) were between the ages of 11 and 15, followed by those between the ages of 16 and 20, and those between the ages of 21 and 25, with 27% and 14%, respectively. This indicates that respondents' ages were evenly divided and that young people are more aware of social media usage.

Figure 4.2: Age Distribution
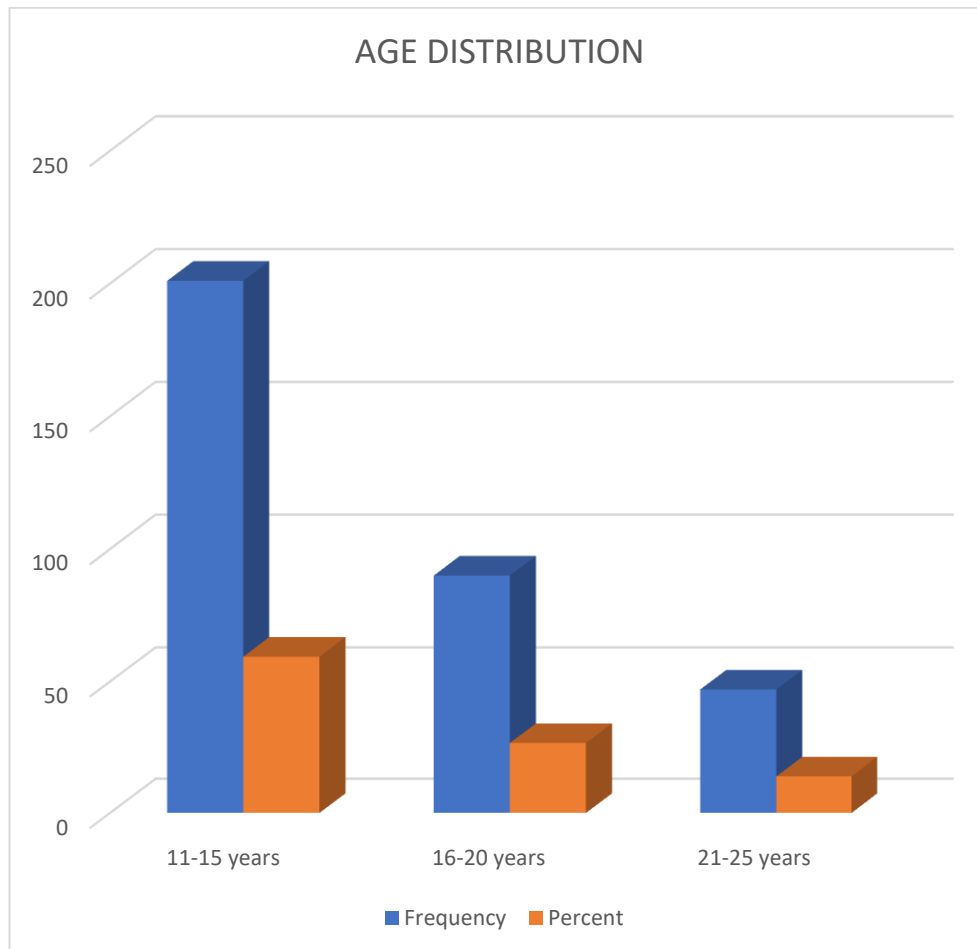
Source: Field Data (2022).

4.3.3 Education Level

The studies sought to determine the educational levels of the respondent and requested them to indicate their education level and are summarized below. As shown in figure 4.3, its s evident that 83% of the respondents were of ordinary level while advanced level had representations of 17%. This indicates that the majority of the respondents in this study had received an ordinary level of education and thus had sufficient knowledge to understand and respond to the questions.

Figure 4.3: Education Level
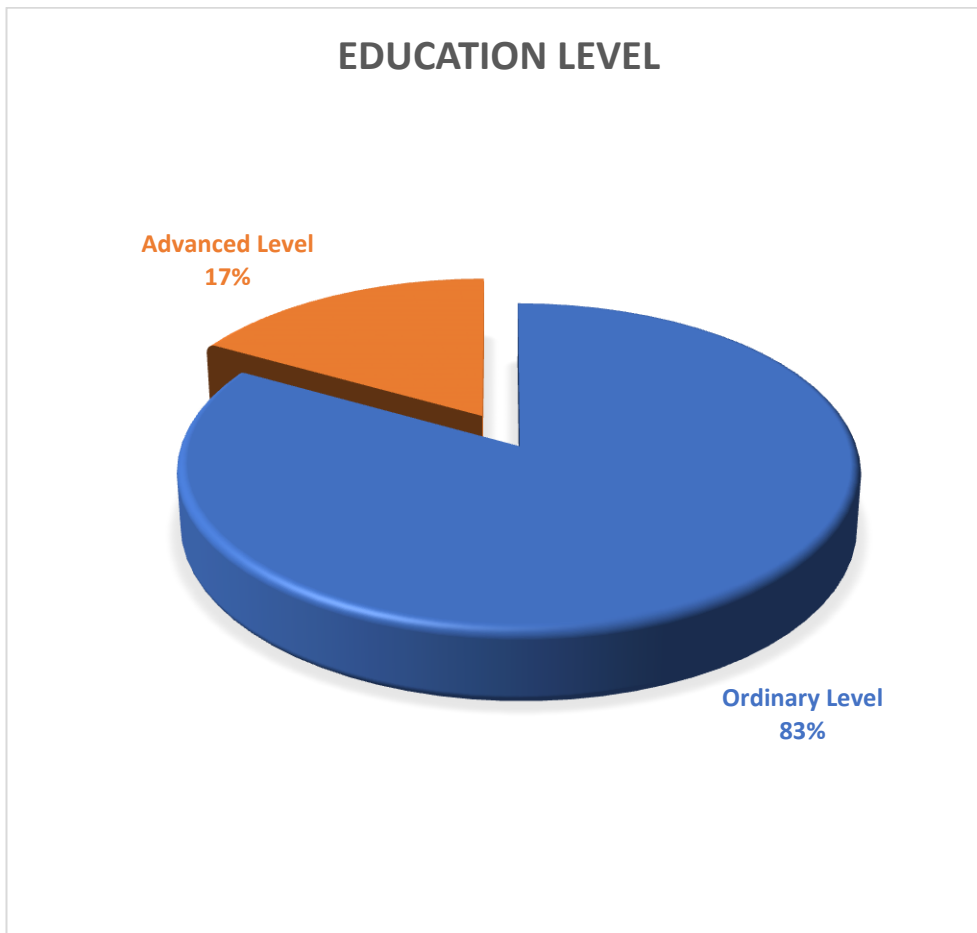
Source: Field Data (2022).

4.3.4 Academic Performance

The study sought to determine average grade of the students for the last academic year and results are summarized below. As shown in figure 4.4 below, it's evident that majority of the respondents had good average with a representation of 41%, 27% very good, 17% had excellent average while 10% had marginal fail whereas 4% had absolute fail. This means that the majority of the respondents in this survey got a high average grade for the previous academic year.

Figure 4.4: Academic Performance
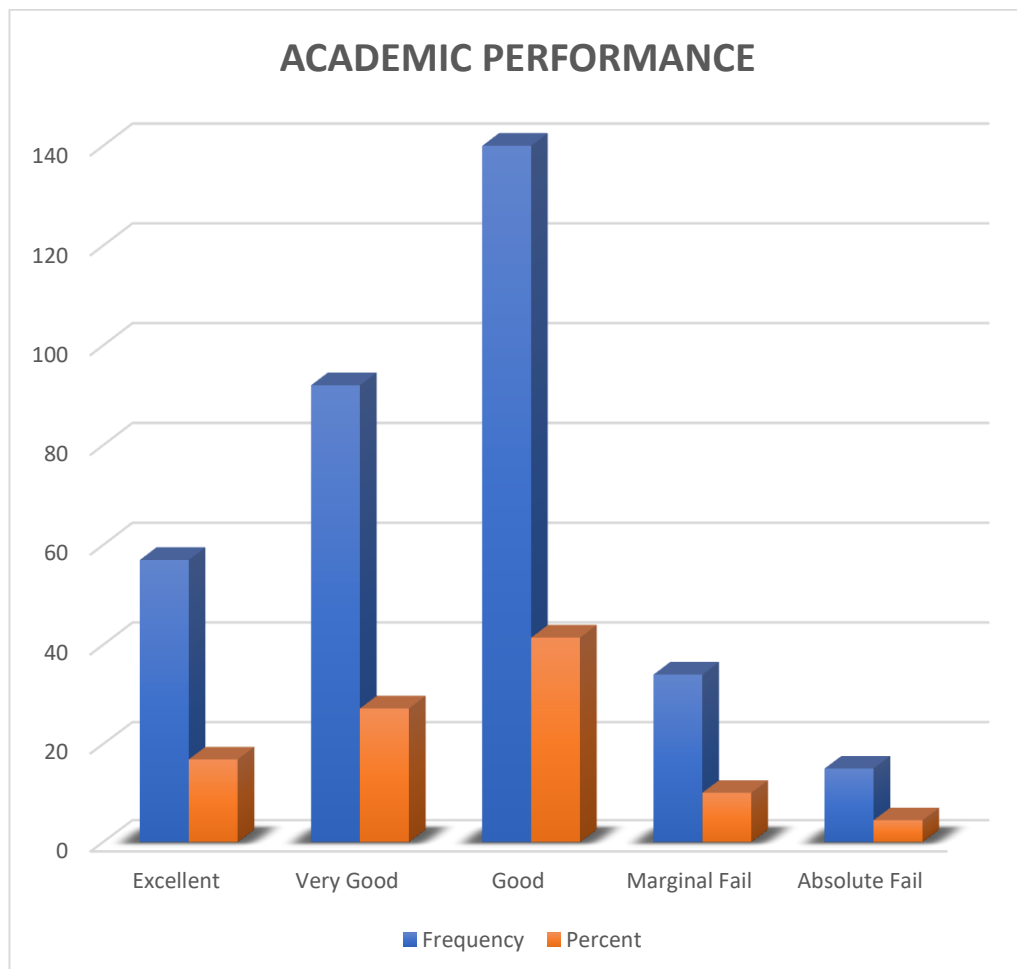
Source: Field Data (2022).

4.4 Test of Reliability and Validity

4.4.1 Reliability

Reliability of questionnaire was tested using Cronbach's alpha. The results in table 4.1 below show that the reliability of data instruments was acceptable since Cronbach alpha was above 0.7 for all items as Kumar (2019) indicated that when Cronbach' alpha is 0.7<0.8 is acceptable and 0.8<0.9 the reliability is good while 0.9<1 it means that the internal consistency reliability is excellent.

Table 4.1 Reliability Statistics

Reliability Statistics		
Variables	Cronbach Alpha	Internal Consistency
Social Media Platforms	0.717	Acceptable
Time Spent	0.741	Acceptable
Nature of Academic Use	0.806	Good

Source: Field data (2022).

4.4.2 Validity

The validity test was used by the KMO and Bartlett. The test result showed that KMO had a value of 0.816 that is appropriate as reported by Kumar (2019) that if the measure is 0.8 to 0.89 is good and 0.9 to 0.99 is excellent. On the other side, the Bartlett test in this experiment produces p-value= 0.00, which implies that the factors are adequately similar to provide a reasonable basis for factor evaluation as indicated by (Csikszentmihalyi and Larson, R. (2014) that the Bartlett test value should be less than 0.05 as mentioned below in KMO and Bartlett table 4.2.

Table 4.2: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.816
Bartlett's Test of Sphericity	Approx. Chi-Square	157.637
	df	6
	Sig.	.000

Source: Field data (2022).

4.5 Presentation of Findings

4.4.1 Types of Social Media

The first objective of this study intended to determine the extent of use of different types of social media for academic purpose by secondary school students. Based on the mean values, the five-point scale ranges are as follows: mean scores of less than 1.5 represents most rare; mean scores of 1.5 but less than 2.5 represents rarely; mean scores of 2.5 but less than 3.5 represents moderate extent; mean scores of 3.5 but less than 4.5 represents frequently; mean scores of 4.5 to 5 represents most frequently. The responses were clearly summarized in the table 4.3 below.

Table 4.3: Types of Social Media used by Secondary School Students

	Mean	Std. Deviation
WhatsApp	4.8125	.80338
Facebook	4.7250	.71821
TikTok	4.7000	.46115
Instagram	4.6875	.76628
YouTube	3.9500	.84043
Twitter	3.7625	.42824
Telegram	3.5875	.79546
WeChart	3.1750	.75933
IMO	3.0500	.83439
Signal	2.5750	.49746
Valid N (listwise)		

Source: Field Data (2022).

From the table above, findings showed that WhatsApp (Mean = 4.8125, Standard Deviation = .80338), Facebook (Mean = 4.7250, Standard Deviation =.71821), TikTok (Mean = 4.7000, Standard Deviation .46115) and Instagram (Mean = 4.6875, Standard Deviation =.76628) were most frequently social media platforms used by student. On the interview, one of the respondents stated that:

"...WhatsApp, Facebook, and Instagram are the most popular social media platforms that enable students to exchange ideas, information, and thoughts through online groups and networks." **(Mawenzi Secondary School – Student)**

The findings indicated that YouTube (Mean = 3.9500, Standard Deviation =.84043), Twitter (Mean = 3.7625, Standard Deviation =.42824) and Telegram (Mean = 3.5875, Standard Deviation =.79546) were frequently social media platforms used by student. One of the respondents indicated that:

"Students like watching YouTube videos, which not only help them master complicated ideas but also assist them improve their listening and punctuation abilities. Teachers, on the other hand, may devote more time to students' learning capacities rather than spending more time teaching complicated concepts and topics" **(Majengo Secondary School - Student)**

Another respondent added that:

"Twitter and Telegram allow pupils to communicate digitally with family, friends/peers, instructors, members of interest groups, and even strangers" **(Moshi Technical Secondary School - Student)**

To the moderate extent, majority of the respondents asserted that they use WeChart (Mean = 3.1750, Standard Deviation =.75933), IMO (Mean = 3.0500, Standard Deviation =.83439) and Signal (Mean = 2.5750, Standard Deviation =.49746) for academic purpose. In Tanzania, the use of social media, both informally and formally, within the secondary school students will continue. However, in order for it to be an effective tool, educators must first understand what social media is, the various types of social media that are available, the various levels of familiarity that students have with those social-media platforms, and what specific skills and impacts social media can provide to secondary school students. Social media promises to open up new doors for secondary school students, but only if educators and students alike better grasp how to use it as a teaching tool.

4.4.2 Time Spent

The second objective of this study sought to determine the time spent on social media platform used by students for academic purpose. Based on the mean values, the five-point scale ranges are as follows: mean scores of less than 1.5 represents 0 – 2 hours per week; mean scores of 1.5 but less than 2.5 represents 3 – 4 hours per week; mean scores of 2.5 but less than 3.5 represents 5 – 6 hours per week; mean scores of 3.5 but less than 4.5 represents 7 – 8 hours per week; mean scores of 4.5 to 5 represents 9 – 10 hours per week. The responses were clearly summarized in the table 4.4 below.

Table 4.4: Time Spent on social media platform used by students for academic purpose

	Mean	Std. Deviation
Communication	4.8875	.84485
Browsing	4.5125	.46644
Notes Searching	3.7000	.46115
Book Searching	3.5875	.41166
Storing of academic materials	3.5375	.76214
Searching review questions and answers	3.4875	.87430
Sharing of academic materials	32.4125	.80338
Valid N (listwise)		

Source: Field Data (2022).

From the statistical table above, majority of the respondents indicated that they spent 9 – 10 hours per week on social media platforms for communication (Mean = 4.8875, Standard Deviation = .84485) and browsing (Mean = 4.5125, Standard Deviation = .46644). During the interview, respondents indicated that:

> *"Students who spend too much time on social media might suffer from poor sleep, eye fatigue, bad body image, depression, anxiety, cyber bullying, and other problems"* **(Mawezi Secondary School - Student)**

> *"Students who utilized social media heavily were easily distracted from their studies, missed deadlines, sought approbation, and reported sleep deprivation, back discomfort, and eye strain"* **(Majengo Secondary School - Student)**

Another respondent claimed that:

> *"Social media use may also have a detrimental impact on pupils, as it can distract them, interrupt their sleep, and expose them to bullying, rumor spreading, false*

views of other people's lives, and peer pressure" **(Moshi Technical Secondary School - Student)**

Also, respondents portrayed that they spent 7 – 8 hours per week on social media platforms for notes searching (Mean = 3.7000, Standard Deviation = .46115) and book searching (Mean = 3.5875, Standard Deviation = .41166) as well as storing of academic materials (Mean = 3.5375, Standard Deviation = .76214). On the interview, respondents stated:

"The use of social media in education assists students, instructors, and parents in obtaining more helpful information, connecting with learning groups, and connecting with other educational systems that make education more easy. Social media platforms provide students and educational institutions with several options to improve learning techniques" **(Majengo Secondary School - Student)**

Another respondent posited that:

"…Accessing information, providing information, and communicating via social media is frequently easier and more convenient. Teachers and students may communicate with one another and use these platforms to better their learning and teaching" **(Mawenzi Secondary School - Student)**

Moreover, respondents portrayed that they spent 5 – 7 hours per week on social media platforms for searching review questions and answers (Mean = 3.4875, Standard Deviation = .87430) and sharing of academic materials (Mean = 3.4125, Standard Deviation = .80338). On the interview one of the respondents claimed that:

*"... social media can assist students enhance their academic performance and understanding by collecting data and information." When students are given an assignment, they use numerous internet platforms to acquire information in order to prepare the project"***(Moshi Technical Secondary School - Student)**

One of the most serious repercussions of excessive social networking use for kids is poor academic performance. Students who utilized social media and the internet more than the norm had poor academic performance and a low level of focus in class.

4.4.3 Nature of Academic Use of Social Media and the Academic Performance

The objective was to determine the relationship between the nature of academic use of social media and the academic performance. Based on the mean values, the five-point scale ranges are as follows: mean scores of less than 1.5 represents no influence; mean scores of 1.5 but less than 2.5 represents small influence; mean scores of 2.5 but less than 3.5 represents moderate influence; mean scores of 3.5 but less than 4.5 represents big influence; mean scores of 4.5 to 5 represents very big influence. The responses were clearly summarized in the table 4.5 below.

Table 4.5: Nature of Academic Use of Social Media and the Academic Performance

	Mean	Std. Deviation
Searching review questions and answers	4.2875	.87430
Browsing	3.3125	.46644
Sharing of academic materials	3.0125	.80338
Book Searching	2.7875	.41166
Notes Searching	2.7000	.46115
Communication	2.5875	.84485
Storing of academic materials	2.5375	.76214
Valid N (listwise)		

Source: Field Data (2022).

From the statistical table above, majority of the respondents asserted that the searching review questions and answers (Mean = 4.2875, Standard Deviation = .87430) had very big influence. During the interview, one of the respondents stated that:

> *"…There are certain benefits to using social media in a teaching-learning process, such as motivating instructors and learners to present topic contents, assisting learners to grasp subject materials, enabling learners in learning activities, and preventing learners from becoming bored"* **(Majengo Secondary School - Student)**

Majority of the respondents indicated that browsing (Mean = 3.3125, Standard Deviation = .46644), sharing of academic materials (Mean = 3.0125, Standard Deviation =.80338) and book Searching (Mean = 2.7875, Standard Deviation = .41166) notes Searching (Mean = 2.7000, Standard Deviation = .46115) as well as communication (Mean = 2.5875, Standard Deviation = .84485) have had moderate influence. During the interview, one of the respondents stated that:

*"Social networking platforms provide students and educational institutions with several options to improve learning techniques. Students can use these networks to add social media plugins that allow for sharing and engagement. Students can benefit from online lessons on YouTube, online courses given by colleges, and a variety of resources shared on social media"***(Moshi Technical Secondary School - Student)**

Also, results showed that storing of academic materials (Mean = 2.0375, Standard Deviation = .76214) had small influence academic performance of the secondary school students. Secondary school kids benefit from social media since it allows them to acquire and then practice creative talents. Another important influence of social media is the improvement of student academic performance and understanding through data and information collection. When students are assigned tasks in school, they use various internet platforms to gather knowledge and discover answers to their problems.

4.5 Inferential Statistics on the Role of Social Media on Academic Performance

In this study correlation and regression analysis was carried to measure the relationship between variables. These variables were represented as follows; Y = Academic Performance; X1 = Social Media Platforms; X2 = Time Spent; X3 = Nature of Academic Use

4.5.1 Correlation Analysis on the Role of Social Media on Academic Performance

Table 4. below, the relationship between independent variables and dependent variable was investigated using Pearson Product-moment correlation coefficient.

Table 4.6: Correlation Analysis

		Social Media Platforms	Time Spent	Nature of Academic Use	Academic Performance
Social Media Platforms	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	80			
Time Spent	Pearson Correlation	.729**	1		
	Sig. (2-tailed)	.000			
	N	338	338		
Nature of Academic Use	Pearson Correlation	.896**	.732**	1	
	Sig. (2-tailed)	.000	.000		
	N	338	338	338	
Academic Performance	Pearson Correlation	**.507****	**-.216****	**.526****	**1**
	Sig. (2-tailed)	.000	.000	.000	
	N	338	338	338	338

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Field Data (2022).

Findings shown in Table 4.6 indicate that Social Media Platforms have positive and significant relationship with academic performance (r = 0.507 N= 338). The findings showed that, time spent had negative but significant relationship with academic performance (r = -0.216, N= 338). Also, the nature of academic use found to have a positive and significant relationship with academic performance (r = 0.526 N= 338). The correlations are significant at the 0.01 level.

4.5.2 Regression Analysis

Coefficient of determination (r^2) in the model summary explains 60.5% of the independent variables. This means that independent variables (Nature of Academic Use, Time Spent, Social Media Platforms), explain only 60.5% of the academic performance of the secondary

school students. The coefficient of determination is very significant because only 39.5% of variations are brought about by characteristics not captured in the independent variables.

Table 4.7: Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.778[a]	.605	.589	3.01470

a. Predictors: (Constant), Nature of Academic Use, Time Spent, Social Media Platforms

Source: Field Data (2022).

Table 4.8: ANOVA

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1057.483	3	352.494	38.785	.000[b]
	Residual	690.717	334	9.088		
	Total	1748.200	337			

a. Dependent Variable: Academic Performance
b. Predictors: (Constant), Nature of Academic Use, Time Spent, Social Media Platforms

Source: Field Data (2022).

Given 5% level of significance, the numerator df =3 and denominator df =337, table 4.8 shows computed F value as 38.785. The P value from the model summary is 0.000 which is less than 0.05. This confirms that overall multiple regression model is statistically significant, in that it is a suitable prediction model for explaining how the selected independent variables affects the Academic Performance.

Table 4.9: Coefficients[a]

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.415	1.691		7.932	.000
	Social Media Platforms	.184	.192	.161	.958	.001
	Time Spent	.262	.077	.374	3.428	.341
	Nature of Academic Use	.234	.128	.308	1.827	.002

a. Dependent Variable: Academic Performance

Source: Field Data (2022).

Using the results above, we have the regression equation as:

$(Y = \beta 0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \alpha)$

$Y = 3.415 + 0.184 X_1 - 262 X_2 + 0.234 X_3 + 1.691\alpha$

Whereby Y = Academic Performance

X_1 = Social Media Platforms

X_2 = Time Spent

X_3 = Nature of Academic Use

According to the regression equation established, taking all factors into account with constant at zero, outcomes will be 3.415. The data analysed also show that Academic Performance of the secondary school students is greatly contributed by nature of academic use, time spent, and social media platforms. Taking all other independent variables at zero, social media platforms increase academic performance by 0.184. While time spent on social media will decrease academic performance by 0.262. Also, nature of academic use will increase academic performance by 0.234.

4.7 Discussion of Findings

4.7.1 Types of Social Media

Social networks are important communication channels and sources of social support in learning situations. Findings showed that WhatsApp, Facebook, TikTok and Instagram were most frequently social media platforms used by student. On his study, Kubey, et al., (2017) produced strong evidence that low academic performance scores were also found out to be directly related to long hours on Facebook. As per social information processing theory, the more students use social media, the more they impact their study disposition, because social media buddies begin to exert influence on one other. Social media is not inherently damaging or bad; rather, it is how we use it that has both good and negative implications. The correct usage of social media necessitates a culture and understanding of how they should be utilized. The findings indicated that YouTube, Twitter and Telegram were frequently social media platforms used by student. To the moderate extent, majority of the respondents asserted that they use WeChart, IMO and Signal for academic purpose. Many social networking services, like WhatsApp, Facebook, YouTube, and Twitter, are expressly created for educational purposes. Social networks provide several benefits for learning because they allow easy access to knowledge and information resources, lower barriers to group interaction and telecommunications, facilitate collaborative learning activities, and motivate learners to learn more about self-learning. They also raise student engagement and motivation, improve learner involvement with one another and with teachers, and promote active and social learning. It is consequently critical that the administrations of Mawezi, Moshi Technical, and Majengo secondary schools investigate the motives for which their pupils utilize social media platforms.

4.2.2 Time Spent

Students are among the most active users of the internet and social networks. However, these networks are like two-edged swords. Findings indicated that they spent 9 – 10 hours per week on social media platforms for communication and browsing. Bulut et al. (2019) revealed that time spent on social media environments by students' were high and positive. While, Kamaku and Mberia (2018) on the impact of social media on student's performance in Kenya, found that students reported being sleepy during day (school) time. Spending too much time on social media platforms can lead to a sedentary lifestyle and a drop in daily physical activity levels, making students more susceptible to noncommunicable illnesses including obesity, diabetes, and hypertension. Furthermore, social media use has a detrimental impact on students' mental health and can lead to sadness and anxiety.

Also, respondents portrayed that they spent 7 – 8 hours per week on social media platforms for notes searching and book searching as well as storing of academic materials. Moreover, respondents portrayed that they spent 5 – 7 hours per week on social media platforms for searching review questions and answers and sharing of academic materials. Many students' lives have been transformed by the usage of social networks, which connect them to a world of new possibilities, particularly in their subject of study. Students may suffer major consequences if they do not regulate the time they spend on social media and the motivations for doing so. When students do not regulate their usage of social networks, they get hooked to them and face a variety of disadvantages, particularly in terms of their education. In reality, excessive usage of social media leads to failure in schooling and social connections, as well as inadequate time management. Therefore, there is a need for Mawezi, Moshi Technical and

Majengo secondary schools to monitor and control of access to social networking service of the students so as to enhance their academic performances,

4.2.3 Nature of Academic Use of Social Media and the Academic Performance

Findings showed that the searching review questions and answers had very big influence on the academic performance. This finding supports the postulations of the social learning theory and the web which stipulates that social networking media offers the chance to take deeper social interaction and address learning styles rooted in digital techniques. Students who seek review questions and answers as well as educational resources outperform those who do not. In general, the use of review questions and answers, as well as instructional resources, improves students' grasp of subjects and leads to high academic accomplishment.

Findings indicated that browsing, sharing of academic materials and book searching, notes searching as well as communication have had moderate influence on the academic performance. Also, results showed that storing of academic materials had small influence academic performance of the secondary school students. Moreover, the research findings coincided with the views by Mawdsley (2018) that exposure and usage to social media positively influenced the students' academic performance. It is important for students of Mawezi, Moshi Technical and Majengo secondary schools to enhance their relationship, improve learning motivation, offer personalized course material, and develop collaborative abilities using social media.

For correlation analysis, findings indicated that social media platforms have positive and significant relationship with academic performance. Tezer (2017) expressed that students with

social media accounts were achieved better grades when compared with the prospective students who did not have any social media account. However, contrary to the findings, Mawdsley (2018) found social media addiction was negatively associated to students' academic performance.

The findings showed that, time spent had negative but significant relationship with academic performance. Cognate to the results, Muhingi, et al. (2015) posited that most of the students who spent more of their time on recreational social networking at the expense of pursuance for academic excellence, tend to have lower academic performance. However, Alwagait et al. (2015) revealed that there is no linear relationship among students' weekly social media use and their grade point average. Uncontrolled usage of social media limits study time, which has a detrimental impact on students' academic achievement. Furthermore, because people who use social media for long periods of time may not get enough rest and suffer from exhaustion and sleep disturbance, this might have a detrimental influence on their focus and learning. Reduced sleep quality has a detrimental impact on pupils' focus and academic performance. Furthermore, decreasing the duration of sleep may interfere with the release of serotonin and melatonin, increasing students' tension and anxiety. As a result of these hormonal changes, brain function and cognitive capacities are reduced.

The study has indicated that, the nature of academic use have a positive and significant relationship with academic performance. The research findings coincided with the views of Sarsar et al. (2019) that students met their expectations during the course and they had positive attitude towards using Facebook. Also, Seyi (2020) pointed out that social networking was provided a boost due to ideas from young generation. The use of Facebook was

associated with co-curricular activities, which might be considered a positive influence by social media (Junco, 2020). As a result, when utilizing social networks, extra consideration should be given to the nature of the use. In reality, the kind and use of social media affects kids' academic achievement.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the findings and conclusion on the impact of social media in improving academic performance with special focus to Mawenzi, Moshi Technical and Majengo secondary schools. The chapter also elucidates the policy recommendations that policy makers can implement to improve academic performance of the secondary student using social media. Lastly the chapter presents suggestions for further research which can be useful to future researchers.

5.2 Summary of the Findings

5.2.1 Types of Social Media

The first objective of this study intended to determine the extent of use of different types of social media for academic purpose by secondary school students. Findings of this study showed that WhatsApp, Facebook, TikTok and Instagram were most frequently social media platforms used by student. The findings indicated that YouTube, Twitter and Telegram were frequently social media platforms used by student. To the moderate extent, majority of the respondents asserted that they use WeChart, IMO and Signal for academic purpose. It is important for secondary students to know that students may get more frustration by spending more time with these platforms.

5.2.2 Time Spent

The second objective of this study sought to determine the time spent on social media platform used by students for academic purpose. Majority of the respondents indicated that they spent 9 – 10 hours per week on social media platforms for communication and browsing. Also, respondents portrayed that they spent 7 – 8 hours per week on social media platforms for notes searching and book searching as well as storing of academic materials. Moreover, respondents portrayed that they spent 5 – 7 hours per week on social media platforms for searching review questions and answers and sharing of academic materials. Time management is critical in determining the success or failure of social media platforms on students' academic achievement. As a result, students who lack time management skills are more vulnerable to the detrimental influence that social media platforms have on their users.

5.2.3 Nature of Academic Use of Social Media and the Academic Performance

The objective was to determine the relationship between the nature of academic use of social media and the academic performance. Findings showed that the searching review questions and answers had very big influence. Majority of the respondents indicated that browsing, sharing of academic materials and book Searching, notes searching as well as communication have had moderate influence. Also, results showed that storing of academic materials had small influence academic performance of the secondary school students.

For correlation analysis, findings indicated that Social Media Platforms have positive and significant relationship with academic performance. The findings showed that, time spent had negative but significant relationship with academic performance. Also, the nature of academic use found to have a positive and significant relationship with academic performance.

For the regression analysis, independent variables (Nature of Academic Use, Time Spent, Social Media Platforms), explain only 60.5% of the academic performance of the secondary school students. The coefficient of determination is very significant because only 39.5% of variations are brought about by characteristics not captured in the independent variables. Taking all other independent variables at zero, social media platforms increase academic performance by 0.184. While time spent on social media will decrease academic performance by 0.262. Also, nature of academic use will increase academic performance by 0.234.

5.3 Conclusions

This study concludes that social media platforms have positive and significant relationship with academic performance. Social media platforms provide students with easy access to information and resources, decrease obstacles to group engagement, enable collaborative learning activities, and inspire students to learn more about self-learning. These social media platforms also raise student engagement and motivation, improve student involvement with one another and with Doctors and Professors, and promote active and social learning.

This study concludes that time spent by students on social media have negative impact on academic performance. This is because they prefer to spend their time online conversing and making friends on social networking platforms rather than reading books. As a result, it is critical to assess the length of time spent on social media sites and the amount of time spent on social media sites for academic objectives.

Also, this study concludes that nature of social use found to have a positive and significant relationship with academic performance. Secondary students must work on making enjoyable social media helpful by marketing them as a tool for not only conversation and pleasure but

also study. Furthermore, students must be aware of the possible harm from excessive social media usage and approach the learning process and academic achievement appropriately.

5.4 Policy Implication

The study's findings are intended to help policymakers and education stakeholders in Tanzania and abroad. The findings are likely to give a better understanding of the issue at hand, particularly in the Tanzanian setting. It will also assist secondary school officials in recognizing the amount to which students use social media and how it may affect their academic performance, allowing them to make better informed judgments about the use of social media for academic reasons. Furthermore, the findings of this study are important since the current literature lacks substantial research on the influence of social media usage on academic achievement, with a particular focus on secondary schools in Tanzania. As a result, the findings of this study are likely to contribute to a better understanding of the influence of social media in secondary school students' academic performance. Second, the current study is one of the first to incorporate scholarly research and literature on the influence of social media usage in improving academic performance, with a particular focus on secondary schools in Tanzania.

5.5 Recommendations

Based on the findings, the researchers made some recommendations as follows;

i. According to the findings of the study, social media platforms have a good and substantial association with academic achievement. It is recommended that students be educated and exposed to social media sites that can add value to their academic work during orientation week.

ii. Secondary students are urged to reduce their daily time spent on social media platforms. Additionally, adequate preparation should be done by parents, teachers, and the government to avoid secondary kids' addiction to social media, limit its usage, and maximize the opportunities while decreasing the hazards of this instrument. Furthermore, there is a critical necessity to introduce pupils to the availability of books and other information resources or materials in the library that might assist them academically.

iii. According to the study, the type of academic usage of social media has a favorable and substantial link with academic achievement. It is suggested that the topic of the nature of academic usage of social media be thoroughly explored and considered.

5.5 Recommendations for further Studies

The study suggests the following areas for further research studies;

i. The current study solely looked at the influence of social media use on secondary school students' academic performance. More research should be done to compare the academic achievement of college students.

ii.   To acquire a better grasp of this subject, more thorough research might be done in various secondary schools in Tanzania's rural and urban areas to assess students' academic achievement.

iii.   Given the importance of social media addiction and its potential detrimental impact on students' academic performance, analogous research at other schools is urged in order to reach a more conclusive conclusion. In this sense, the use of mixed techniques can aid in better understanding the phenomena of social media addiction and its link to student academic performance.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Dear respondents,

I'm JOEL G. MUMGAMBO, a student from Institute of Accountancy Arusha (IAA). I am doing research on **THE ROLE OF SOCIAL MEDIA IN IMPROVING ACADEMIC PERFORMANCE: A CASE STUDY OF MAWENZI, MOSHI TECHNICAL AND MAJENGO SECONDARY SCHOOLS** and therefore the purpose of this questionnaire is to capture information that will reflect the study topic in particular as a study area. I kindly ask you to assist me in my study by answering the following questions. I assure you that your information will be kept confidential.

Thank you for your cooperation.

....

JOEL GILBERT MUMGAMBO

APPENDIX II: QUSTIONNAIRES

SECTION A : DEMOGRAPHIC INFORMATION

Please, tick or fill appropriate space in each question

1	Name of the respondent (option)	
2	Gender	Male
		Female
3	Please , specify range of years in which your age belongs	11-15 years
		16-20 years
		21-25 years
4	The level of education of respondent	Ordinary Level
		Advanced Level
5	What was your average grade in your last academic year?	A - 5
		B - 4
		C - 3
		D - 2
		F - 1

SECTION B: ACADEMIC RESEARCH QUESTIONS (Circle the appropriate answer)

Extent use

This section sought to assess the extent of use of different types of social media platform by students to improve their academic performance

Please rate the extent you make use of different types of social media for academic purpose

1. Most rare, 2. Rarely, 3. Moderate, 4. Frequently, 5. Most Frequently

Extent of use					
Facebook	1	2	3	4	5
Whatsapp	1	2	3	4	5
Instagram	1	2	3	4	5
YouTube	1	2	3	4	5
Tiktok	1	2	3	4	5
Twitter	1	2	3	4	5
IMO	1	2	3	4	5
Signal	1	2	3	4	5
Telegram	1	2	3	4	5
WeChart	1	2	3	4	5

Time spent

This section sought to determine the time spent Per Week on the use of social media on academic performance of students

Please rank the duration of time you spend on social media for different academic activities

1. 0 – 2 hours, 2. 3 – 4 hours,   3. 5 – 6 hours,   4. 7 – 8 hours,   5. 9 – 10 hours per week

Time spent					
Browsing	1	2	3	4	5
Notes Searching	1	2	3	4	5
Book Searching	1	2	3	4	5
Searching review questions and answers	1	2	3	4	5
Communication	1	2	3	4	5
Storing of academic materials	1	2	3	4	5
Sharing of academic materials	1	2	3	4	5
Socializing with school mates and making new relationship	1	2	3	4	5

Nature of Academic Use and academic performance

This section sought to determine the nature of academic use of social media and its influence on academic performance to secondary school students

Please rank the extent to which the academic use of social media influence your academic performance

1. No influence 2. Small influence,   3. Moderate influence   4. Big influence 5. Very Big Influence

Nature of Academic Use				
Browsing	1	2	3	4
Notes Searching	1	2	3	4

Book Searching	1	2	3	4	
Searching review questions and answers	1	2	3	4	
Communication	1	2	3	4	
Storing of academic materials	1	2	3	4	
Sharing of academic materials	1	2	3	4	
Socializing with school mates and making new relationship	1	2	3	4	

To what extent the utilization of social media has improved your academic performance

1. No Extent, 2. Little Extent, 3. Moderate, 4. Large Extent, 5. Very Large Extent

Utilization of social media has improved your academic performance					
Its helps to improve my academic knowledge	1	2	3	4	5
It helps to build my confidence regarding my subjects	1	2	3	4	5
Feeling Upgraded by being better individual	1	2	3	4	5
It helps me to become an extrovert person	1	2	3	4	5
It increases my Academic development	1	2	3	4	5
I feel motivated using social media	1	2	3	4	5

THANK YOU

APPENDIX III: INTERVIEW GUIDE

1. What are the natures of academic use of social media platform used by students?

2. How much time used by students on social media platform to improve their academic performance?

3. What is the relationship between the nature of academic use of social media and the academic performance?

4. What are the benefits of using social media by students?

5. What are challenges facing students in using social media?

6. What can be done to address challenges facing students in using social media?

APPENDIX IV: RESEARCH BUDGET

1. Budget estimated

The proposed study is estimated to cost a total of **TZS 1,630,000/=**. These costs will be covered by my sponsor.

Table 1: Budget estimated

Activity	Input description	Unit of measure	Cost @ unit	Number of Units	Amount to student
Objective 1					
	Per diem for student	Day	30,000	10	300,000
	Transport	Days	5000	10	50,000
	Meal	Day	10,000	10	100,000
	Stationary	ream of paper	8,000	5	40,000
		Printing	40000		40,000
		folders	10,000	2	10,000
		A bag	20,000	1	20,000
	Labor charge	Day	5,000	10	50,000
Subtotal					610,000
Objective 2					
	Per diem	Day	30,000	10	300,000
	Meal	Day	10,000	10	100,000
	Transport	Days	5000	10	50,000
		printing toner	40,000	1	40,000
	Labor charge	Day	5,000	10	50,000
Subtotal					540,000
Objective 3					
	Per diem	Day	30,000	10	300,000
	Meal	Day	10,000	10	100,000
	Transport	Days	5000	10	50,000
		Printing	40,000		40,000
	Labor charge	Day	5,000	10	50,000
Subtotal					480,000
Total					1,630,000

Source; Researcher (2022)

Research schedule is a plan for carrying out a process or procedure, giving lists of intended events and times. The thesis schedule table is described below:

Table 2: Gantt chart

Activities	Dates (2022)					
	May	Jun	Jul	Aug	Sep	Oct
Formulating and refining Research Problem	▓					
Reviewing Literatures	▓	▓				
Draft of Research Proposal Writing to Supervisor		▓	▓			
Research Proposal Defense			▓			
To Submit Proposal and Data collection letter processing			▓			
Data collection				▓		
Data Processing/Management					▓	
Data analysis					▓	
Draft Report Writing to Supervisor					▓	
Final Report Defense						▓
Final Report Corrections						▓
Binding and Final Submission						▓

Source; Researcher (2022).

Institute of Accountancy Arusha

P.O. Box 2798, Njiro Hill, Arusha, Tanzania

Telephone: +255 27 2970252   Mobile: +255 763 462109   Telex: 50009 IAA TZ

Fax: +255 27 2970234   Email: iaa@iaa.ac.tz   Website: www.iaa.ac.tz

Ref. No.: MIS/0009/2020

23RD May 2022

....

....

P.O. BOX ....

....

Dear Sir/Madam,

RE :   REQUEST FOR DATA COLLECTION

The purpose of this letter is to introduce to you **Mr. Joel Mumgambo** who is our student pursuing Master of Information Security with registration number (MIS/0009/2020). Currently, the aforementioned student is conducting a study on **ROLE OF SOCIAL MEDIA USAGE ON ACADEMIC PERFORMANCE: A CASE STUDY OF MAWENZI MOSHI TECHNICAL AND MAJENGO SECONDARY SCHOOL"**. We would like to highlight here that this study is part of the requirement for the award of the above mentioned programme of study.

We therefore request you to extend to the above-mentioned student of our Institute any help that may facilitate him to achieve study objectives. We further request permission for him to see and talk to the staff of your Institution in connection with his study. The period for this request is granted from May to the end of July 2022.

Thank you for your continuing support.

Yours Sincerely,
INSTITUTE OF ACCOUNTANCY ARUSHA

Elias Mbuti
FOR: RECTOR

All Communications to be addressed to the Rector

Institute of Accountancy Arusha

P.O. Box 2798, Njiro Hill, Arusha, Tanzania

Telephone: +255 27 2970232   Mobile: +255 763 462109   Telex: 50009 IAA 17
Fax: +255 27 2970234   Email: iaa@iaa.ac.tz   Website: www.iaa.ac.tz

Ref. No.: MIS/0009/2020   23ᴿᴰ May 2022

HEAD MASTER
MOSHI TECHNICAL SEC. SCHOOL   AH: Academic master
P.O.BOX 3014
MOSHI KILIMANJARO   Please assist him

Dear Sir/Madam,   Ekhyer
                                     11.07.2022

RE : REQUEST FOR DATA COLLECTION

The purpose of this letter is to introduce to you **Mr. Joel Mumgambo** who is our student pursuing Master of Information Security with registration number (MIS/0009/2020). Currently, the aforementioned student is conducting a study on ROLE OF SOCIAL MEDIA USAGE ON ACADEMIC PERFORMANCE: A CASE STUDY OF MAWENZI MOSHI TECHNICAL AND MAJENGO SECONDARY SCHOOL". We would like to highlight here that this study is part of the requirement for the award of the above mentioned programme of study.
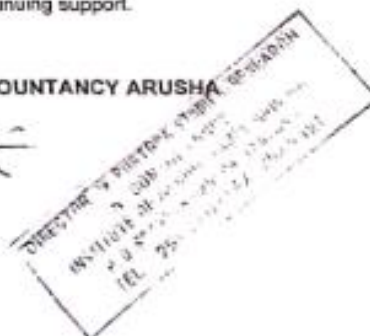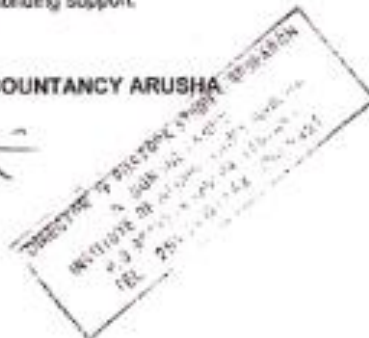
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Thank you for your continuing support.

Yours Sincerely,
INSTITUTE OF ACCOUNTANCY ARUSHA

Elias Mbuti
FOR: RECTOR

Institute of Accountancy Arusha

Ref. No.: MIS/0009/2020   23RD May 2022

HEAD MASTERESS

MAWENZI SECONDARY SCHOOL   [stamp: SHULE YA SEKONDARI MAWENZI / RECEIVED / 12 JUN 2022 / S.L.P 478 - MOSHI]

P.O.BOX 478

MOSHI KILIMANJARO

Dear Sir/Madam,

RE : REQUEST FOR DATA COLLECTION

The purpose of this letter is to introduce to you **Mr. Joel Mumgambo** who is our student pursuing Master of Information Security with registration number (MIS/0009/2020). Currently, the aforementioned student is conducting a study on **ROLE OF SOCIAL MEDIA USAGE ON ACADEMIC PERFORMANCE: A CASE STUDY OF MAWENZI MOSHI TECHNICAL AND MAJENGO SECONDARY SCHOOL".** We would like to highlight here that this study is part of the requirement for the award of the above mentioned programme of study.

We therefore request you to extend to the above-mentioned student of our Institute any help that may facilitate him to achieve study objectives. We further request permission for him to see and talk to the staff of your Institution in connection with his study. The period for this request is granted from May to the end of July 2022.

Thank you for your continuing support.

Yours Sincerely,
INSTITUTE OF ACCOUNTANCY ARUSHA

Elias Mbuti
FOR: RECTOR

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