

BINDURA UNIVERSITY OF SCIENCE EDUCATION

FACULTY OF SCIENCE EDUCATION



**EFFECTS OF SOCIAL MEDIA ON ACADEMIC PERFORMANCE AND SOCIAL LIFE
OF STUDENTS AT ADVANCED SCHOOL -LEVEL: A CASE STUDY OF ORIEL
BOY'S HIGH IN HARARE DISTRICT, ZIMBABWE.**

BY

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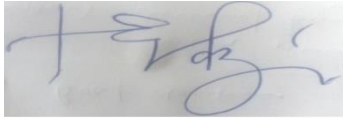
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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE IN THE DEPARTMENT OF MATHEMATICS
AND SCIENCE EDUCATION AT BUNDURA UNIVERSITY OF SCIENCE
EDUCATION**

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This work is dedicated to my supportive parents and best friends, Mr Ruswa who relentlessly stood by me and encouraged me to soldier on whenever I felt weary during my studies. To my brothers and sisters who had to endure being without the sister's care and attention as I had less time with them while focusing on my books.

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Abstract

The use of social media in education is significantly influencing the academic and social life of learners. Institutions and academicians are using social media technologies hoping to excite critical thinking skills, collaboration, and knowledge construction and facilitate instruction in general. Today social media has been embraced by learning institutions as an important learning platform where learners connect with their instructors, fellow learners and other higher authorities across the board. This therefore called for the study to explore and examine how social media has impacted on learners' academic performance and social life. Four Research questions guided the study. To achieve this, the descriptive survey research design was adopted. The study focused on learners at Oriel boys high hence, population consists of the 3452 learners. Probability purposive sampling technique was used to select a sample of 30 learners. A structured Questionnaire type and an interview guide, was used to collect data from the participants. The descriptive statistics of frequency counts and percentage, were used to analyze the data. Research findings showed that a great number of learners are addicted to social media. To this end, the researcher recommended that social media should be used for educational purposes as well; and Learners should be monitored by teachers and parents on how they use these sites This is to create a balance between social media and academic activities of learners to avoid setbacks in the academic performance of the learners.

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CHAPTER ONE

INTRODUCTION

1.1 INTRODUCTION

In many African countries, Zimbabwe included, social networking sites and applications are widely used in teaching and learning processes. In the learning processes the use of social networking varies among the different age groups and academic levels of students. Studies indicate that students at Advanced Level of education are among the most in terms of using social networking. The students use dedicated websites and applications to interact with other users, or to find people with similar interests to their own. The students would generally use website that allows them to interact with other students, teachers and tutors and share information, photos and videos that are relevant to their school work. People engaged in social networking may be doing so. 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. 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.

This chapter focuses on the background to the study, statement to the problem, research objectives of study, research questions, and significances of the study, assumptions, limitations, and delimitations of this study. The description of operational terms used in this study will be discussed in the last part of this chapter.

1.2 BACKGROUND TO THE STUDY

The use of social media has been embraced in many spheres of life including the education sectors. The use of social media platforms has affected the academic performances and even social life of students has also been transformed. Government departments, private sector, and educational institutions such as universities, colleges and primary and secondary schools have also embraced in in the wave of internet connectivity due to the benefits perceived by many to the associated to its usage. The ministry of primary and secondary education recognized the use

of ICT as an important avenue to support and improve the delivery of quality education in Zimbabwe.

This has created a new type of student with unique challenges and demands which requires new handling strategies on the part of the school systems including the teachers and the school administrators. The students and the teachers have embraced the use of social media in schools with mixed views. In the information society that we are currently living in, the internet has been given a number of connotations, from the Eurocentric perspective the internet is viewed as a fair medium which carries much hope for the African continent. Others have credited it for creating new opportunities for learning. Conole (2008) states that the use of internet facilities is increasing daily especially among young people and they noted how the applications have emerged and how the users have experienced how the tools are changing human practice and social networking.

Amukane (2013) notes that when searching for information Google is widely used, while MS Word and MS PowerPoint are standard tools for production, presentation and sharing of content. With the widespread use of smart phones, tablets, laptops and desktops, social media platforms such as Facebook, WhatsApp, online messaging, computer aided gaming and Skype to mention just a few would result in undesirable behavior change among the learners.

According to Garura (2010), the subscribing to many social network services such as Facebook, WhatsApp, Twitter, YouTube, Instagram among others to communicate with relative friends across the globe, it is some sizeable time which learners spent doing personal work or leisure work on the internet than school work.

Some people are advocating for abandonment of the use of social media in the schools as an instructional strategy. They see it as not effective but only cause performance and social problems among the learners. Reports of several secondary schools' learners cheating in public examination in the presence of invigilators in Zimbabwe in 2017 can be attributed to excessive use of internet during the invigilation by the teachers who would have been totally immersed in their social media communications and some Zimsec papers leaked and got to learners through social media (Kolhar, Nazir, Kazi, & Alameen, 2021) (Abbas, Aman, Nurunnabi, & Bano, 2019). These incidences however leave the education sector if not all government sectors faced with a dilemma of whether to embrace the use of social media in schools. It is against this

background that the research has been interested in researching on the effect of social media on academic performance and social life of learners at Oriel boys High in Chisipite of Harare province in Zimbabwe. This study focused on the effects of social media on the academic performance and social life of A-level learners and considered a case study of Oriel boy's high in Harare district, Zimbabwe. The aim is to see if the positive effects can be reinforced and the negative effects be minimized or overcome. The ultimate goal of the study being to improve the effectiveness of the use social media among school learners.

1.3 STATEMENT OF THE PROBLEM

Social media has affected my spheres of life and the academic performances and social life of students have also been transformed. This has created a new type of student with unique challenges and demands which requires new handling strategies on the part of the school systems including the teachers and the school administrators. Some people are advocating for abandonment of the use of social media in the schools as an instructional strategy. They see it as not effective but only cause performance and social problems among the learners. This study focused on the effects of social media on the academic performance and social life of A-level learners and considered a case study of Oriel boy's high in Harare district, Zimbabwe. The aim is to see if the positive effects can be reinforced and the negative effects be minimized or overcome. The ultimate goal of the study being to improve the effectiveness of the use social media among school learners.

1.4 RESEARCH QUESTIONS

The study pursued to provide answer to the following research questions:

- What are social media and the forms of social media?
- What are the main uses of social media among level student at Oriel boys' high?
- What are the effects of the use of social media on the students at Oriel boy's high on their academic activities?
- What are the intervention strategies of social media on behavior change?

1.5 RESEARCH OBJECTIVES

The following objectives were considered;

- To define social media and to determine the forms of social media
- To state reasons why learners, use social media
- To identify positive and negative effects of social media on behavior change among learners at Oriel Boys High school in Chisipite of Harare Province in Zimbabwe.
- To establish the intervention strategies to alleviate the negative effects of social media among A level student at Oriel Boys High.

1.6 ASSUMPTIONS

The researcher held the following assumption:

- Students at Oriel Boys High school will participate in the study.
- The study will be completed on the time framed.

1.7 SIGNIFICANCE OF THE STUDY

It is anticipated that the results of this investigation would:

- Benefit the researcher academically and professionally as she obtains a higher qualification in education profession.
- Benefit other researchers who would want to pursue the same issue of social media and its impact on learner's behavior change after reading the findings and recommendations.
- Benefit the learners and teachers of Oriel boys' high school as they get information on positive and negative impacts of social media on behavior change.

1.8 DELIMITATIONS OF THE STUDY

The following constitutes the boundaries of the study.

- In terms of the conceptual and physical boundaries the study shall focus on the impact of social media on learner's behavior at Oriel boys' High school in Chisipite of Harare Province in Zimbabwe.
- The sample size shall be large enough to be representative of the whole population at the school.
- The composition of the sample shall include boys in form five and six at Oriel boys' high School.

1.9 LIMITATIONS OF THE STUDY

These are the stated shortcomings of the study and their solutions:

The English language to be used in the study is a barrier to communication, because English is a second language to these learners, interpretation on the questions may be difficult to be understood by the participants which are learners. The researcher shall first of all explain the questions to the respondents. Financial constraints may hinder extensive coverage of wider populations to allow generalization of the results to a wider population. That is to run the questionnaires and interview guides for everyone at the school. This shall be solved by involving only A-Level students both lower and upper Six learners to collect diverse data for analysis.

1.10 DEFINITIONS OF KEY TERMS

The following are the operational meanings of the unfamiliar / technical terms used in this study:

- Effects – desirable and undesirable impact of social media.
- Social media – communication platforms such as Facebook, Twitter, WhatsApp and YouTube.
- Digital generation – a generation of kids who are growing up online and highly influenced by technology.
- Communication – sharing of information between two persons

1.11 SUMMARY

This chapter 1 discussed the background to the study, statement of the problem, research objectives, research questions, assumptions, significance of the study, delimitation of the study, limitations of the study, definition of key terms and the chapter summary. Chapter 2 reviews the related literature.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This Chapter identifies the literature related to the problem under study, the research questions and the objectives as well as research studies done by other researchers. It also focuses on social media and how they influence the behaviors of learners socially and academically as well as the intervention strategies to curb negative effects associated with their usage.

2.1.1. Social media

Social media is the integration of digital media including combination of electronic text, graphics, moving images and sounds into a computerized environment that allows people to interact with the data for appropriate purposes. Azizi, Soroush, & Khaton, (2019) defines the digital environment as that which includes the internet, telecommunications and interactive digital televisions. Social media is primarily internet or cellular phone-based applications and tools to share information among people. This includes common networking websites like Facebook, Twitter, WhatsApp, Instagram, skype and YouTube. The power of social media is their ability to connect and share information with anyone on earth (or multitudes of people) as long as they also use social media.

2.1.2. FORMS OF SOCIAL MEDIA

There are several forms of social media used to communicate across the Globe but for the purpose of this study the following commonly used are reviewed: Facebook, WhatsApp, Instagram, Twitter, Google+, YouTube and Skype and internet.

2.1.3. FACEBOOK

This is the largest social networking site in the world and one of the most widely used. According to it was perhaps the first that surpassed the landmark of one million user accounts. Apart from its ability to network with friends and relatives, you can also access different Facebook applications to sell online

2.1.4. WHATSAPP

Despite having been acquired by Facebook in 2014, this instant messaging platform of communication exists as an independent entity. The [Http://makeawebsitehub.com](http://makeawebsitehub.com) shows that

WhatsApp has arrived on the scene much later than Facebook, but it has been able to capture imagination of millions of people across the world by giving the ability to communicate and share instantly with individuals and groups. The WhatsApp call feature is just the icing on the cake. Users of this platform are said to be approximately one million per month, according to the research.

2.1.5. INSTAGRAM

Instagram was launched as a unique social networking platform that was completely based on sharing photos and videos. This photo sharing social networking application thus enables one to capture the best moments of one's life, with one's phone's camera or any other camera and convert it into works of art. This is possible because Instagram allows one to apply multiple filters to one's photos and one can easily post them to other popular social networking sites such as Facebook and Twitter. It is now empire of the Facebook Empire. Instagram is said to have approximately 400 million users per month

2.1.6. TWITTER

This is social networking site that enables one to post short text messages called tweets containing a limited number of characters (up to 140) to convey one's message to the world. The number of active users is approximately 320 million per month.

2.1.7 GOOGLE+

This owned by the tech giant Alphabet (Google). This interest based social networking platform enables you to stay in touch with people by sharing messages, photos, videos, and useful links to sites among others. It also extends support for video conferencing through hangouts and allows businesses to promote their brands and products through Google+ business pages. Its users are approximately 300 million per month.

2.1.8. SKYPE

The Skype platform is owned by Microsoft. It is one of the most popular communication based social networking platforms. It allows you to connect with people through voice calls (using a webcam) and text messaging. You can even conduct group conference calls. The best part is that Skype-to -Skype calls are free and can be used to communicate with anyone located in any part of the world, over the internet. It commands approximately 300 million users per month

2.1.8 YOUTUBE

YouTube is the world's largest video sharing social networking site that enables users to upload and share videos, view them, comment on them and like them. This social networking how accessible across the globe and even enables users to create a YouTube channel where there can upload all their personally recorded videos to showcase to their friends and followers

2.2 HOW DO LEARNERS USE SOCIAL MEDIA?

The <https://onlinelibrary.wiley.com> says that the purpose of social media such as Facebook is to socialize with friends, classmates or other people. Most social network work this way: find a friend, read friends blogs or notes, see what friends are up to with real time updates and unite with like-minded people. It is also held that Facebook, Twitter and a host of other applications are being used in increasing numbers especially by young people (Hettiarachchi, 2014) and (Levenson, Shensa, Sidani, Colditz, & Primack, 2016). It is where they live, share and learn, so it is to be expected that educators would want to find ways to use these technologies to engage them. Although these media come with a host of issues and dangers as well as possibilities, creative educators need to be aware of these in weighing the advantages and disadvantages of social media for educational purposes.

Responding to the question of How and why learners use their social media, Lenhart and Madden (2007) argued that the most popular reason is to stay in touch with current friends Valkenburg and Peter (2007) and (Zou, Xia, Zou, Chen, & Wen, 2019)also say that, friends networking sites are a form of interactive entertainment and internet communication leads to an increase closeness with friends, which increases well-being. Given that during adolescence many teens turn their attention towards peer groups. Connecting with their friends is a normal part of healthy development. Social networking sites just provides a simple way of connecting. In addition to contacting local and current friends, students also enjoy using social networking sites as a means of connecting with long distance friends, (Ellison, Steinfield and Lampe, 2007) and (Agyenim-Boateng & Amankwaa, 2019). It is also important to note that although social networking sites are held with high esteem by youth, there are also negative impacts that go along with their usage as seen in the next section of this Chapter.

2.3 WHAT ARE THE EFFECTS OF SOCIAL MEDIA USAGE?

In most cases, the mass media constantly warns of the dangers of internet communications although there are also benefits realized through the usage of social Networking sites by learners/ students.

Positive effects of using social media contrary to studies that show a negative impact on psychological well-being “most of the research on internet usage indicates positive effects”, (Morgan and Cotten, 2003) Ellison et al (2007) argue that most students /learners benefit from using Social Networking Sites (SNS) and find that it increases social capital, helps them communicate with friends, allows for self-expression and builds self-esteem (Valkeinburg, Peter and Schouten, 2006

2.4 INCREASING WELL-BEING THROUGH COMMUNICATION

Although contact with strangers does occur, the majority of the time teens are online they are communicating with friends that they know in person, (Gross Suvonene and Gable, 2002). Cotton, (2008) assert that students are using online social networking and instant messaging as a means of communication much like students use the telephones. Furthermore, for students who move or attend college away from home, using the internet to communicate with distance friends increased self-esteem and showed lower levels of depression.

2.5 INCREASE IN SOCIAL CAPITAL

Ellison et al (2007) define social capital as “the resources accumulated through relationships among people”. Online social networking sites like Facebook provides an easy way to stay connected to friends across great distances. Facebook provides “bridging “social capital that encourages new relationships and the maintenance of acquaintances, which can be used for information or to broaden social horizon, (Ellison et al, and 2007). Students may increase their well-being by accumulating job connections, study partners, romantic interests and social invitations for higher education through their connections online.

In contrast to the Bessiere et al (2002)” the poor get poorer” hypothesizes that introvert get lonelier from internet communication. Ellison, Steinfield and Lampe (2007) proposed a “poor get richer” model. They claim that people who are shy may feel more comfortable participating in online social networks which leads to more social capital and an increase in well-being

2.6 SELF-EXPRESSION, IDENTITY, EXPLORATION AND SOCIAL SUPPORT.

Students may use social networking sites to express themselves or explore their identity. Students usually present their “ideal- Selves” on their profiles; they post information about who they would like to be instead of who they actually are, (Manago et al, (2008) Identity exploration is an important part of adolescence that can lead to achieved identity.

Students can post photos, decorate their profiles, take photos of themselves and connect with others. In general identity exploration through social networking sites is an important part of development. By sharing personal details in public forum, marginalized students in particular, may benefit from internet communication, (Morgan and Cotton, 2003) For example, students who are gays or lesbians or who are questioning their sexual identity may feel isolated in their communities and schools, and the internet may provide a safe place to express their true identity, <https://www.teacherboards.co.uk/community>. Ko and Kuo, (2009) explain that by self-disclosing intimate information, students build stronger relationships and communication skills.

2.7 SELF-ESTEEM

In general most students increase self-esteem by using social networking sites. Valkenburg, Peter and Schouten (2006) show that motive feedback on “walls” is linked with an increase in self-esteem and well-being. In addition, Besserie et al (2002) offered the “rich get richer “theory that students who are introverts will increase well-being by increasing social support.

2.8 USE OF SOCIAL NETWORKING SOFTWARE FOR LEARNING PURPOSES

A fast growth in information and communications technologies has brought great changes in various pedagogical and technological applications and processes. Learners are adopting social networking with a lot of creativity (Chatti, Amine, & Quix, 2010). Stephen (2002) confirms that students have indicated that social network tools can be used to support educational activities by making interactive collaboration, active participation and resource or material sharing possible. Allan and Hartshorne (2008) support Stephen saying that since students spend a lot of time with this software it is therefore very advisable to incorporate teaching and learning activities in the software. Social Networks also enhance communication skills, widening participation, social engagement and collaboration. Students can assist each other when they are stuck and this promote learning.

2.9 INFLUENCE OF SOCIAL NETWORKING ON ACADEMIC OUTCOMES

Lei and Zhao (2005) state that the specific of access, acknowledging that quantity is not as important as quality when it comes to technology use and students' achievements. The two agreed that specifically when the quality of technology use is not closely monitored or ensured, computer use may do more harm than good to student's achievements in school. Junco and Cotton (2010) in a research done found out that students who reported internet caused school work problems were found to have spent five times more hours online than those who did not, and they were also significantly more likely to report that their internet use caused them to stay up late, get less sleep and miss classes, these students were likely to use the internet for real-time social activities such as instant messaging and chatting.

2.10 NEGATIVE EFFECTS OF SOCIA MEDIA

Negative impact on social and emotional development is the interacting beyond one's age level of maturity and ability to be responsible, increased exposure to peer pressure and confirm, use of technological communication to avoid face – to face interaction to keep up

2.10.1 Child predators

Unwanted contacts with dangerous predators are among the chief concern associated with using social networking sites. Chris Hansen, (2001) and Ellison, (2007) say that host of dateline NBC's "To catch a predator." Warns that sexual crimes by internet predators are a rising epidemic, (Hansen, 2007). The public perception is that child predators are old adults who lie about their ages, deceptively contact children, and secretly lure them into disturbing sexual encounters. The majority of internet-related crimes are statutory rape or non-forcible sex crimes, (Walate et al. 2008)

The above reflects the fact that teens are exploring their sexuality through conversations on social networking sites and internet media. The internet can be a risky area for same teens as predators may 'groom' their victims over time.

2.10.2 CYBERBULLYING

Cyberbullying or bullying that takes place online, is the most widespread internet-related problem offering teens. The reported rate of cyberbullying ranges from approximately 40%, (Lenhart and Moddern ,2008) To 70 % (Juvanen and Gross ,2008).The definition of cyberbullying is fairly broad including aggressive acts like receiving threatening messages, as

well as less aggressive acts like forwarding private texts or E-mails which is similar to sharing a written note. The most popular form of cyberbullying is name-calling takes places over an IM (Juvonene and Gross, 2008). The majority of those bullied were bullied at school.

2.10.3 EXPOSURE TO INAPPROPRIATE CONTENT: PONOGRAPHY

Many parents and schools are concerned about social networking sites exposing their kids to controversial information like sexually explicit photos or phonography (Gurcan, 2015). Facebook and Myspace prohibit pornographic or nude pictures, however, semi-nude or sexually suggestive photos and can be posted. In addition, teens can post links to other pornographic sites on their profiles Phonography is a pressing problem, with at least 79% of 15- to 17-year-olds self-reporting that they have accidentally stumbled onto pornographic sites

2.11 THEORETICAL FRAMEWORK

2.11.1 Bandura's social learning theory

Bandura's social learning theory (Bandura, 1977) served as the theory for this study to investigate the impact of online social networking on learning. According to social learning theory, three elements, including individual learners, peers, and situations, potentially affect individuals 'learning outcomes. Alavi (1994) also identifies individuals 'active engagement in constructing knowledge, interpersonal interactions in corporative context, and problem-solving situations as distinguished attributes of effective computer-mediated learning. Social learning theory emphasizes the self-regulation of individual learning. In most cases, individuals self-initiate, regulate learning and actively construct knowledge by acquiring, generating, and structuring information. They can use symbols to represent events, to analyze their conscious experience, to communicate with others, to create and to engage in insightful actions.

Further, social learning theory emphasizes learning 's social genesis and views learning as a social process in which individuals interact with peers or models, as well as situations, (Papacharissi, 2010). Individuals 'learning, although self-initiated, often rely on the social context. Individuals 'observations and interactions with peers (e.g., learning from each other by exchanging knowledge to achieve shared commonality) and situations (e.g., learning the environmental norms, cultures, policies) influence their cognition and behavior. Thus, obtaining desirable learning outcomes requires social support from others and their understanding of situations (Subrahmanyam & Smahel, 2011) and (Siemens, 2004). Moreover, the achieved

learning outcomes will reinforce individuals' engagement in certain actions. From the social learning viewpoint, human behavior is a continuous reciprocal interaction between learners themselves and the external environment.

In the context of social learning theory, the use of social networks is the situation that faces majority of the university students today. The students have a choice of either using the situation to their advantage as they pursue their goals or be driven into negative use of the social networks. These participants can either be self-regulated learners or not.

2.11.2 Conceptual framework

A conceptual framework was developed in order to explain the relationships among the variables utilized in this study. Learning behavior was the dependent variable in this study. It was identified via the following learning strategies; Communication (facilitating class discussions, class announcements, delivery of homework and assignments), collaboration (joining academic groups, sharing homework, projects and ideas) and resource or material sharing (exchanging multimedia resources, videos, audio materials, animated videos, resources and documents) (Woods & Scott, 2016). Socialization on social networks as a daily activity to pass time, entertainment and chatting with friends contributes to some non-academic activities and interferes with successful utilization of social networks for learning purposes. It is envisaged that students with low self-efficacy for self-regulated learning will utilize the social networks to pass time and socialize as opposed to those students with high self-efficacy for self-regulated learning who will utilize the social networks to achieve their academic goals (Sobaihy, 2017). The effect of this socialization will be identified by time spent chatting with friends, social networking while attending a lecture, group discussion, studying and doing assignment.

2.11.3 Hypodermic Needle Model

The hypodermic needle model (also known as the hypodermic-syringe model, transmission-belt model, or magic bullet theory) suggests that an intended message is directly received and wholly accepted by the receiver. The model is rooted in 1930s behaviorism and is largely considered obsolete today.

Concept

The "Magic Bullet" or "Hypodermic Needle Theory" of direct influence effects was not as widely accepted by scholars as indicated. The magic bullet theory was not based on empirical findings from research but rather on assumptions of the time about human nature. People were assumed to be "uniformly controlled by their biologically based 'instincts' and that they react more or less uniformly to whatever 'stimuli' came along" (Lowery & De Fleur, 1995, p. 400). The "Magic Bullet" theory assumes that the media's message is a bullet fired from the "media gun" into the viewer's "head" (Berger 1995). Similarly, the "Hypodermic Needle Model" suggests that the media injects its messages straight into the passive audience (Croteau, Hoynes 1997) a view also shared by (Rotondi, Stanca, , & Tomasuolo, 2017). This passive audience is immediately affected by these messages. The public essentially cannot escape from the media's influence, and is therefore considered a "sitting duck" (Croteau, Hoynes 1997). Both models suggest that the public is vulnerable to the messages shot at them because of the limited communication tools and the studies of the media's effects on the masses at the time (Davis, Baron 1981).

Later developments

The phrasing "hypodermic needle" is meant to give a mental image of the direct, strategic, and planned infusion of a message into an individual. But as research methodology became more highly developed, it became apparent that the media had selective influences on people. Lazarsfeld disproved the "Magic Bullet" theory and "Hypodermic Needle Model Theory", through elections studies in "The People's Choice" (Lazarsfeld, Berelson, Gaudet 1944/1968) Lazarsfeld concluded that the effects of the campaign were not all powerful to the point where they completely persuaded "helpless audiences", a claim that the Magic Bullet, Hypodermic Needle Model, and Lasswell asserted. These new findings also suggested that the public can select which messages affect and don't affect them (Owusu-Acheaw, & Larson, 2015). Lazarsfeld's debunking of these models of communication provided the way for new ideas regarding the media's effects on the public. Lazarsfeld introduced the idea of the two-step flow model of communication in 1944. Elihu Katz contributed to the model in 1955 through studies and publications (Katz, Lazarsfeld 1955). The two-step flow model assumes that ideas flow from the mass media to opinion leaders and then to the greater public (Katz, Lazarsfeld 1955) and

(Hershner, & Chervin, 2014). They believed the message of the media to be transferred to the masses via this opinion leadership. Opinion leaders are categorized as individuals with the best understanding of media content and the most accessibility to the media as well. These leaders essentially take in the media's information, and explain and spread the media's messages to others (Katz, 1957).

Thus, the two-step flow model and other communication theories suggest that the media does not directly have an influence on viewers anymore. Instead, interpersonal connections and even selective exposure plays a larger role in influencing the public in the modern age (Severin, Tankard 1979).

2.11.3 Technological Determinism Theory

Technological Determinism states that media technology shapes how we as individuals in a society think, feel, act, and how the society operates as we move from one technological age to another (Tribal- Literate- Print- Electronic- social media).

Concept

The theory was developed by Marshall McLuhan in (1962). It explains that individuals learn and feel and think the way we do because of the messages they receive through the current technology that is available. The radio which was the example used required people to listen and develop a sense of hearing. Television engages both hearing and visual senses. We then transfer those developed senses into our everyday lives and we want to use them again. The medium is then our message. Social media brought about by emerging technology requires people to listen and engaged often. People then interpret the messages sent to them from social media in their everyday life.

Humans do not have much free will at all. Whatever society as a whole is using to communicate, they too will use to communicate. Therefore, they will adapt to the medium they are using so that they can send and receive messages like everyone else. We know that there is one truth by observing what has happened over time. As the medium changes so does society's way of communicating. People can only use the medium for which it was created (phone for talking over lines or electronic mail for talking via computer). If the medium is impersonal (mobile phone) then the message too is impersonal. This theory is objective in that everyone will act and

feel the same no matter what the medium they are using provided that they are using the same medium. Values are not involved because evidence is seen strictly through observation. The theory explains that when new systems of technology are developed, the culture or society is immediately changed to reflect the senses needed to use the new technology. The theory predicts that with every new system of media technology, society will change and adapt to that technology. It explains that there is a simple cause and effect analysis between the introduction of new technology and the changes in society's way of thinking, feeling, acting, or believing.

2.12 SUMMARY

This Chapter looks at those other authors or other researchers have found about the social media and the change of behavior of learners towards their school work and their social behavior. The forms of social media such as Facebook, WhatsApp, Twitter and Instagram are also explained. The effects of each and every form is looked into how they affect learners is described. Some learning Theories like Bandura Social learning Theory, Hypodermic Needle Model and the Technological Determinism theory were discussed as the base of this research.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter describes the methodology adopted in this study. The research design, the research methods, target population, sampling procedures, data collection procedures and data analysis procedures. The research was carried out at Oriel boys High School in EPMAFARA district of Harare Data was collected primary sources and secondary sources using questionnaires, interview guides and documentary analysis schedules.

3.2 Research design

Burns and Grove (2003) and (Creswell, 2007) defines research design as “a blue print for conducting a study with maximum control over factors that may interfere with the validity of the findings. Parahoo (1997) describes a research design as “a plan that describes how, when and where data are to be collected and analyzed.” Chiri et al. (2002) asserts that “research design spells out the basic strategies that the researcher adopts to develop information that is accurate and interpretable.”

According to Weiler (2003) research methods are approaches or ways of carrying out research. Although there are a number of ways that assist the researcher to carry out a study. His researcher adopted the descriptive survey method because of the advantages that the method has in this study. One advantage that was enjoyed in this study was “survey methods are ubiquitous” (Chivore, 2002)” this means that they are both quantitative and qualitative.

In this research data collected on the impact of social media on the social life and academic behavior of the A Level students were easily and clearly quantitatively transferred into frequencies or tables, charts and graphs for easy analysis and interpretation.

Shumbayawonda (2011) pointed out that survey methods are used frequently in educational research to describe attitudes, beliefs, opinions desires, values and behaviors. Since this research was involved in collecting data on pupil’s opinions on intervention methods on the dangerous use of social media and its effects on social life and on academic behavior, surveys were found the most appropriate methods to employ in this situation. Shumbayawonda (2011) further argued for the employment of methods in educational research because of their suitability,

saying” ... descriptive, exploratory and explanatory.” This alludes to the use of words and sentences in presenting, analyzing and interpretation of the collected evidence.

Although the survey methods offer several advantages in this study. Some authorities like Chivore (1990) says that where opinions and perceptions of the respondents are involved, there is subjectivity contained in the information collected. Biases are also possible due to researcher own subjective interpretation of those opinion. However, in this research great care was taken to avoid these biases by strictly resorting to the data collected during the processes of representation, analysis and interpretation to the result reliable and valid.

3.3 Targeted Population

Tackman (1994) defines population in research as the group which the researcher is interested in gaining information and drawing conclusions. Mugenda et al (2003) explain that a population is a group of individuals or objects that have the same form of characteristics. They also explained that they are the totality of cases that corm form to certain specification which defines the elements that are included or excluded in the target group. Similarly, Sidhu (1996) refer it to a research population as the aggregate or totality of individuals from which the sample is chosen. Since the action research is a local study and based on school or classroom settings, this research’s target population were students at Oriel boys’ high school in EPMAFARA District of Harare Province in Zimbabwe. The school has a total population of 3452 students

The school is a day school with forms ranging from 1-6. Forms 1 to 4 has four streams or classes each except forms five and six. This gives us the total of twenty -two classes.

The researcher was, however interested in carrying out a study on impact of social media on both social life and academic behavior on both A level classes that is forms five and six at the above-mentioned school because there are outstanding lists of deviants that were recorded by prefects and monitors during their free periods and study times after school. The targeted population include 15 lower 6 students and 15 upper 6 students at Oriel boy’s high school.

3.4 Sampling procedure

Borg and Gall (1989) define a sample as a given number of subjects from a defined population which is representative of it. Gay (2011) says that a sample is a smaller number or the population that is used to make conclusions regarding the whole population. Polit et al. (2001) also defines a sample as the systematic process of selecting a number of individuals for a study to represent a larger group from which they were selected. Form five and six were selected by the researcher as the sample for this study because these are the only students that were allowed or who were permitted by the school administration to bring their phones to school and use them within the school premises. They are regarded as grown-ups and they have a lot of work to be researched finding a lot of current information from the internet.

Burns and Grove (2003) defines a sampling technique as a "method or a way of selecting a group of people, event or behavior with which to conduct a study." Borg and Gall (1989) state that there are several sampling techniques such as random sampling, convenience and purposive sampling techniques among others. These sampling techniques can be either probability or non-probability.

This research adopted the probability and purposive sampling techniques because of their suitability in the survey of impacts of social media on academic performance and social life of a levels at Oriel boys' high school and the intervention strategy to reduce the problems found from the social media in learners of A level. Maree (2007) asserts that in purposive sampling, the sample is selected based on the knowledge of a population and the purpose of study. He also says that purposive sampling is used so that individuals are selected because of some defining characteristics that makes them holders of specific data needed for the study. Parahoo (1997) describes purposive sampling as "a method of sampling where the researcher deliberately chooses who to include in the study bases on their ability to provide necessary data." It was against this background that the researcher examined the reports with names of A level students that were using their phones during lessons. Some of the A level teachers complained that some of the students open their phones when the teacher will be still delivering their lessons. The researcher judged the information on reports written from a level teachers and deliberately choose this class to be the research subjects hoping to get the necessary data on the impact of social media on academic performance and social life of the learners.

This research also adopted the stratified proportionate probability sampling techniques because of their suitability. In stratified sampling technique the researcher divides the entire population into different subgroups or strata, and then randomly selects the final subjects proportionally from the different strata. Stratified random sampling ensures that each subgroup of a given population is adequately represented within the whole sample population of research study. Proportionate allocation uses a sampling fraction in each stratum that is proportional to that of the total population

3.5 Data collection

Two sources of data were used, namely primary and secondary sources. Primary sources involve the use of oral interviews, and questionnaires. The interviews were structured and it involved asking each responded similar question to which they answered and the researcher noted down the important points. The interview guide had a written list of questions that was covered in the interview in order to gain understanding to the forms of social media used and the impact they have to academic performance and social life of learners.

Secondary source for data collection includes books, journal, magazines, reports, records and internet sources. The researcher used reports from teachers on the use of phones by 'A' level students. Some writers or researchers such as research.

3.5.1 Data Collection methods

Weiler (2003) describes data collection methods in educational research as approaches researchers used to record both quantitative (numbers) and qualitative (in note form) data. Both are also used in interpreting data. Several data collection methods are available for use, but only those considered most suitable for the topic should be used. It is also best to use a combination of approaches to ensure the information one is collecting is accurate and truthful. Document analysis, structured questionnaires with open sections and structured interviews were found to be the most appropriate in this study and therefore used.

3.6 Research instruments.

According to Parahoo (1997) a research instrument is "a tool used to collect data. An instrument is a tool designed to measure knowledge, attitudes and skills." Chisi et al (2004) advise that research instruments should be clearly described so as to bring out their strengths and weakness as a way of justifying their selection and suitability to the research.

In this study the researcher adopted these instruments which were believed to have more strengths than weakness.

3.6.1 The Questionnaire

Borg and Gall (1996, in Chiota 2003) define questionnaires as "documents" that ask questions to all individuals in a sample. Van Dalen (1979) says that questionnaires involve presenting respondents which carefully selected and ordered questions obtain data. Sidhu (1997) cohesive a questionnaire namely structured (closed) and unstructured (open ended). The researcher of this study used the unstructured (open ended). That was so because it was relatively easy and quick to answer and was also fairly straight forward in the quantification of data. Data on the forms and effects were elicited using closed questions. The intervention strategies to the problem caused by social media were asked using open ended question. The open-ended section was advantageously created to elicit data because each respondent as what they could explain what s\he thought could be done to help solve or reduce the problems.

Another advantage of the questionnaire was that it proves to be a good way of finding out what people (30 students) thought about the use of social media by students in general. Some drawbacks of using the questionnaire include that subject usually do not have the time or space to give the much depth in their responses. When they were filling in questionnaires they seem to rushing. However, in this research this gap was filled up by the use of interviews and documentary analysis to elicit enough evidence to make meaningful conclusions. The problem of understanding the questions were solved by the formulations of clear questions and easy direction to avoid obtaining confused responses in this study. So, questionnaires were user friendly in this study.

3.6.2 Interview guides

According to Shumbayowonda (2011), an interview is research instrument that can be used in collecting data from research subjects. In this research the research variables or research questions were used as a sub-heading for interview guide. "Enough spaces." The researcher used the batch of the interview guide to write the responses from the research students. The data on forms, advantages and disadvantages and intervention strategies on the effect of social media on social life and academic performance. The open question used in this research on interview guide

allowed a wide variety of responses which were captured by the researchers for presentation (qualitatively) analysis and interpretation.

The drawback associated with the use of interview, is that of taking too much time to complete was solved by the use of triangulation use of more than one researcher in the collection of data.

3.6.3 Documentary analysis scheme.

This was the third instrument which was used in this research to gather data. The documents used were reports which were written by teachers on pupils that misbehaved during the study period and during the time teachers were delivering lessons in forms five and six at Oriel boys' high school in EPMAFARA District of Harare Province in Zimbabwe. In this research documents played a significant role in easy accessibility and availability great care was taken in that documents often do not give a complete picture of what happened. This short coming was solved by the use of other instruments such as questionnaire and interview guide to complement each other.

3.7 Data Analysis

Data collected on the effects of social media on social life and academic performance on A level students at Oriel boys' high school in EPMAFARA District of Harare Province in Zimbabwe using the interview guides, questionnaires and document analysis schedules will be presented in tables and graphs. The researcher will analyse and interpret the collected data basing on the research questions, (objects) and assumptions made at the beginning of the research process.

3.8 Summary

This chapter focusses on the research design which identified the overall plan of the research. this included the study area, research design, targeted population, sampling procedure, data collection procedure and tools (questionnaire, interview guides and documentary analysis schedule, as well as analysis of data The next chapter focused on data presentation through table, graphs and next (narratives), analysis of presented evidence and interpretation of facts in written word before ending it with the research findings.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter focuses on data presentation, analysis and interpretation. Tables, charts and graphs were used to enhance better understanding of the information as well as quality of research. The bio data of the research participants, effects, forms and intervention strategies of effects of social media on social life and academic performance for A level students at Oriel boys High in Chisipite of Harare province in Zimbabwe were presented and analyzed. Major findings of the study were also discussed based on research objectives and assumptions.

4.2 Bio data of the research participants

4.2.1 Distribution of the respondents from A level students at Oriel Boys High.

Table 4.1 Distribution of respondents by class

CLASS	FREQUENCY	PERCENTAGE
<u>Lower six</u>		50
Sciences	5	
Commercials	5	
Arts	5	
<u>Upper six</u>		50

Sciences	5	
Commercials'	5	
Arts	5	
Total	30	100

Table 4.1 above shows that thirty respondents participated in the study. Lower 6 were 15 (50%) and upper 6 were 15 (50%). In terms of gender equity, it was not balancing because there were only boys in the research.

4.2.2 Distribution of respondents from A level students by form.

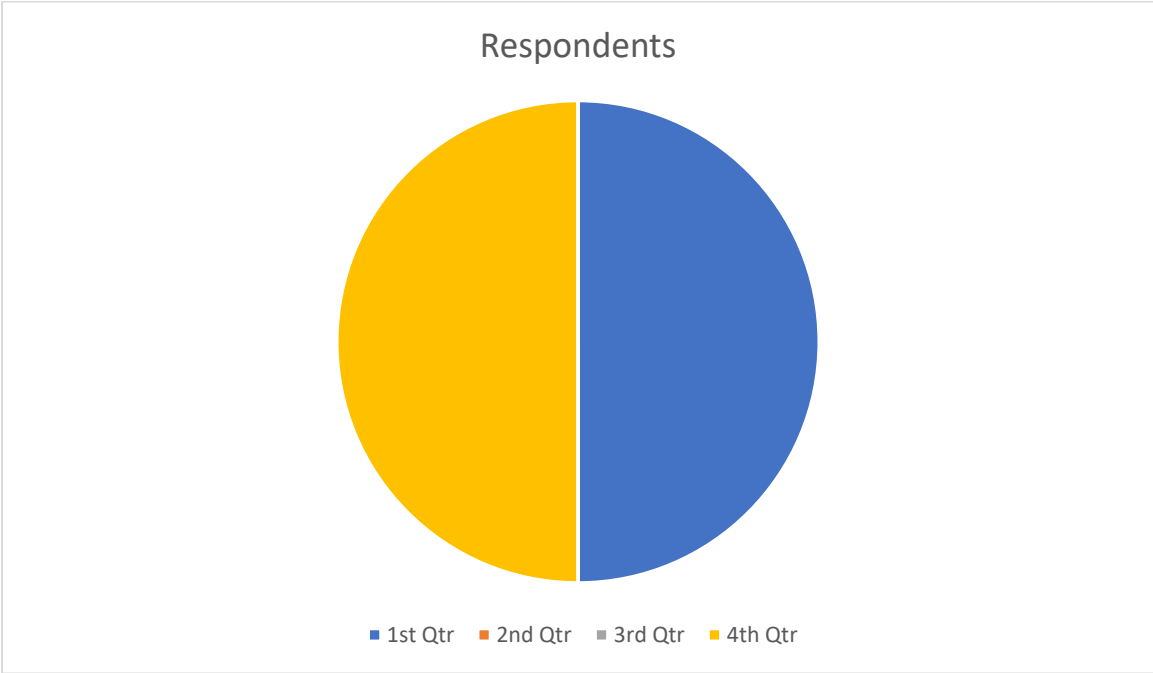


Figure 4.1 Percentage of respondents by form.

The figure 4.1 shows the forms of participants in the study. Fifty percent (50%) of the participants were in form five (5). Fifty percent (50%) of the participants were in form six (6). This information assisted in identifying which group would use social media most at Oriel boy's high school. With regard to the rampant indiscipline discovered during lessons and study time in these classes it could be that the students selected for the study.

4.2.3 Distribution of respondents from A level students by age

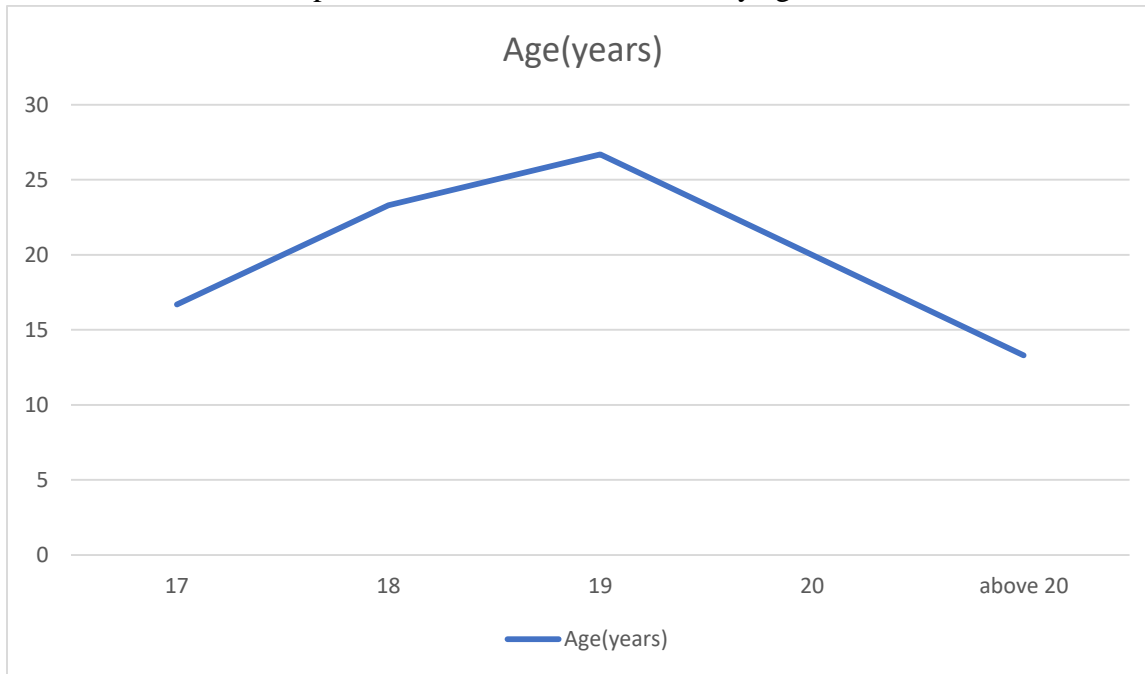


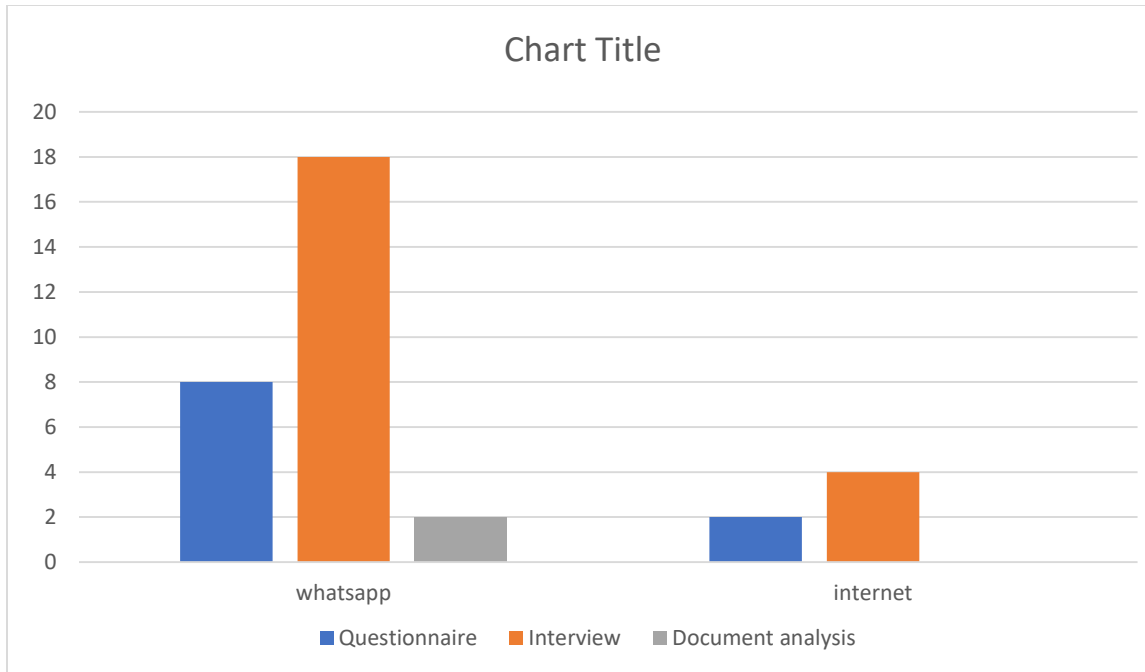
Figure 4.2: A level respondents' age distribution

Figure 4.2 shows the ages of respondents by their age. 5 (16.7%) was 17 years old, 7(23.3%) were 18 years old, 8(26.7%) were 19 years old, 6(20%) were 20 years old and 4(13.3%) were above 20 years. It was discovered that 26 (86.7%) of the students were between the ages of 17 and 20.

4.3 Frequency distribution on forms of media

4.3.1 Forms of social media used by most students

Figure 4.3: Frequency distribution on most.



The figure 4.3 shows the forms of social media used by the A level student. It was clear that only two forms of social networking were used by the A level students at Oriel boy's high school. WhatsApp had a total frequency of 28 (82, 4%). Internet networking, the use of google had a total frequency of 6(17.6%). This information assisted in identifying the social networking mostly used by A levels.

4.4 Factors that cause the wide spread use of social networking

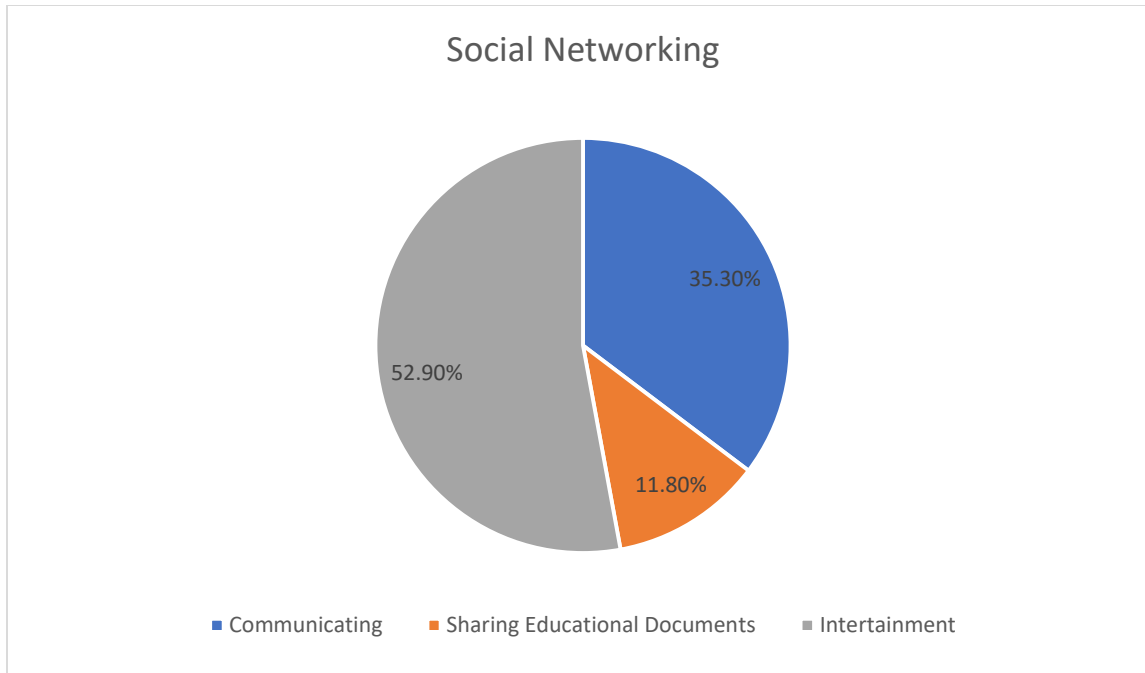


Figure 4.4 Reasons for using social networking

Figure 4.4 is showing why the A level students use social networking. 16 (52.9%) of the learners showed that they used the social networking for entertainment. They share videos, photos and jocks. 4 learners (11.7%) indicated that they use social networking for sharing educational documents, such as notes question papers and possible answers. 10(35.3%) of the students specified that they use social networking mainly for communication with peers and relatives. They indicated that messages and texts were cheap and faster through WhatsApp. This shows that A level students were using social networking for entertainment mostly. This was supported in literature review saying that the purpose of social media to socialize with friends, read friends blogs, classmates and relatively.

Table 4.5 shows the frequency distribution of the factors that cause the widespread of social media on educational purposes as revealed in the data collected.

4.5 Frequency Distribution of the factors that cause the widespread of social media on educational purposes

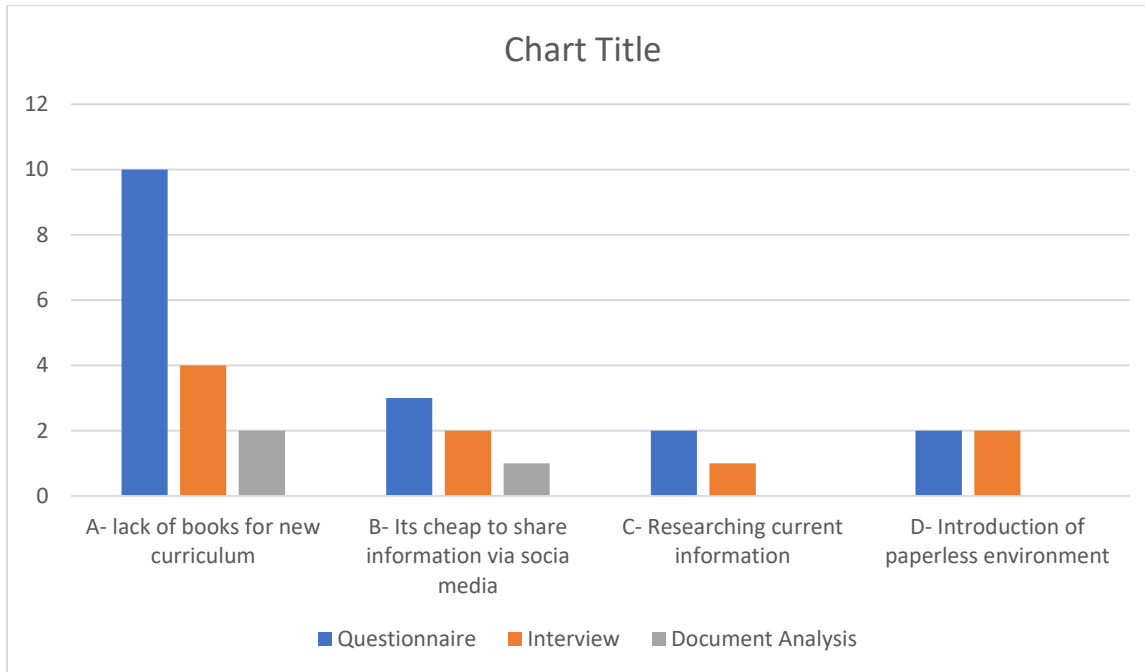


Figure 4.5: Causes of the widespread use of social media on educational purposes

Figure 4.5 shows the factors that caused the widespread of social media networking in educational purposes. Data in Figure 4.5 show that (52, 9%) of the participants said that it was due to lack textbooks, the new curriculum that was introduced to educational department does not have textbooks. Therefore, they share little they could found through social media. (21, 6%) said that the widespread of social media networking was caused by its cheapness when using. The learners explained that it is cheaper to use WhatsApp bundles. (11.8%) explained that social networking for example internet helps the students to research new information which is not found in textbooks. (13.7%) indicated that the use of social media networking was due to the introduction of technology. They just enjoyed using technology. Instead of going to libraries and search for textbooks in different shelves students just open social media network sites and search for what they want.

4.6 Hours spend by A level students on social media

The distribution of time spend by A level students on social media networking for daily entertainment was also noted in the data. This is presented in table 4.6.1.

4.6.1 Distribution of hours spend by A level students on social media networking for daily entertainment.

Table 4.2: Hours spent by A level students on social media daily not on academic purposes

HOURS	FREQUENCY	PERCENTAGE
1-2	28	93,3%
2-5	2	6,7%
More than 5	0	0%

Table 4.2 indicates that 28(93, 3%) of the students spend 1-2 hours a day on social media on information that is not educational. 2(6, 7%) of the population spend 2-5 hours on social networking. No one spend more than 5 hours a day on social networking. As those are around 17 to 20 years old, they enjoy social communication.

4.6.2 Distribution of hours spend by a level student on social networking for educational purposes daily.

Table 4.3: hours spent by A level student on social media on educational purposes

HOURS	FREQUENCY	PERCENTAGE
1-2	12	41.2%
2-5	11	35.3%
More than 5	7	23.5%

Table 4.3 shows that A level learners spend less hours on social networking doing academic business. 12(41.2%) of the population spend only 1-2 hours on social media networking for educational purposes. 11(35.3%) of the population spend 2-5 hours on social networking for educational purposes. 7(23.5%) spend more than 5 hours on social media networking. This indicated that A level students at Oriel Boys high school spend less time on academic business than on social communication.

4.7 Effects of using social media networking on A level students' social life and academic performance

4.7. 1 Positive effects of using social media networking on social life

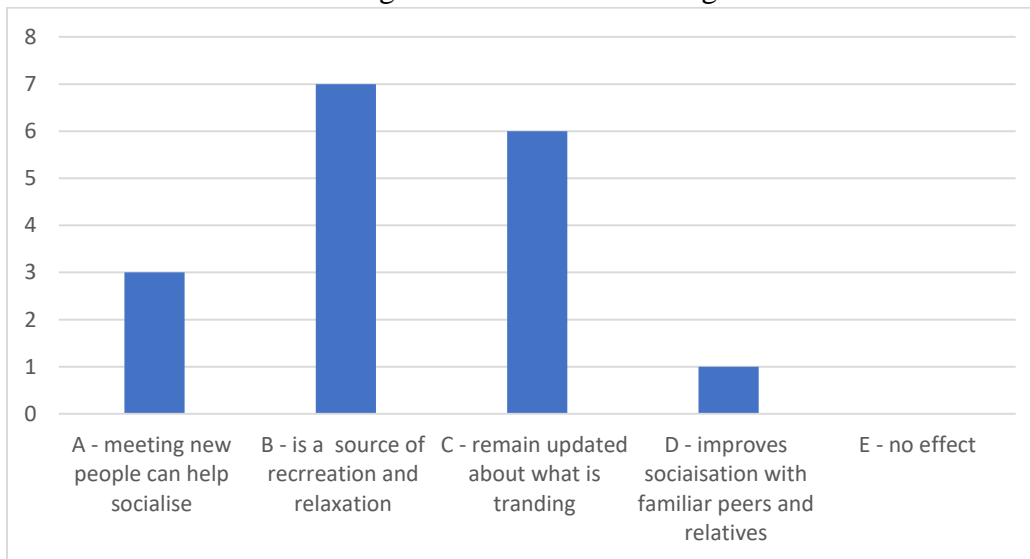


Figure 4.6 Positive effects of using social media networking on social life

Figure 4.6 shows the advantages of using social media networking in A level student at Oriel Boys high school. This indicates that 6(18.8%) of the population helped by the social media to meet new people. Getting not new social groups help them socialize with different new people and get new different ideas in life. 11(37.5%) were saying that it's an advantage to us social media networking because you will remain updated about what is trending. 13(43.4%) explains that social media networking is a source of recreation and relaxation. They said that when they have worked for a long time they need to relax. Therefore, this is the only source of

entertainment or recreation they get. Because they said it is cheaper to communicate using social networking, therefore, they say it improves socialization with peers and relatives. It is in line with Morgen and Colton (2003) who says that learners benefit from using social networking sites and increases social capital, helps them communicate with friends, allows for self-expression and builds self-esteem.

4.7.2 Negative effects of using social media networking on A level students' social life

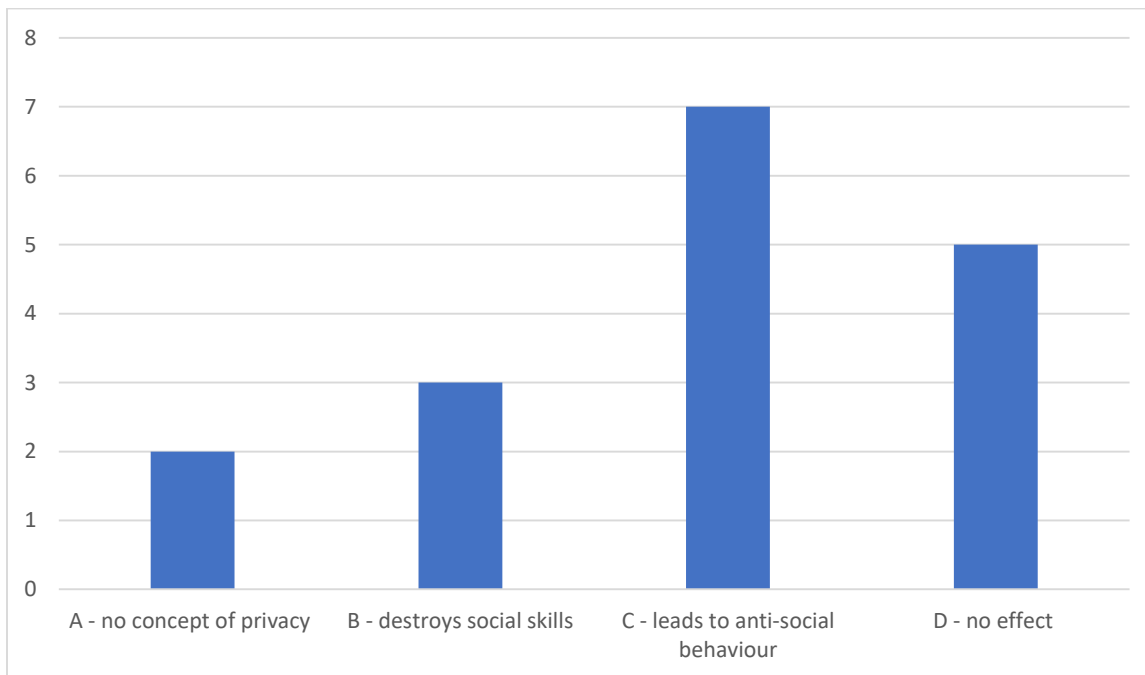


Figure 4.7: Negative effects of using social media networking on A level students' social life

Figure 4.7 shows the disadvantages of using social media networking in A level student of. at Oriel boys High 2(11.8%) stated that the social media networking has no concept of privacy especially if you post your items on internet everyone can open the website and view the items. 5(17.6%) indicated that social skills such as unable to have face to face conversation. For example, proposing for love one cannot do it face to face, they could have said they WhatsApp. They said that they felt uncomfortable in having face to face conversations. They will be no physical interaction even other social businesses. 12(41.2%) of the population indicated that social media networking leads to anti-social behavior. They went on explaining that some of videos and photos which are posted on social media networks are ant-social such as pornographic videos. As most of Some level students at Oriel boys' High school are between the

ages of 17 -20 they are still teen ages they may enjoy what they will looking at until they get into it. This is in line with Hypodermic Needle Theory, which assumes that the Medias message is a bullet fired from the media gun which injects its messages straight into the passive audience and the passive audience immediately affected by these messages. They watch pornography videos posted on the social media time and again. They are influenced by them and they imitate what they are always viewing. 9(29.4%) indicated that there is no effect on social media in social life.

4.7.3 Positive effects of social media networking on A level students’ academic performance

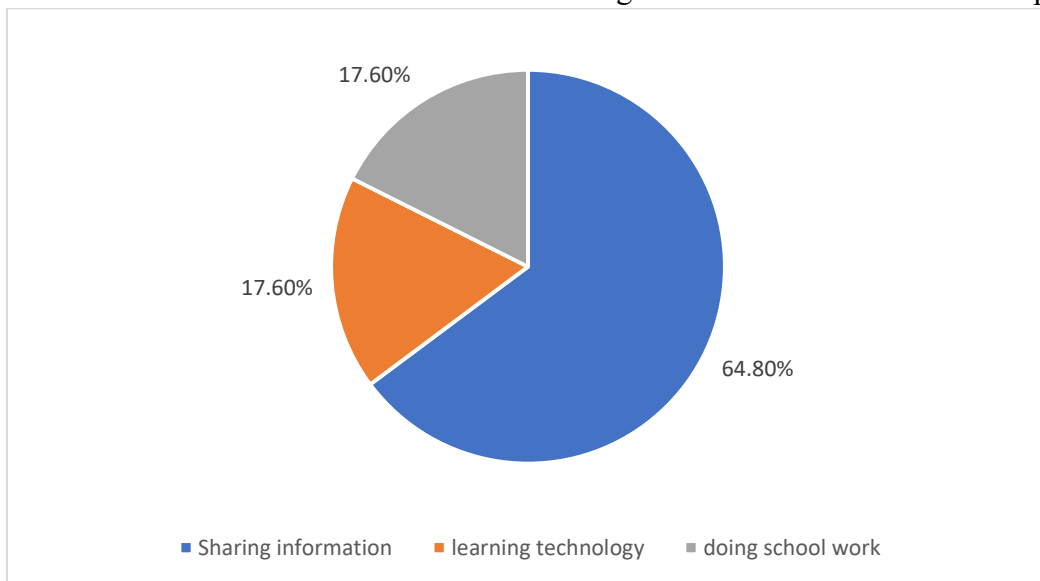


Figure 4.8: advantages of social media networking on A level students’ academic performance
 The figure 4.8 indicates that when A level student at high says that social media has an advantage of sharing learning information will be faster. 19(64.8%) of the population indicated that sharing notes, question papers and their answers are easily shared on social networking e.g., WhatsApp. 5 which is 17.6% of the population indicated that using social networking makes learning technology easier. New curriculum encourages learning to have (ICT) Information Communication and Technology as a subject. Therefore, when they share their information and notes through social media, they will be practicing the use of technology. Another 5 (17.6%) of the population indicated that doing school work will be quick when they use social media.co-operative learning requires individuals to take responsibility for a specific section and then coordinates their respective parts together.

4.7.4 Negative effects of social media networking used on academic performance

Table 4.4: Negative effects of social media networking used on academic performance

DISADVANTAGE	FREQUENCY	PERCENTAGE
Reduces focus on studies	9	29.4%
Lowers academic performance	9	29.4%
Reduce time for studying	11	36.6%
No effect	2	6.4%
Total	30	100%

Table 4.4 shows the respondent’s views on effects of using social media on academic performances. 9(29.4%) indicated that using social networking reduces their focus on their studies. Another 9 that is 29.4% said that using social network lowers academic performance. 11(35.3%) indicated that using social network reduces their time for study. 2(5.9%) shows that there is no effect on academic performance of one uses social networking. It appears as most of the respondent were saying the same thing that social networking have a negative effect of academic performance.

4.8 What would happen if the school administration decides to ban social media networking browsing in the school premises?

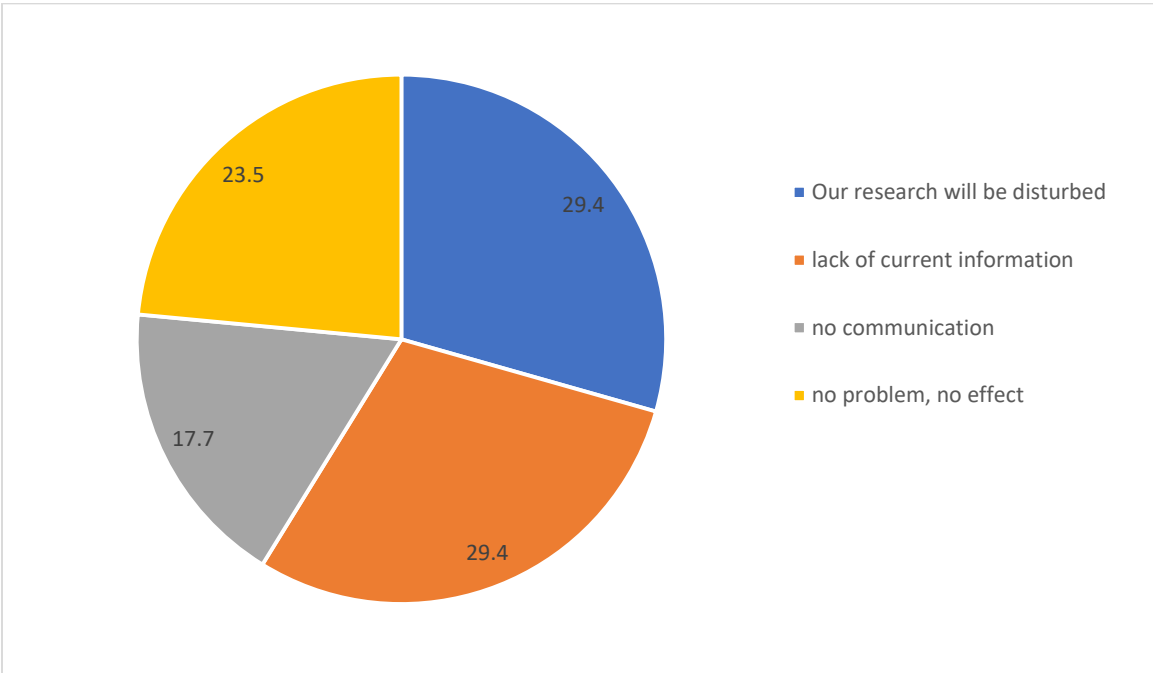


Figure 4.9: Responses for A level student on what would happen if school administration bans social media networking in school premises

Figure 4.9 shows how respondents felt if the school administrators would ban the social media browsing at the school premises. 9(29.4%) indicated that their researching will be disturbed which implies that there would be no work that will be done at school which need researching. Another 9(29.4%) also said that this would automatically lead to their failure because there will be no current information coming in or they won't get current information of which it is the requirement of the new curriculum and they do not have textbooks for this new curriculum. 5(17.7%) of the population indicated that there will be no communication between peers. They said that this will lead to their failure because they get notes, questions and possible answers for those answers from their peers. They explained that when given a problem they ask others in different academic groups they create using social media. They will get information or solutions to those problems through social media. 7(23.5%) shows that there will no problem since the school is not the boarding school. This implies that they would open their websites when they will be outside the school premises after school. It showed that 76, 5% of the respondents argued that the banning of social networking browsing at school premises will have a negative effect on the academic performance of the A Level students.

4.9 Intervention strategies suggested to reduce negative effects of social media networking to A Level students at Oriel boys high school Zimbabwe

Table 4.5: Intervention strategies

<i>Suggested strategy</i>	<i>Frequency</i>	<i>Percentage</i>
Introduce strict rules on how and when students should browse.	9	29.4%
Educate students the consequences of using social media networking	11	35.3%
Put in place strict monitoring when what student are viewing	7	23.5%
Ban the use of social media browsing at school.	3	11.6%

Table 4.5 illustrated suggestion given by A Level students on what should be done to reduce the effects of using social media on social life and academic performance of a level students of Oriel

boy's high school. 9(29.4%) of despondence suggested that the school should introduce very strict rules on when and how students should browse the social networking. It seems that students will not browse during lessons and on study time. 11(35.3%) suggested that the school should fully educate students the consequences of using social media on both social life and their academic performance. 7(23.5%) suggested that the school should put in place strict monitoring on what the students would be viewing within the school premises and parents should also monitor their children at home. So that children will not view photos and videos that would lead them to anti-social practices. 3(11.6%) suggested that the school should ban the use of social media browsing at school since it would not affect them. It was seen that 88.2% suggested control over the use of social media networking browsing by A level.

Major findings of the study

- Most of A levels student at Oriel boys' High school had the ages between 17-20.
- WhatsApp was the most used application followed by internet browsing.
- Some A level students at Oriel boys High use social media for 2 main purposes:

1) for communication with friends and relatives

2) For educational purposes.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, the summary of the study, recommendations and conclusions are presented.

5.2 Summary of the Study

This study investigated the effects of social media in academic performance of the students at Oriol boys high. The descriptive survey research design was adopted in the study. A sample of 30 respondents was selected from a population of 3452. A stratified random sampling technique was used for the selection, where thirty 30 students were randomly selected A level classes Questionnaire thoroughly scrutinized by the project supervisor was used for data collection. The instrument was validated and found to be reliable. It was personally administered by the researcher. The data collected were analysed with the use tables, pie charts and bar charts. The results obtained showed that, Students' addictiveness to social network has a significant influence on their academic performance; Student's exposure to social media network has

significant influence on students' academic performance; Use of social media has significant influence on the academic performance of the students; there is a significant influence on student's usages of social media network by age.

5.3 Conclusion

The result from the findings of this study showed that, though social media have negative effects on teenagers such as lack of privacy, distracting students from their academic work, taking most of their productive time, and such like, they also have benefits and can be used appropriately. For instance, students can form online communities in order to plan for a project, have group discussions about class material, or use the social networking sites as a way to keep in contact when a student who has been absent needs to be updated on current academic information.

The findings of this study and earlier ones showed some noteworthy results. The first Independent variable influencing the academic performance of students, that is, social media participation was negatively related with students' outcome, while the other independent variables were positively related with students' outcome. The results of this study suggest that teachers should come up with a template on how their students can maximize the benefits of social media, that school management should incorporate rules and regulations on the use of the social media in the school and, that the government should put in place adequate control measures to regulate their use among students and lecturers.

5.4 Recommendations

In the light of the findings of this study, the following recommendations were made:

1. Students should be educated on the influence of social media on their academic performance.
2. Students should be monitored by teachers and parents on how they use these sites.
3. Teachers should ensure they use the social media as a tool to improve the academic Performance of students in schools.
4. Students should better manage their study time in and prevent distractions that can

be provided by the social media. There should be a decrease in the number of times spent by students when surfing the net.

5. Social Networking Sites should be expanded and new pages should be created to enhance academic activities and avoid setbacks in the students' academic performance.

6. The students should create a balance between chit-chatting and academic activities. More attention should be directed to research.

7. The use of social media network by students should focus on the academic relevance of those sites instead of using them for negative purposes.

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Appendix A: Informed consent form

Informed Consent

I hereby agree to participate in research regarding.....

In giving my consent I state that:

I understand the purpose of the study and what I will be asked to do. I understand that I am participating freely and without being forced in any way to do so. I understand that this is a research project whose purpose is not necessarily to benefit me personally. I have been informed about the nature of the research and the nature of my involvement. The researcher has answered any questions that I had about the study and I am happy with the responses. I understand that I can withdraw from the interview at any time and that this decision will not in any way affect me negatively. I understand that I may refuse to answer any questions I do not wish to answer. I understand that personal information about me that is collected over the course of this interview will be stored securely and will only be used for purposes that I have agreed to. I understand that information about me will only be told to the researcher's supervisor, and that my identity will not be referred to. I understand that the results of this study may be published, but these publications will not contain my name or any identifiable information about me. I consent to:

Audio-recording Yes.....No.....

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Permanent archiving Yes.....No..... Signature of participant:
.....

Date:

APPENDIX B Research instruments

Unstructured interview Questions

My name is RUSWA ADORE, an undergraduate student at BINDURA University of Science Education studying towards an HBSEd degree in Physics. You are kindly requested to respond to each item on the virtual interview as truthfully as possible. Do not write your name or names of individuals on this schedule. The information provided here is treated as strictly confidential as possible and will be used solely for the purpose of this study. You are also free to withdraw from this exercise at any time you want and participation is voluntary. My Research Topic is:

The effect of social media on academic performance and social life of A level students; a case study of Oriel boy's high in Harare district, Zimbabwe.

1. What are the main reasons for using social networking?
2. What are the factors that cause the widespread of social media on educational purposes?
3. Causes of the widespread use of social media on educational purposes
4. What are the Hours spent by A level students on social media?
 - On social media networking for daily entertainment.
 - On educational purposes
5. What are Effects of using social media networking on A level students?'
 - Social life
 - Academic performance
6. What are Positive effects of using social media networking on social life?
7. What are the negative effects of using social media networking on A level students' social life?
8. What are Positive effects of social media networking on A level students' academic performance?
9. What are advantages of social media networking on A level students' academic performance?
10. What are Negative effects of social media networking used on academic performance?
11. What are Negative effects of social media networking used on academic performance?
12. Negative effects of social media networking used on academic performance
13. What would happen if the school administration decides to ban social media networking browsing in the school premises?
14. What are the Intervention strategies suggested to reduce negative effects of social media networking to A level student at Oriel boy's high school?

QUESTIONNAIRE

My name is RUSWA ADORE, an undergraduate student at BINDURA University of Science Education studying towards an HBSEd degree in Physics. You are kindly requested to respond to each item on the QUESTIONNAIRE as truthfully as possible. Do not write your name or names of individuals on this schedule. The information provided here is treated as strictly confidential as possible and will be used solely for the purpose of this study. You are also free to withdraw from this exercise at any time you want and participation is voluntary. My Research Topic is:

The effect of social media on academic performance and social life of A level students; a case study of Oriel boy's high in Harare district, Zimbabwe.

1. Do you use any type of social network?

Yes

No

2. Is your parents aware of social networking activities?

Yes

No

3. How long have been using social networking sites?

<6 months

6 months-1year

1year and above

4. How many hours do you spend on social networking daily?

1-2 hours

2-5 hours

More than 5 hours

5. Indicate your age group

17years

18 years

19 years

20 years

Above 20

6. Why do you use social networking?

Socialize and make new friends

Remain updated on what is trending

As a source of recreation and relaxation

Collaborate with fellow students and study

7. Forms of social media you are familiar with

WhatsApp

Facebook

Twitter

Internet

8. Your reasons for using various social networking platforms

Communication

Sharing educational documents

Entertainment

Collaborate with fellow students and study

9. Factors that cause widespread use of social media for educational purposes

Lack of books for new curriculum

It's cheap to share information via social media

Researching current information

Introduction to paperless environment

10 Negative effects of using social media networking

No concept of privacy

Leads to anti-social behavior

Destroys social skills

no effect

11 positive effects of social media networking

Sharing information

Learning technology

Doing school work

No effect