

Effects of Social Media access on Learning in Secondary Schools, in Kinondoni Municipality, Tanzania

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Abstract

Social media is rapidly changing the communication setting of day-to-day activities of young people. The presence of social media has ominously influenced the academic life of students. Social media is used to fulfill perceived social needs, but social media cannot fulfill all needs. Institutions and academicians are continually trying social media technologies hoping to excite critical thinking skills, associations, and knowledge construction. This study intended to explore and examine the effects of social media access on learning in secondary schools in Kinondoni Municipality in the city of Dar es Salaam based on the following specific objectives: i) to investigate the effects of Facebook on students learning in secondary schools in Kinondoni Municipality ii) to determine the effects of WhatsApp usage to students learning and attitude, in Kinondoni Municipality with relationship to their time management iii) to establish the effects of Instagram on change of student behavior in secondary school, in Kinondoni Municipality and iv) to explore how YouTube contributes to the moral development of secondary school students in Kinondoni Municipality. The study employed a mixed-method design in examining these effects. Five hundred and fifty (550) participants were conveniently sampled and heads of schools were interviewed within a week. After studying the phenomena that were of interest to the study, and transcribing the various responses of the participants the results revealed that social media is widely used by secondary school students for non-beneficial activities and less used for gaining subject knowledge and acquiring learning basis. Surprisingly, however, participants were in support of the idea that social media access to students contributes a significant quota to their academy based on basis of belongingness. It concluded and recommended that, to the leaders, policy regarding social media to students should be amended to support the view that teachers can have the ability to teach students better ways they can use available social media. To the bloggers, it is recommended that the communication authority, TCRA should restrict those Bloggers who share and publish unwanted, unethical material and morally threatening content to youth. The content among others includes “UtamuRaha”, “Bongo Sex” and such porn content that students have access to. To the practitioners, the study recommends that teachers in schools should make sure that they keep a close eye on students' changes in behavior. Elements of homosexual behaviour and other forms of Internet-learned behaviour in school demonstrates the failure of close supervision of students use of media. We recommend that psychotherapy and guidance should be regularly provided by school teachers to lead students in achieving school goals and divert them from these behaviors. We also recommend that TCRA should block unsuitable content from school-based internet to keep students out of danger and help them to use the appropriate internet sites for serious learning and character formation.

Keywords: Social media access, students learning.

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1. Introduction

"Social media" are "methods of microelectronic communiqué through which consumers make connections by sharing material, deferent information and ideas, individual posts, and other gratified, including music, videos, news, or pictures to mention a few. America is the first county in the world to develop social media with simple platforms such as Sixdegree.com, a site where people share messages. Sixdegree.com was created to be used by real people with their real name purposes for business. Sixdegree.com network never stayed long because of losing interest in it. ICQ, AOL's, AIM, or Chart consumer came as the competitive to Sixdegree.com.

The rapid development of social media spread all over the world, so was the use of social media for communication. Digital technology replacement of analog by globalization was the driving force of it. Social media changes people's way of communication; making it faster, easier, more attractive, and convenient to users; this is according to our best knowledge. Social media is used by most people with access to it. Introduction of My Space, Facebook, WhatsApp and their like is becoming a global benefit where people share and view a lot of information instantly. We witness leaders in the world using this social media to share information with people and exchange ideas. In previous years President Donald Trump was famous for using social platforms to send different messages attracting millions of youths, who seemed to like what Trump shared. In Tanzania, most young people imitated Trump's life style and others named their babies “Trump”; which indicated how social

media platform is powerful. Social media is used in various aspects of life. Africa has not been left behind, as social media is well used in the economy; in health, education, and other sectors as part of the communication process. Social media contributes to increasing knowledge, skills, and cooperation.

According to Kaplan A. (2010), Mobile *social media* is the usage of social media on moveable devices such as smartphones and tablet computers. Mobile social media are a useful application of mobile marketing because the construction, exchange, and movement of user-generated content can contribute to companies with marketing exploration, communication, and relationship development. Mobile social media varies from others because they integrate the current location of the user (location-sensitivity) or the time delay between sending and receiving messages (time-sensitivity).

According to Pew Research (2018), Facebook and YouTube lead the social media landscape, as notable majorities of U.S. adults use each of these sites. The same applied to the U.K and other European countries. In America, the study pointed out that, about 78% of youth are using Facebook, Snapchat, WhatsApp, as well as Instagram leading the world followed by European Countries, Asia and Africa while some other countries have put restrictions on to use Facebook and WhatsApp: these include, among others, North Korea, China the Arab Emirates.

Web-based media is utilized to achieve misleading social requirements, yet it does not seem to satisfy all necessities by online media. Sherry Turkle (2017) investigation found that some individuals are used to imagining in online media. In her book *Alone together*, she describes how individuals muddle online media use with reasonable correspondence. In Tanzania nowadays we perceive how youth are sometimes faking their life by posting pictures or recordings that show how rich they are while it isn't true at all. Others are searching for adoration relationships by faking their personality, age, work, training status, conjugal status, and even their genuine name. Individuals in online media are imagining and less hesitant to offend others.

Facebook is a leading social media where youth are pretending to live a life that is not real. It may be true to say that, most people wear masks or masks cover up their reality on social media. To the very best knowledge of these researchers' extraversion and honesty have a positive relationship with social media, while emotional permanence has a negative sloppy relationship with social media.

The objectives of this study

- i. To investigate the effects of social media on students learning in secondary schools in Kinondoni Municipality.
- ii. To determine the effects of social media usage on students' character in Kinondoni Municipality in relationship to their time management.
- iii. To establish the effects of social media on the change of student behavior in secondary school, in Kinondoni Municipality.
- iv. To explore how social media contributes to the moral growth among secondary students in Kinondoni Municipality.

Past literature

The literature on Interpersonal organizations has both positive and contrary impacts on various factors (correspondence, inspiration, social communication, scholarly achievement, and so forth) contingent upon their motivation and type of utilization in training. It is observed that these devices, every one of which has various highlights for learning points, have possibilities to give collaboration, increase social connection, premium and inspiration, feeling of having a place, scholastic achievement, understudy instructor communication and uphold learning whenever and anyplace. They can give peer backing, criticism, and take into consideration sharing of data during training. Apart from the investigations underlining the positive parts of utilizing them in schooling, contingent upon their motivation and type of utilization, worries towards protection and security, losing consideration, getting past the cutoff points in close-to-home relations, utilization of slang language, and negative impacts on scholarly life emerging from extreme use, have additionally been resolved in the consequences of the examinations. (Boyd & Ellison 2007; Taylor, Lewin, & Strutton, 2011).

Time management ability is important for students to do their studies with a proper focus. Time management is important for students to get a heading life and achieve high performance in school. Students' success in studies depends much on managing time efficiently and effectively. The habits and morals they acquire during school time and at home will stick with them throughout the future.

Time management shapes the student's mind in the direction of discipline and a sense of duty. Discipline is extremely important especially in school life to train better success among students. Unfortunately time management is rarely taught as an academic subject in schools. Students have to utilize their 24 hours to become the best students and experts in the subject. The focus of learning time management skills is just to develop the habits of spending time wisely.

However, in examinations on the utilization of various texting stages in training, it is additionally verified that these applications can expand learning (Smit, 2012), students' being dynamic in their investigations (Cifuentes and Lents, 2010), the association between studies on close to home, school, and course-related (Cifuentes & Lents, 2010; Smit, 2012), create a sense of belonging (Doering, Lewis, Veletsianos, and Nichols-Besel, 2008; Sweeny, 2010), eliminate social barriers (Doering, Lewis, Veletsianos, Nichols-Besel, 2008), and increase students' motivation (Plana et al., 2013). With the help of these benefits, which are also supported by the studies conducted on WhatsApp (Bouhnik & Deshen, 2014; Church & de Oliveira, 2013; Nguyen & Fussell, 2016), it is noted that the application can be a useful tool within the scope of learning anytime and anywhere, and collaborative learning. In this case, as on Facebook, Twitter, and other social networks, it won't take a long time for WhatsApp to influence the learning environments as well as the social life.

The Internet has now become one essential tool for learning and managed to globalize the universe and make it as a small village where people interact freely despite the location and time of the specific region. It has as well given rise to several social networks that allow people to stay connected and in touch at any time of their convenience. Some of the well-known social networks include Twitter, Instagram, and Facebook. These social platforms have allowed business people to advertise their companies and the products being marketed. (Alderman, 2017).

How Learning Is Improved By Using Social Media In Education

Today, both social media and technology have become an indispensable part of our lives. Every individual who is above 13 will have an account on any of the popular social media networks such as Facebook, Snapchat, Instagram, etc. WhatsApp has raised the minimum age to 16 years old. As Smit (2012) observes,

"Students are using various online tools to cater to different requirements. It will not be wrong to say that social media and education go hand in hand in the modern world....." (Smit, 2012)

However, the question that arises is: how is social online networking useful to students? Are there ways that social media in education can benefit learners and help to fill in the gaps in learning if used safely and appropriately?

Social media can influence a user's change in character and personality. The amount of time spent by youth on social media caused fear to parents and the community on the content that is on social media. Parents' attitudes towards social media are largely negative; they believe that social media "hinders or undermines moral development". Contents in social media to some extent create a new world for youth; hostility, molestation, and prostitution is among things that youth learn in so-called social media. For example, some dirty sites support child porn and are reported in India, Malaysia, and Thailand to mention a few. (Kling, 2007).

In Tanzania, most of the youth are said to be using YouTube for watching music, soccer, videos as well as learning basis and much more. Restriction of Porn Access to YouTube helps the students, who do not watch because it requests permission from users [including age, email, and other requirements] this is attributed to safeguard the students from porn visiting through YouTube sites.

The Tanzania government has recognized the importance of investing in human capital to fight diseases, poverty, and ignorance. Since 1995, there have been a series of reforms to address the problems that have undermined education (Osaki & Ottevanger, 2005).

As Osaki, (2015) argues, to improve the quality and relevance of education, we should focus on the development and promotion of textbooks, philosophy, and wide reading of different materials; enlightening the knowledge and teaching environment; and time on controlling for effective learning; refining science teaching at all levels; and presenting Information and Communication Technology (ICT) as an instrument for education and learning in schools.

Based on the argument that science and technology are inevitable, most people will praise the many technological gadgets that they use in their everyday life. Students are part and parcel of the society; they also use these social networks for different purposes, but what exactly is the content they prefer to look at and watch is unknown to us, to come across the reality it was decided to conduct a study on the effects of social media on learning to secondary students in Kinondoni Municipality.

Earlier studies conducted on social media usage among students discovered that peer influence is related to some traits in social media. Students were likely to be free in using social media like Facebook as a private profile college students and Facebook discovery that peer influence is related to safety behaviors on social networks site (Lewis, Kaufman, & Christakis, 2008). This means that students prefer private life to use social media with their friends. Lastly, a report by the Berkman Centre for Internet & Society (2008) indicates that the Internet is a very potent tool for providing access to technology and is not a fundamental appliance.

More likely, youth physiognomies are related to all who are the victims of using social network sites, provocation, and those who are using this site to mock their peers. Emotional traits of teenagers stimulate negative behavior. Karpinski (2009) found that Facebook usage by students takes up much of their study time, which explains that Lower GPA is related to much time used by youth on social media rather than studying.

A study by Hornik, (1998), and Robert&Foehr (2008), proposed that new social media platforms like Facebook, WhatsApp, and their like, replaced all leisure activities by youth hence technology accelerates a major innovation in social media platforms. This study aimed to put a critical question about what exactly students like to watch and share on social media, and if there are efforts upon the learning; behavior change, or how time management is affected by this social media to secondary schools students in Kinondoni Municipality.

Discussion as illustrated in previous studies (Gosling, Augustine, Vazire, Holtzman & Gaddis, 2011; Ross et al., 2009; Wilson, Fornasier& White, 2010), indicate that social media usage had prejudiced users in different temperament dimensions. Results exposed that Facebook, YouTube, and Instagram have direct positive effects on Extraversion. Hence, frequent usages of Facebook, YouTube, and Instagram to students become more extroverts. Extraversion which means that a person who owns physiognomies as approachable, sociable, friendly, lively, optimistic, and energetic proved to be affected by the usage of Facebook, YouTube, and Instagram, which is paralleled to the previous findings (Correa, Hinsley& de Zuniga, 2010; Wang, Jackson, Zhang & Su, 2012).

Adherence to Instagram provides spaces for users to upload and share photos, update their status and get themselves more invisible and famous. Thus, frequent usage of Instagram would also make people more extroverted. The current research also found that actual usage of YouTube and Instagram has direct positive effects on Neuroticism this means that frequent usage of YouTube and Instagram would affect students' emotional stability. This might be true since people are free to give comments and feedback on YouTube and Instagram, thus these features could make them more anxious and upset, unable to control anger, and lower their self

Although this finding is in contrast to Moore and McElroy (2012) who found the openness to have no significant effect on either Facebook usage, the study proves that open individuals were subjective by the use of Facebook and Instagram. University students, at their age, are known to be more explorative, imaginative, creative, and willing to try new things, and they can also easily adapt to changes and are open to different ideas or opinions rather than secondary schools students, to prove this notion that's why the researcher decided to conduct a study in Kinondoni Municipality.

This group of young people will become the future leaders of Countries. Their personality traits need to be developed appropriately so that they will grow up to become more responsible and accountable citizens as Baba waTaifa Mwl Nyerere once says in Swahili words:

“Vijana ni taifa la kesho, lazima tujenge misingi imara kwao, kwani wao ndio viongozi wetu wa baadae....” (Youth are the future leaders of tomorrow) Mzalendo News Paper (1995).

Using social media is not a problem at all, but what exactly the content is much likely by the students is unknown and should be known by the society so to build the person's awareness of this social media.

The studies by Ndaku (2013), Mutua (2011), Backer (2010), Stueve and Coultler (2012), fly together on the use of social media, and they found out that, the implications for students using social media technologies lead them to become addicted to which resulted in indiscipline in school, like poor academic performance, lack of morals, neglect of students, violence, identify crisis, dressing code among many also accelerate to dishonest in examinations has it been witnessed in different forms. In University and colleges students uses phones to cheat in examinations by communicating with outsiders through social media or by using the Google search engine.

Baker (2010) argues that; there is evidence that while social media is used as means of communication it can also be used to propagate negative learning behavior among students. This by itself is significant for understanding the common development of the attitude of learners toward social media and its associated implication for learning activities.

Social media seems to be providing the music the students enjoy, computer games, and their like. Social Media Usage Influence on Learning Behavior of Secondary School Students in Tanzania, especial in those areas with access to the internet, students, therefore, end up spending most of their time listening to music and surfing the Internet from the ever-available mobile phones, evidence, students' behavior much due to what famous musician do for example dressing code, hair cutting styles, talking, walking movements even dirty pictures posted by superstar also they did the same and influenced others to act like them.

Methodology.

This study used a mixed-method research approach, which included qualitative and quantitative techniques. Quantitative data were analyzed descriptively and qualitative data are presented thematically and narratively (see Tashakkori&Tredde, 2014). The approach, therefore, reduced the weaknesses of both qualitative and quantitative techniques, and lastly, it ensures the validity and reliability of the study.

Qualitative research strategies were adopted because the research questions seek to understand human experiences and beliefs that cannot be counted in numerical form, including attitude change, interest, etc. Further, the quantitative approach because data were analyzed descriptively based on numbers and statistics (Creswell, 2012).

The study employed a case study to get an up-close, in-depth, and detailed examination of a subject of study (the case study), as well as its related contextual conditions. We visited five secondary schools in which questionnaires were sent to collect data from teachers and students, interview guide for the head of school was used.

This study involved five (5) heads of schools, 35 teachers, and 510 students in selected public secondary schools in Kinondoni Municipality. The sample of 550 was taken as 10% of all population to present the views of 5550 teachers and students in five selected schools in Kinondoni Municipality

We used simple random and purposive sampling. The purposive sampling technique was used on school heads only because school heads are a specific population group that is the custodian of documents of disciplinary issues, while simple randomly was employed to get the sample from teachers and students in selected schools Kothari, (2004).

Gender Distribution of Respondents¹

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	246	48.2	48.2	48.2
	female	264	51.8	51.8	100.0
	Total	510	100.0	100.0	

Study findings

1.1. Effects of social media (Facebook) on students learning in secondary schools in Kinondoni Municipality.

The study intended to find out whether Facebook usage to students can bring about negative or positive effects on learning in Kinondoni Municipality. The results found that most students use Facebook for chatting and pursuing love affairs rather than for learning purposes. In the sample, 377 students out of 510 strongly agreed that they use Facebook for love affairs, and 133 out of 510 agreed that they use Facebook only for chatting and enjoying themselves.

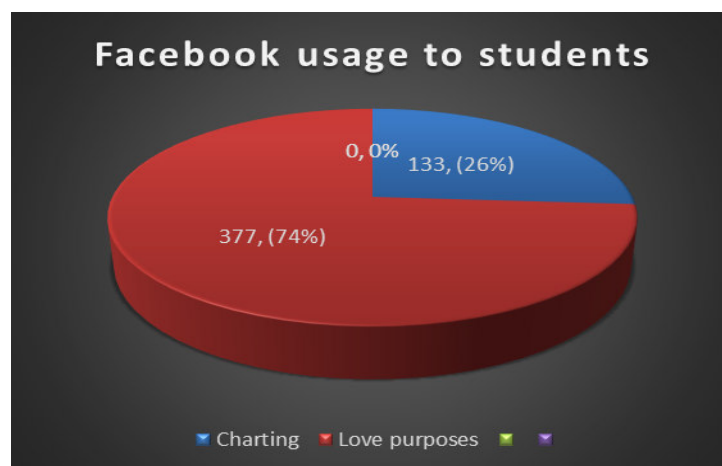


Figure 1: Facebook usage by students

Source: Field Data, 2020.

Figure 1.1 shows that 74% of sampled students use Facebook for love affairs while 26% used Facebook for casual chatting and not for academic purposes.

In the interviews the study aimed to find out which love affairs do students interested in. Most of the students agreed with the questions that they use Facebook for love purposes rather than academics as Table 4.5 indicates.

Table 1.1: How students use Facebook in Kinondoni Municipality

Uses	Respondents	Percentage
Sharing love content (comments/love SMS text)	100	20%
Finding lovers (boyfriends/girlfriends)	110	22%
Posting naked pictures and finding new friends	200	39.9%
Political purposes	50	10%
Academic contents	13	3.3%
Religions matters	10	2%
Social Matters	27	5%
Total number of respondents	510	100%

Source: Field data, 2020.

¹ Show number of students, teachers, heads of schools

As table 1.1:indicates, the percentage of Facebook usage by students was 39% who responded to the question by proving clear information about how they use Facebook for just posting naked pictures and finding new friends, 22% are using Facebook for looking for girlfriends and boyfriends, 20% of respondents are using Facebook for sharing love text and love comments, an alternative explanation might be that 81% students who responded to the questions are using Facebook for love affairs and the rest for political, social matters, academic and religions issues.

On the other hand,of the 30 teachers proclaim that students are engaging in sexual affairs rather than studying and most of the time they spend on Facebook to read comments and posting unnecessary content while 10 over 40 say students are using Facebook for having big exposure and to understand what is going on in the world.

It was revealed during the analysis of the data that about 85% of heads of schools who were interviewed were not happy with the engagement of students in Facebook use and 15% neither agreed nor disagreed. Some elders once said, "He *who does not know one thing knows another*" here they mean that when we think that students are not knowing certain things, it's not true; they may know a lot of other things. During the interview one of the school head(s) explained the following:

Wanafunzi hutumia muda mwingi Facebook wakifanya mambo ya hovyoy kabisa kuliko mambo ya masomo [Interview, in school X, July, 2020]

(Students spend a lot of time using Facebook for useless purposes instead of Educational activities; thus, affecting their academic performance.

In my school, we have a lot of cases of students posting naked pictures and sharing it with people on Facebook. Some parents find out and come to us to settle the matter. . .)

Another Head of school from school B said that . . . ,

Social media has both negative and positive benefits for students

We know our students so well, they like things that are even shameful to mention, if not guided by parents or teachers this social media is very harmful to them.[Interview, school B, date. . .]

1.2. Effects of social media (WhatsApp) usage on students in Kinondoni Municipality with the relationship to time management.

Our findings indicate that 52% of students failed to manage the time when they were chatting or using WhatsApp. WhatsApp takes quite a bit of their study time, decimates students understanding, reduces spelling accuracy and syntactic development of sentences, prompts absence of focus during class hour, brings about trouble in adjusting on the web exercises (WhatsApp) and scholastic arrangement and divert students from finishing their tasks and holding fast to their private examinations time table.

Moreover, approximately two-thirds of the participants (64%) said, that WhatsApp takes more of their time than expected. Responding to the question, 30 teachers out of 40 commented that, students failed to manage their time due to the use of WhatsApp because they spent much time posting and sharing porn photos and videos with their friends. Generally, most of the heads of schools interviewed said that the students need counsellors and guardians to teach them the better use of these social media platforms. As school heads put it:

The correlation between WhatsApp usage and time management is interesting

...many students cannot manage their time at school, how could they manage their time when they are using WhatsApp? It is so difficult unless someone watches them.[Interview, June. 2020]

Responding to the question, from objective number two, one of the school head explained that:

Some social media are good and we advise the students to use them, but others are a threat to students' development and growth including Facebook, and WhatsApp, the more friends are in their profiles and accounts the time they use to reply to those and hence accelerate to wastage of time.

Table 1.2: Time Spent on Social Network

Time[hours]	Frequency	Percent
0-1	118	23.1
2-4	266	52.2
5-6	83	16.3
7-8	43	8.4
Total	510	100.0

Table 1.2, shows that 266 respondents (52.2%) spent all most 2 to 3 hours on social networks, 118 respondents (23.1% spent almost 1 hour per day on social networks, 83 (16.3%) at least used 5 to 6 hours on social networks while 43 of respondents out of 510 which (8.4%) use 7 to 8 hours on chat. This data from students shows how much time they spend on social networks.

When the subjects were questioned on time spent on WhatsApp the majority commented that they spend much time at night when their parents are sleeping. It is the time when they can make video calls or share porn videos and fun clips as well as post their naked photos and share them with their friends. Responding to the question one of the students commented that;

I share porn videos with my friend and before we sleep, we make video calls when we are naked and show each other our naked bodies until one ejaculates....

All of us we are in form three so we love each other showing our naked body, this makes us feel sexier and more excited. . .

Filling the questionnaires by responding to the question, another student X justified how he used WhatsApp at night. He said:

I was exposed to images that made me sexually inclined toward girls, I joined a lot of WhatsApp porn groups such as Utama wa mapenzi, Zama chumvini, Bongo sex, University Porn, Wakubwa tu, Kibamia, when I switch on data, I get a lot of porn videos and pictures that make me spend a lot of hours watching them and shared it with my classmate and on weekend I make sure we met and had sex for some time.

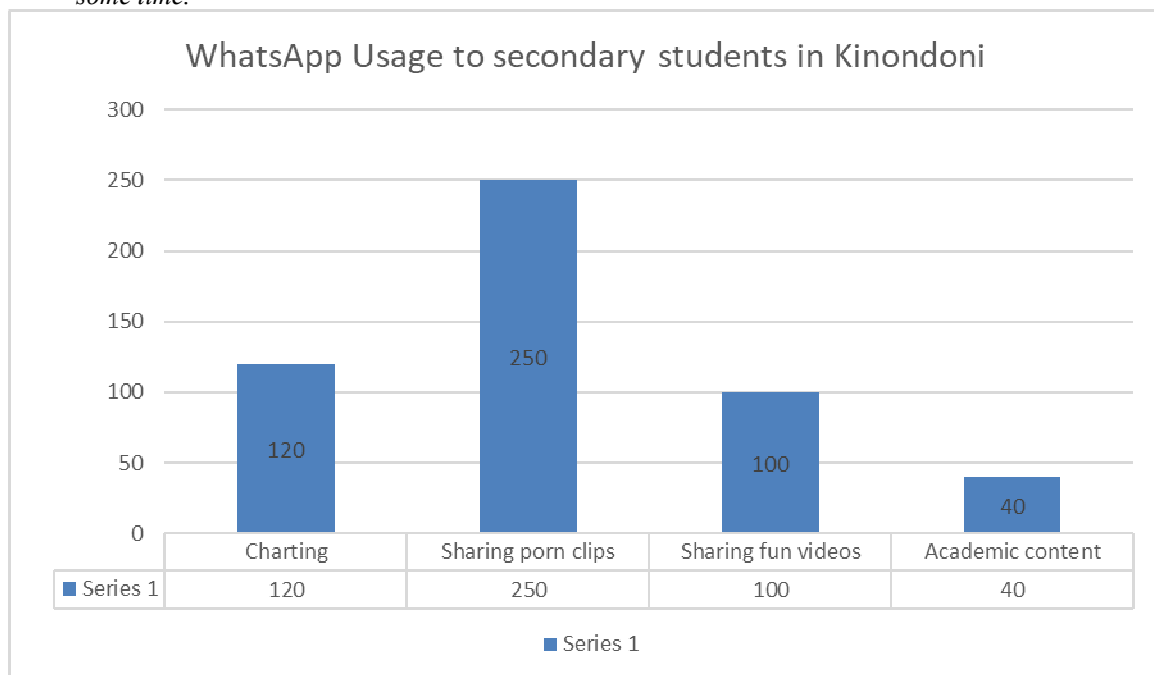


Figure 1.2. WhatsApp usage to secondary students in Kinondoni.

Source: Field data, 2020.

Findings from Figure 1.2. indicates that 49% of students used WhatsApp at night for sharing porn videos, 23.5% used WhatsApp for chatting, 19.6% used WhatsApp for sharing fun clips, while 8% used WhatsApp just for academic purpose.

1.3. Effects of social media (Instagram) on the change of student behavior in secondary school, in Kinondoni Municipality.

The study also investigated whether the time that students were engaging in the use of Instagram contributed to behavior change either positive or negative. The first set of analyses investigated the effects of Instagram usage on secondary school students with the relationship to behavior change. The findings indicate that students who use social media like Instagram are aware of life skills, and interactions and can grasp information and cope with any news or issue that trends on social media. When responding to the question "Does Instagram help you to Learn basics?" 374(73.3%) of students said "Yes" and 136(26.7%) said "No". When asked what exactly they learn and watch from Instagram, 374 students mentioned things that they have learned from the use of Instagram. In their questionnaire response, one student commented that

I always like watching sports posts from Wasafi Radio, Mange Kimambi posting,

Godlisen Malisa posting, and a lot of gossips that makes me understand what is going on and all trending news in the world.

Another form five student from school X when responding to the same question narrated that;

"The educational benefits of social networking sites are many. Social media provides all material that students need. If well used, social media is wikipedia for us. YouTube gives us everything that we ask for, science subjects, arts, commercial subject even fine art, through this, we mean to teachers, thus

make education much easier nowadays "Social media websites contains the latest data on various school subjects including physics, chemistry, biology, Kiswahili and thus, we have the opportunity to survey and look into what is new.

We interviewed one of the school heads in school C on how Instagram use helps students and she explained; *“Well, I don’t see any positive contribution of this so-caed Instagram or Facebook or any social network to students. All bad behavior is related to too much freedom of globalization, nowadays students engaged in sexual affairs, marijuana use, poor dressing code, raping, all evil due to the influence of social media. That’s why Saud Arabia and China prohibited this social media to students and youth”*

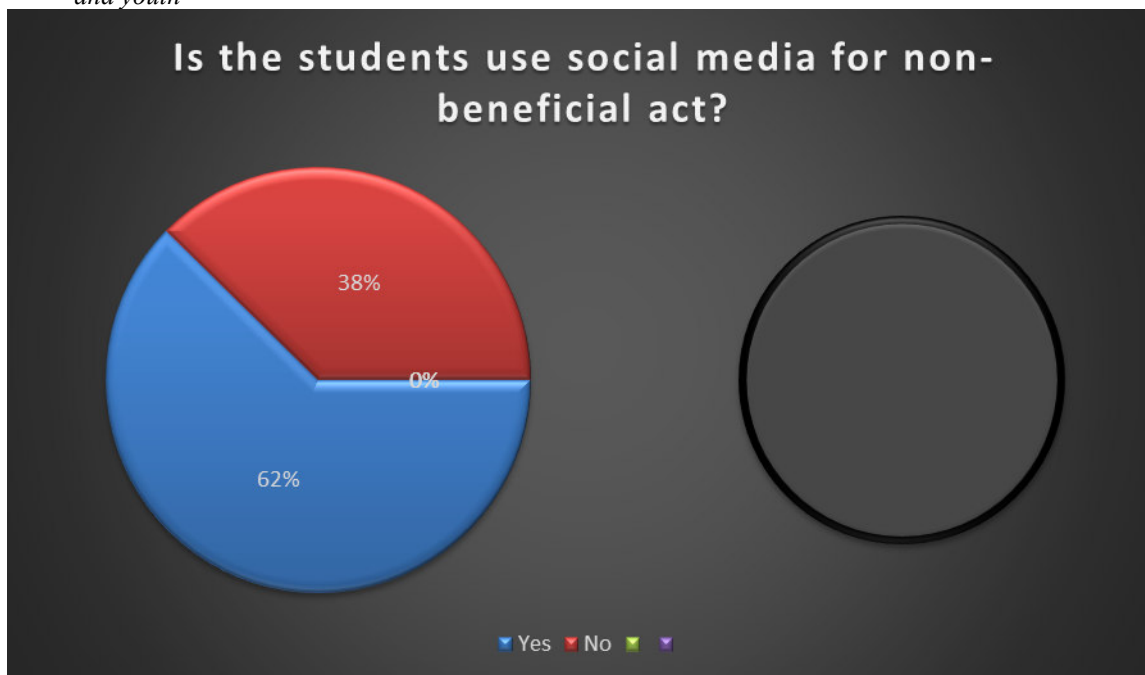


Figure 1.3. Students use social media for the non-beneficial activities.
 Source: Field Data,2020.

Figure 1.3 shows how students misuse social media. When responding to the question " Do the students use social media for a non-beneficial act?" 318(62%) responded “Yes” while 192(38%) responded "No".This implies that most students failed to use social media wisely to get information and the right content, hence leading to negative behavior change.

Moreover, when asked which kind of behavior was accelerated with the use of Instagram, the students responded as shown the table 4.7.

Table 4.7: How students use Instagram in Kinondoni Municipality

Uses/what students share and watch	Response rate	Percentage
Sharing porn clips and love contents	100	19.60%
Watching sports and fun clips	40	7.84%
Music and dressing of celebrities	160	31.37
Academic issues	05	0.98%
Chattingandgossiping	40	7.84%
Watching trending news about Bongo superstars	120	23.5%
Treading news about politicians.	45	8.8%
Total number of respondents	510	100%

In the above table, 31.37% of students who responded to the question, gave out their options of what they like to share on Instagram, and 160 students responded that Instagram is suitable for Music and the dress code of Celebrities. 120 students mentioned treading news of Bongo superstars as a favorite thing to them while 100 students which are 19.6% agreed that porn watching and love contents are nice to them to share on Instagram. When computing the findings with the question generally it showed that Instagram changes students’ behavior both negative and positive, as a result, it affects students learning in secondary school, as it accelerates early love relationships, poor time management, misbehavior, poor concentration in academic matters just to mention a few. When responding to the questionnaires, findings show that 34 the teachers out of 40 agreed that Instagram use by students accelerates bad behavior to students, while 06 teachers out of 40 disagreed with the notion asking:

“Does Instagram accelerate negative behavior of the students?”. As one of Zulu proverbs says, **“a clever king is the brother of peace**, “one of a teacher said;

“The use of social media in education provides students with the ability to get more useful information, to connect with learning groups and other educational systems that make education convenient. . . . Social media is also a medium where students can establish beneficial connections for their careers, but which type of social media is suitable for students here is the problem, most students used this social media for watching porn...Diamond and Ali Kiba music and bad enough nowadays we witnessed gays in our school, Aim the Discipline Master in this school for 15 years what I experienced in this past 5 years in terrible”

Another head of school replied that;

“Social media is detrimental to students: School kids are very young and their minds are not much advanced hence they cannot distinguish between respectable and wicked behaviors. They can easily get predisposed and distracted. It might also lead to biased, prejudiced views about people or issues they hardly have any knowledge of.”

Replications showed that 200 boys listed the porn site, surprisingly the majority of those surveyed indicated a lot of porn sites, and after verifying it was the same which are on the internet. They were able to mention porn sites including www.3vids.com, www.gaysblackporn.com, www.afriboyz.com, www. utamu,3movs, black sex, porntanzaniabongo,pornhub,xhumster,xnxx. com,YouPorn,studentsgaysporn,spakbang,nuvid, Rahatupu blog, bigblabkdicks.com just to mention a few.

These findings compare well with those of, Lateness’s theory of social impact theory (1981), Kipling &Karen, (1995), Osatuyi, B., (2017). In terms of Bandura’s theory of social cognition, the findings indicate that people learn by imitating while social media plays a big role in shaping our day-to-day life. Observing a model can also prompt the viewer to engage in behavior they already learned. In other words, people do not learn new behaviors solely by trying them and either succeeding or failing, but rather, the survival of humanity is dependent upon the replication of the actions of others. Depending on whether people are rewarded or punished for their behavior and the outcome of the behavior, the observer may choose to replicate the behavior modeled. Media provides models for a vast array of people in many different environmental settings.

1.4. Social Media (YouTube) contribution to the moral decay of secondary school students

The study also aimed to determine “ In which ways does the use of YouTube contribute to the moral decay of secondary school students. It was found out that, YouTube has nothing to do with students’ moral decay rather than act as a good site/social media for students. When we interviewed school heads, their overall response to this question was surprising: how YouTube contributes to moral decay is like the Ugandan proverb which say, *“The chameleon looks in all directions before moving”*

In their interview, 4 heads of the school observed that YouTube is the best site and safe social media for students. When responding to the question the head of school X commented that;

“Social media especially YouTube, play an important role in every student's life. It is often easier and more convenient to access information, provide information and communicate via social media. Tutors and students are connected and can make good use of these platforms for the benefit of their learning and teaching. . . .”

The head of school “A” said that;

“Social media in general increases student collaboration; increased student participation, team project is easier to review....”

Findings from 40 teachers were as follows: 37 over 40 which is almost 92.5% responded that YouTube has nothing to do with the moral decay of students while 3 out of 40 agreed that YouTube contributes to moral decay to students.

Table 1.3: Importance of YouTube to student learning

S/N	Importance of YouTube to student/learning	Response/Yes	Response/No
1	Students to learn the basis	390	120
2	Can a photo-sharing Application deliver benefits to students	275	235
3	Is YouTube useful in helping students to find an awesome idea?	379	131
4	Is YouTube helps students in capturing memories?	450	60
5	YouTube’s sole purpose is to enable users to share images or videos with audiences	417	93
6	Does YouTube provide students with the ability to get more useful information?	485	25

Source: Field Data,2020

From table 1.3 the findings indicate that most of the respondents agreed with the statements that proved the importance of YouTube to students, when computing the results almost 75% of respondents use YouTube for a learning basis rather than just watching movies and other social matters.

When responding to the question "Mention any 3 topics that you have learned through YouTube", 458 (89.8%) of the respondents have mentioned more than three topics that were learned by them via YouTube. In a light way, the following topics were mentioned by students, taking only a few from the findings. Table 1.4 show the topics mentioned by students concerning their classes.

Table 1.4.: Topics Mentioned by students that they learned from YouTube.

S/N	Topic	Subject	Class/Form
1	Human Immunodeficiency, Acquired Immune Deficiency Syndrome, and Sexually Transmitted Infections (STIs)	Biology (Mentioned by 85 students)	Form Four.
2.	Genetics	Biology (Mentioned by 65 students)	Form Four
3	Electrostatics	Physics (Mentioned by 30 students)	Form Five
4	Historia ya Lugha ya Kiswahili	Kiswahili (Mentioned by 120 students)	Form Three
5	Population and Development	Geography (Mentioned by 20 students)	Form six
6	Chemical Formulae and Equation	Chemistry (Mentioned by 60 students)	Form Four
7	Genres of Literature	Literature (Mentioned by 90 students)	Form 3and 4
8	Democracy	Civics (Mentioned by 50 students)	Form 2
9.	None Trading Organization	Bookkeeping (Mentioned by 40 students)	Form Four
10.	World Crisis	History (Mentioned by 90 students)	Form Four

Table 1. 4. shows how students responded to the question by listing the topics that they learned from YouTube. As one Swahili proverb says, "*Happiness requires something to do, something to love, and something to hope for*", this implies that most students use YouTube for academic purpose and learning basis and hence raise their academic performance and learning behavior. These findings share several similarities with those of Moore &McElroy (2012), Orr (2009), Jenskis (2006), Feldman&Matjasko (2005), and Martin& Dowson (2009). The findings share the same line that, social media, Internet-based tools that promote collaboration and information sharing, can be used in academic settings to promote student engagement and facilitate better student learning because student engagement represents the time and effort that students invest in collaborative and educational activities, it is often linked with the achievement of positive student learning outcomes, such as critical thinking and individual student development.

6. Conclusions

The present findings might help to suggest several courses of action to solve the problem of students use or abuse of Social media. Based on Objective one which aimed to find out the effects of prolonged Facebook on secondary school students, it was observed that Facebook usage is mostly embedded in the pleasure experienced by surfers who maintain profiles and exchange content. Such usage also can offer better functionality for exchanging videos or pictures, because its integrated application reduces picture sizes and facilitates video sharing compared with messages sent by e-mail for example. But this kind of Facebook usage resulted in students' wastage of valuable learning time by staring on computers rather than studying hard and scoring good results in school.

In parallel to objective number two, "How WhatsApp usage related to time management", the findings show that intellectual capabilities to manage time and process information also affected their capacity to benefit from online activities and restrict their efficiency on any tasks performed in parallel. WhatsApp users usually interrupt their work to visit status sharing, or download videos or images posted in the groups, because of the short-term capacity needed for the working memory process. This split attention paid to multiple tasks causes distraction of time and hence accelerates poor learning habits.

Additionally, Instagram utilization to underake study seemed to be more negative if parental consideration and well management are not noticed. Optional tasks by school students are giving more consideration to these person-to-person communication exercises as opposed to using the time for their investigations and this doubtlessly influences their learning conduct just as scholarly execution. The ruinous impacts of these person-to-person communication destinations overweigh the reformist ones. These destinations have made some dormant mischief in society. The underground studies become prey to informal organizations more frequently than any other individual task. This is a result of the explanation that when they are examining or testing their course material on the web, they get sucked into these destinations to kill the weariness in their investigation time, derailing consideration from their work and they fail to remember why they are utilizing the web. LaRose et al. (2001) recommended that understudy clients are influenced by the web and this effect is dictated by the kind of web utilization. The abuse of these destinations consistently has numerous dangerous consequences for the physical and psychological wellness of understudies like taking part in captivated issues, helpless dressing code, losing the mental fortitude to contemplate, falling into digital wrong-doings, making them lazy and apathetic to fabricate an association with the individuals, in actuality.

Lastly, YouTube was found to be of much importance to the students for learning and interactions with the outside world. YouTube is a great entertainment and learning tool as well. Everyone can create his /her channel, share videos, and comment on others'. It facilitates learning and makes learning interesting. YouTube can be used to deepen students' understanding or help visual learners.

It enhances comprehension of complex concepts. Certain subjects can be difficult to explain; using YouTube as a virtual library to support eLearning content by providing learners with access to its videos allows for bettering illustrating of complex concepts, procedures, and ideas.

Students enjoy spending their classroom time watching YouTube videos which also helps to improve their listening comprehension and pronunciation skills as they mimic the people speaking in the videos, and teachers can spend more time focusing on the students instead of trying to explain complex topics. From my own experiences with using YouTube as an educational method in the classroom I believe that it can be used to develop each one of the language skills; Listening, Speaking, Writing, and Reading. The need to regulate the use of social media platforms in schools is real. From these findings, we can see that Facebook, WhatsApp, and Instagram have potentially misleading content in comparison to YouTube. There is a need for the Ministry of Education, Science and Technology and TCRA to take action in regulating the content available on these and other harmful social media platforms in the school system. Alternatively, the government can support the creation of media material that is more relevant for our children in schools instead of depending on those imported from another culture.

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