Usage of Social Media Platforms and Their Influence on the Education of Adolescent: A Study of Public Secondary Schools in Arusha City, Tanzania

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Abstract: *This study investigated usage of social media platforms and their influence on the education of adolescents in public secondary schools in Arusha City. Specifically, the study examined the extent of social media usage among adolescent in relations to their educational activities and strategies for proper use of social media platforms to enhance the education of adolescent. Social Constructivism Theory and Convergent mixed methods design was adopted. Sample size of 384(240 students, 72 teachers, 60 parents, 6 academic teachers & 6 school heads) was selected. Stratified and simple random sampling techniques were employed to sample students and teachers while academic teachers and school heads were purposively sampled. Snowball technique was employed to obtain parents. Data collection was done through questionnaires and interviews. Validity was established through expert judgment whereas reliability (SQ; r=0.875, and TQ; r=0. 858) were determined using Cronbach Alpha method. Reliability of qualitative data was established through triangulation. Quantitative data was analysed using descriptive statistics, while qualitative data were analyzed thematically. The results show that Facebook and WhatsApp are used to a lower extend for accessing educational resources while actively used for social and personal entertainment. Consequently, students should be guided on responsible use of social media for exploring educational content. In conclusion, educators should ensure that platforms are used effectively to support learning while addressing potential distractions associated with excessive social media use. The study recommends the need to develop clear guidelines and policies for the use of social media in educational settings*.
Key words: *Social, Media, Platforms, Education, Adolescent, Tanzania*

1. Introduction

The widespread usage of social media among adolescents has become a defining aspect of their daily lives, driven by the intrinsic need for social connection and interaction.

Across the globe, adolescents are actively engaging with various platforms, such as Facebook, Twitter, and blogs, to connect with peers, share experiences, and express themselves (Van Den Beemt et al., 2020). Additionally, newer platforms like Snapchat, Instagram, and Twitter are gaining popularity among early adolescents (Chan et al.,

2020). This universal adoption of social media among adolescents underlines the importance of comprehensively examining its implications, particularly in the aspect of education since majority of adolescents are expected to be in school. Understanding the patterns of social media usage among adolescents is essential for educators and policymakers to effectively address its impact on adolescent learning and well-being within educational settings (Polanco-Levicán & Salvo-Garrido, 2022).

When utilized effectively, social media platforms offer significant advantages to adolescent education, fostering positive behavioural changes and facilitating access to educational resources. Research indicates that adolescents experience more positive than negative outcomes from social media use, leading to beneficial shifts in behaviour (Beyens et al., 2020). Moreover, social media platforms extend beyond mere communication channels, providing adolescents with enhanced access to educational materials and resources (Chan et al., 2020). Platforms like Facebook and Twitter have emerged as valuable sources of educational information, enabling adolescents to access relevant content and engage in discussions on academic topics (Ncheke et al., 2021). Thus, when used appropriately, social media can contribute to improved academic performance by enabling adolescents to acquire learning materials, engage in educational discussions, and access a wealth of educational resources online, ultimately enhancing their learning outcomes.

However, the increase in social media usage among adolescents has raised concerns about its potential negative impact on their behaviour and overall well-being. Increased social media engagement among adolescents may lead to involvement in unacceptable behaviors such as drug abuse and alcoholism, posing risks to their educational attainment (Vannucci et al., 2020). Additionally, prolonged exposure to the internet and social media platforms has been linked to potential detrimental effects on cognitive development, as highlighted by Cataldo et al. (2021). Furthermore, research has shown a significant association between adolescent social media use and depression, emphasizing the need for parental regulation and monitoring of social media usage among adolescents (Ivie et al., 2021). Therefore, when not utilized responsibly, social media platforms have the potential to negatively influence adolescent behaviour and mental health, subsequently impacting on their educational performance both within and outside the school environment.

Additionally, many adolescents primarily use social media for non-educational purposes, leading to reduced engagement in education-related matters (Durak, 2020). Moreover, adolescents are frequently exposed to harmful content on social media platforms; including insults, hate speech, and misinformation, which can have detrimental effects on their well-being and educational development (Wendt et al., 2023). Furthermore, excessive use of social media has been linked to various negative outcomes such as sleep disturbances, addiction, sexual behaviour issues and school avoidance, all of which can significantly impact on adolescents' education (Bozzola et al., 2022; Vannucci et al., 2020). Therefore, it is important for the schools and the community to implement strategies for addressing the potential risks associated with social media use among adolescents and promote responsible and constructive online behaviour to promote their educational outcomes.

In Spain, some regions have implemented regulations prohibiting the use of smartphones in primary and secondary schools, while others have not (Beneito and Vicente-Chirivella, 2022). However, while the banning of Smartphone usage may limit adolescents' access to social media in the classroom and school environment, it may not fully control the information they access outside of school, where they may have access to phones, tablets, and computers. In Ghana, Ampofo (2021) observed that adolescents predominantly utilize social media for non-academic activities, leading to negative changes in their habits. Similarly, Ganiyu (2020) in Nigeria revealed that secondary school teenagers primarily engage with various social media platforms for entertainment and personal gratification rather than academic pursuits. Despite mobile phone bans in Kenyan schools, James (2022) reported that students access social media through illegally possessed devices, presenting both positive and negative implications for education.

In the context of secondary education in Tanzania, the influence of social media is particularly pronounced. Students consider social media as an exciting learning platform, accessing audio-visual materials to enhance their understanding of academic content. However, challenges emerge as only a few students strike a balance between social media engagement and other school-related activities (Kessy and Pessa, 2022). Interestingly, despite a growing trend of social media use among students, many teachers express discomfort with its integration into the educational process, citing disturbances as a primary concern (Van Den Beemt et al., 2020). The hesitancy among teachers suggests a need for comprehensive strategies to address concerns and enhance the full potential of social media in education. Thus, it is from this background the current study assessed the usage of social media among adolescents and its influence on their education in Tanzania.

1.1 Research Questions

The study was conducted to answer the following research questions:

1. What is the extent of social media usage among adolescents in relation to their educational activities in secondary schools in Arusha city?
2. What are the strategies for proper use of social media platforms to enhance the education of adolescents in secondary school in Arusha City?

2. Literature Review

The theoretical and empirical literature was reviewed with reference to themes created from research questions. The study was guided by Social Constructivism Theory postulated byBruner (1966).

2.1 Social Constructivism Theory

The theory emphasizes that learning is an active process where learners build new ideas based on their existing knowledge. It suggests that learners must give meaning and structure to their experiences and connect them with what they already know. Applied to social media usage among adolescents, this theory implies that adolescents should construct meaningful interpretations of the content they encounter. Rather than simply copying everything from social media, adolescents should critically engage with the information to construct useful knowledge. This approach enables adolescents to take and utilize beneficial information while disregarding harmful content.

2.1.1 Strengths of Social Constructivism Theory

Social Constructivism emphasizes the importance of social interactions and language in shaping individuals' perceptions and understandings of the world. By adopting this theoretical framework, the study explored how adolescents collectively construct meaning around social media content through their interactions with peers, educators, and other social influences. This theory allows for an in-depth analysis of how social norms, values, and beliefs influence adolescents' interpretations of social media content and its impact on their educational outcomes. Furthermore, social constructivism acknowledges the dynamic and context-dependent nature of knowledge, highlighting the need to consider the socio-cultural context in which social media use occurs. By applying social constructivism principles, the study can reveal insights into how adolescents navigate and make sense of social media within their educational environments.

2.1.2 Application of Social Constructivism Theory

The choice of social constructivism as the theoretical framework for this study is justified by its emphasis on understanding how individuals actively construct meaning within social contexts. Given that adolescents engage with social media in complex social environments, social constructivism provides a lens through which to explore how they interpret and make sense of the information they encounter online. In this study, social constructivism will be applied by examining how adolescents construct meaning from social media content and how these constructed meanings influence their educational outcomes. Additionally, social constructivism guided the analysis by highlighting the importance of social interactions and collaborative meaning-making processes among adolescents in shaping their engagement with social media. Overall, by adopting a social constructivist approach, this study provided insights into the dynamic interplay between social media usage and adolescent education within a social constructivist framework.

2.2 Empirical Review

This section presents the empirical studies with respect to research themes derived from research questions.

2.2.1 The Extent of Social Media Usage among Adolescents in Relation to Their Education Activities

Dennen et al. (2020) conducted a scoping review in the USA from 2009 to 2018 to explore the disciplines studying social media in education and students of high school and college age. They analysed 580 peer-reviewed articles using quantitative surveys as the primary method, uncovering a significant increase in research since 2009. Findings revealed that social media usage was primarily studied in relation to its role as a teaching tool, digital literacy, and its effects on students. Gordon and Ohannessian (2023) investigated the impact of various social media platforms on early adolescents' academic achievement in the USA. They utilized a sample of 1,459 adolescents and found that increased use of social media platforms correlated with decreased academic achievement.

Kasumu (2023) examined the perceptions of students on using social media for educational purposes in Nigeria. The study utilized a mixed-methods approach, incorporating both quantitative and qualitative data collection methods. Quantitative data was gathered through structured questionnaires, while qualitative insights were obtained

through semi-structured interviews. The study found out that students had positive attitudes concerning the usefulness of social media on their education. Ezenwa et al. (2022) investigated social media usage among public day secondary school students in Kenya, utilizing a survey-based research design. They administered structured questionnaires to gather quantitative data on students' social media usage patterns and preferences. The findings revealed widespread use for socializing rather than academic purposes among the students.

Kessy and Pessa (2022) examined social media usage among students in Tanzania, uncovering both positive and negative effects. The study collected both quantitative and qualitative data from one secondary school. They found out that social media significantly influences students' online learning experiences, providing access to educational content such as audio-visual materials, but also exposing them to challenges like cyber-bullying, exposure to unsuitable digital content, and sleep deprivation.

2.2.2 Strategies for Proper Use of Social Media Platforms to Enhance the Education of Adolescence in Secondary School in Arusha City

In China, Wang and Chen (2022) conducted a study focusing on parental intervention in teenagers' social media use in the post-pandemic era. The study employed a mixed-methods approach involving questionnaire surveys and in-depth interviews to propose a conceptual model and measurement dimensions of parental-mediated intervention. Findings indicated that parental-mediated intervention strategies were frequently used in families, with parents reporting higher intervention rates than perceived by their children. Additionally, a prediction model of "individual technical characteristics-online family environment-parental-mediated intervention" was constructed and verified, highlighting the importance of parent-child cohesion in enhancing the effectiveness of parental-mediated intervention.

In Kuwait, Al-loughani and Al-Shammari (2022) investigated the prevalence of cyber bullying and associated factors in Kuwaiti private high schools. The study utilized a quantitative research design involving a sample of 700 students aged 14 to 18. Findings revealed a common occurrence of cyber bullying in Kuwaiti private schools, with age-related differences observed. Despite some students indicating that cyber bullying had no impact on academic success, the study highlighted its detrimental effects on victims' psychological well-being. Moreover, positively engaged parents and schools were found to contribute to reducing cyber bullying incidents. Thus, this study advocates for developing anti-bullying strategies and

raising students' awareness of prevention and coping strategies in Arusha City secondary schools.

In Guinea-Bissau, Gunnlaugsson et al. (2020) described and analyzed adolescents' access to and usage of digital technology, focusing on its implications for development. Employing a survey with a locally adapted questionnaire, the study surveyed 2039 students in 16 secondary schools in the capital, Bissau. Findings revealed disparities in digital technology access and usage, with significant links between social media experience and negative outcomes such as bullying and substance use. The study emphasized the need for access improvements to ensure young Bissau-Guineans are not left behind in developing their capabilities. Additionally, preventive measures against potential harmful media usage were recommended. Hence, this study provided insights into adolescents' digital technology usage patterns and informed strategies to promote responsible usage among adolescents in Arusha City secondary schools.

In Kenya, Chrispinus et al. (2020) conducted a study on managing the influence of social media on students' discipline in secondary schools. Employing a mixed-methods research design, the study surveyed 306 secondary schools in Bungoma County, Kenya, and sampled 600 students, deputy principals, and heads of guidance and counseling departments. The study found high ratings for the implementation of discipline management strategies in schools, including social media usage regulations. Recommendations included allowing social media to be used as a teaching and learning tool and employing experts to control social media misuse by students. Therefore, this study informed strategies for managing social media influence on student discipline and enhancing learning in secondary schools in Arusha City.

3. Methodology

This study used convergent design under the mixed methods approach. The sample size was calculated using the Cochran formula on sample size determination for unknown populations as illustrated below.

$$n = \frac{z^2 pq}{e^2}$$

Whereby n= sample size
Z= constant = 1.96
P = proportion of the population = 50% = 0.5
e = margin of error = 0.05
q = 1 − P

$$n = \frac{z^2 pq}{e^2}$$

$$n = \frac{z^2 p(1-p)}{e^2}$$

$$n = \frac{1.96^2 X 0.5(1-0.5)}{0.05^2}$$

$$n = \frac{3.8416 X 0.5 X 0.5}{0.0025}$$

$$n = \frac{0.9604}{0.0025}$$

$$n = 384.16$$

$$n \approx 384$$

Sample size of 384(240 students, 72 teachers, 60 parents, 6 academic teachers and 6 school heads) was selected from a targeted population in six public secondary schools. Students and teachers were obtained through stratified and simple random sampling techniques while academic teachers & school heads were purposively sampled. As outlined by Cohen et al. (2018), in selecting participants for the study, heads of schools from the six sampled schools were included, utilizing criterion purposive sampling technique. Snowball technique was employed to obtain parents. Data collection was done through questionnaires and interview guide. Validity was established through expert judgment whereas reliability was determined using Cronbach Alpha method and reliability index, SQ; r=0.875, TQ; & r=0. 858 were obtained.

Credibility and dependability of qualitative data was established through triangulation. Descriptive statistics was used to analyse quantitative data in the SPSS version 23 and results were presented in tables, while qualitative data were analyzed thematically alongside the research questions and presented in narrative forms. Questionnaires were then issued to the respondents and collected after one day while personal interview was conducted the same day of visit (Braun and Clarke, 2016). The researcher audio recorded the conversation for later transcription with the consent of the interviewee. All ethical issues such as confidentiality, anonymity, correct citation and acknowledgement of borrowed or cited works concerning this research were adhered to.

3.   Results and Discussion

The findings were discussed according to themes derived from research questions.

4.1 Quantitative Findings on the Extent of Social Media Usage among Adolescent in Relations to their Educational Activities in Secondary Schools in Arusha City

The study was set to determine the extent of social media usage among adolescent in relations to their educational activities in secondary schools in Arusha City. The sampled students were required to indicate by putting a tick (√) on the statement that best describe their views on the extent of social media usage among adolescents using a five Point Likert scale of 5= Very high extent, 4= High extent, 3= Moderate extent, 2= Low extent and 1= Very low extent. Table 1 displays the summary of students' responses from questionnaires.

Table 1: Responses from Students on Extent of Social Media Usage among Adolescent in Relations to their Educational Activities in Secondary Schools in Arusha City(n=240)

Extent of Social Media Usage	Very High Extent		High Extent		Moderate Extent		Low Extent		Very Low Extent		Mean
	f	%	f	%	f	%	f	%	f	%	
I use Twitter in searching academic materials	185	77.1	27	11.3	0	0.0	21	8.8	7	2.9	4.5
I use Facebook for social interaction with friends & relatives	108	45.0	119	49.6	1	.4	0	0.0	12	5.0	4.3
I set limits on social media usage for school work	106	44.2	107	44.	0	0.0	3	1.3	24	10.0	4.1
I use WhatsApp for educational features	81	33.8	32	13.3	114	47.5	7	2.9	6	2.5	3.7
I use WhatsApp to chats with friends	9	3.8	127	52.9	5	2.1	94	39.2	5	2.1	3.2
I get guidance on YouTube usage in education issues	96	40.0	47	19.6	0	0.0	6	2.5	91	37.9	3.2
I interact with educational accounts on Facebook	23	9.6	80	33.3	2	.8	102	42.5	33	13.8	2.8
Using Snapchat for personal entertainment is my hobby	3	1.3	29	12.1	102	42.5	104	43.3	2	.8	2.7
I join academic discussions on YouTube	30	12.5	1	.4	114	47.5	1	.4	94	39.2	2.5
I support using Snapchat for education purposes	4	1.7	27	11.3	101	42.1	26	10.8	82	34.2	2.4
I use Twitter in communicating to friends	33	13.8	0	0.0	92	38.3	0	0.0	115	47.9	2.3
I clarify subject topics on Instagram	4	1.7	2	.8	93	38.8	24	10.0	117	48.8	2.0
I use Instagram for social interaction without restrictions	8	3.3	2	.8	0	0.0	97	40.4	133	55.4	1.6
Average mean score											**3.0**

Source (Field Data, 2024)

Table 1show that using Twitter for Academic Materials recorded the highest mean score of 4.5. Use of Twitter in searching academic materials got approval rating of 77.1% for very high extent from students,11.3% for high extent,8.8% for low extent while 2.9% for very low extent. The finding implies high usage of Twitter for academic materials indicating its effectiveness as a resource for educational content and updates. Research by Alhabash and Ma (2017) confirms this finding but further added that students who use social media platforms for academic purposes, such as Twitter and WhatsApp, tend to have better academic performance due to increased access to information and peer interaction. Garcia (2019) weighed in by suggesting that positive peer influence through social media can enhance academic motivation and engagement among adolescents.

Regarding use of Facebook for Social Interaction (4.3), the study established that it recorded approval rating as follows; 45.0% for very high extent from students,49.6% for high extent,4% for moderate extent, 0% for low extent while 5% for very low extent. Facebook's primary role is for social interactions with friends and relatives, showing its less frequent direct academic use. While in agreement, a study by Karpinski et al. (2013) highlighted that setting limits on social media usage positively correlates with higher academic achievement, as students manage their time more effectively. Setting limits on social media Usage (4.1).Some students set limits on social media usage, indicating awareness of potential distractions. Findings from a study by Snelson (2016) established that YouTube is a valuable educational resource, providing diverse content that can enhance understanding and engagement in various subjects.

The study found out that adolescent use WhatsApp for educational features. This is witnessed in the mean score of 4.1 that is above average means score of 3.0. In terms of rating, 33.8% for very high extent from students,13.3% for high extent,47.5% for moderate extent, 2.90% for low extent while 2.5% for very low extent. It means that WhatsApp is used significantly although to a lower extent for educational purposes, with slight variations in usage intensity.in support, a study by Bouhnik and Deshen (2014) demonstrated that WhatsApp groups facilitate collaborative learning and immediate feedback among students, improving their academic performance and engagement. Contrary to this finding, Hernandez (2019) reported that higher social media use was associated with lower completion rates of homework assignments among adolescents.

Additionally, adolescents acknowledged that they normally use WhatsApp for Chats with friends (3.2). Table 1also shows rating of 3.8% for very high extent from students,52.9% for high extent,2.1% for moderate extent, 39.2% for low extent while 2.1% for very low extent. In this respect, the study noted that besides educational purposes, WhatsApp is also used mostly for chatting with friends. Contrary to this finding, a related study on social media and academic motivation among adolescents by Kim (2018) revealed a positive correlation between using social media for educational purposes and higher levels of academic motivation among adolescents.

In their response, students reported that they normally receive guidance on YouTube usage in education issues. YouTube guidance for education recorded a means score of 3.2. Approval rating is as follows; 40.0% for very high extent,19.6% for high extent, 0% for moderate extent, 2.5% for low extent while 37.9% for very low extent. The implication in this study is that YouTube is used moderately for educational guidance, showing its potential as an educational tool. Participation in academic discussions on YouTube is relatively low, indicating underutilization of this platform for interactive learning. The findings from a study by Snelson (2016) concur by indicating that YouTube is a valuable educational resource, providing diverse content that can enhance understanding and engagement in various subjects.In the view ofWang (2018),adolescents who perceived social media as a source of academic support reported higher levels of academic confidence.

Facebook for educational accounts interaction recorded a means score of 2.8. Although the means score was below average mean score of 3.0, the findings indicates that there were some elements of Facebook interaction on matters pertaining to educational accounts interaction. Interaction with educational accounts on Facebook is less frequent,

suggesting it is not a primary educational tool. While giving support this finding, research by Manca and Ranieri (2016) showed that while Facebook is primarily used for social interactions, it also has potential for academic purposes when structured appropriately, such as in group discussions or educational pages.

Using Snapchat for personal entertainment was found to be a hobby of some adolescents. With a means score of 2.7, Snapchat is primarily used for personal entertainment rather than education. The low mean score of 2.7 attest to the fact that Snapchat for personal entertainment is common as opposed to education purpose. A study on Snapchat by Veletsianos et al. (2019), suggests that its ephemeral nature and focus on visual content make it less effective for sustained academic engagement compared to other platforms. In the study carried out by Smith (2019) on the impact of social media use on academic performance, a higher frequency of social media use was found to correlate with lower academic performance among secondary school students.

Other responses from students regarding the extent of social media usage among adolescent in relations to their educational activities in secondary schools in Arusha City included the use of Twitter for communicating with friends (2.3). Twitter was found to be less frequently used for personal communication among students. Instagram for clarifying subject topics recorded a means score of 2.0. This is to say that Instagram's role in academic clarification is minimal. Instagram for social interaction with a mean score of 1.6 which was far much below the average mean score of 3.0 implying that Instagram is primarily a platform for unrestricted social interaction rather than educational purposes.

While explaining how social media contributes to the development of information literacy skills among adolescents in secondary schools, one of the respondents remarked that:

> *Yes, social media platforms provide collaborative learning opportunities and access to educational content, which can enhance learning experiences among adolescents in secondary schools in Arusha city. For instance, the responsible use of various platforms such as Facebook, Instagram, Twitter and WhatsApp reflects the growing trend of integrating social media into educational activities*(Personal Interview, 27th May, 2024).

The finding shows that the proportion of students using social media for educational purposes is significantly

increasing. These students may be using social media as a supplementary tool alongside traditional educational resources. According to Greenhow and Lewin (2016), social media platforms provide collaborative learning opportunities and access to educational content, which can enhance learning experiences.

On the same theme on the contribution of social media to the development of information literacy skills among adolescents in secondary schools in Arusha City, a parent noted that:

> *Schools and educators should create and share educational videos on YouTube, making use of its vast resources to supplement traditional teaching methods. Students should be guided on how to find reliable and relevant educational content on the platform* (Personal Interview, 29th May, 2024).

In addition, another parent pointed out that,

> *Students should be encouraged to set personal limits on social media usage to balance their time effectively between academic and social activities. Tools and apps that monitor and control screen time can be introduced* (Personal Interview, 29th May, 2024).

The excerpts from parents convey the need for responsible use of various social media platforms among adolescents in secondary schools.This finding to an extent agrees with that of Alhabash (2019)who suggested that parents should be involved in monitoring their children's social media usage and be aware of its impact on their academic performance. Schools can provide resources and workshops for parents on managing their children's social media use.

4.2 Quantitative Findings on the Strategies for Proper Use of Social Media Platforms to Enhance the Education of Adolescent in Secondary Schools in Arusha City

The study sought to determine the strategies for proper use of social media platforms to enhance the education of adolescent in secondary schools in Arusha City. During data collection, teachers in public secondary schools were asked to indicate their level of agreement on strategies used for proper use of social media platforms to enhance the education of adolescent in secondary schools based on a five point Likert scale of5=Strongly Agree, 4=Agree, 3= Neutral, 2= Disagree and 1=Strongly Disagree. Data collected from teachers in public secondary schools were presented in table 2 as follows.

Table 2: Responses from Teachers on Strategies for Proper use of Social Media Platforms to Enhance the Education of Adolescent in Secondary Schools in Arusha City(n=72)

Strategies	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Mean
	f	%	f	%	f	%	f	%	f	%	
Receiving guidance on social media usege is helpful	40	55.6	22	30.6	6	8.3	0	0.0	4	5.6	4.3
Adjusting social media for better learning outcomes is necessary	20	27.8	42	58.3	9	12.5	1	1.4	0	0.0	4.1
Participating in academic discussions online is encouraged	29	40.3	26	36.1	13	18.1	4	5.6	0	0.0	4.1
Clarifying subjects topics on social media aids learning	29	40.3	12	16.7	31	43.1	0	0.0	0	0.0	4.0
Utilizing educational features on social media should be encouraged	20	27.8	32	44.4	17	23.6	3	4.2	0	0.0	4.0
Setting limits on social media usage for academic work is necessary	39	54.2	9	12.5	6	8.3	17	23.6	1	1.4	3.9
Managing time to explore the use of social media will enhance the education of adolescent	30	41.7	16	22.2	13	18.1	13	18.1	0	0.0	3.9
Interacting with educational accounts on social media is valuable	23	31.9	22	30.6	14	19.4	13	18.1	0	0.0	3.8
Supporting the use of social media for education is crucial	30	41.7	3	4.2	29	40.3	9	12.5	1	1.4	3.7
Seeking educational content on social media is important	20	27.8	31	43.1	1	1.4	17	23.6	3	4.2	3.7
Responsible use of various platforms of social media is advisable	20	27.8	15	20.8	29	40.3	4	5.6	4	5.6	3.6
Grand mean score											**3.9**

Source (Field Data, 2024)

Receiving guidance on social media use is helpful recorded a mean score of 4.3 which is the highest among the strategies identified by teachers for proper use of social media platforms to enhance the education of adolescent in secondary schools, table 2also shows that 55.6% of teachers strongly agreed, 30.6% teachers were in agreement, 8.3% were undecided while11.1% held contrary opinion. Guidance on how to use social media effectively for educational purposes is highly valued by students, indicating the importance of structured support. Schools should offer structured guidance on effective social media use for educational purposes, including workshops and resources that teach digital literacy skills. A study by Junco (2022) went further to explain that social media can have both positive and negative effects on academic performance of students depending on how it is used. Structured guidance and educational purposes tend to result in positive outcomes.

Adjusting social media for better learning outcomes is necessary to record a mean score of 4.1. This shows that students recognize the necessity of adjusting their social media usage to improve learning outcomes, showing a proactive approach to integrating social media in their education. To this extent, research by Greenhow and Lewin (2016) emphasizes that digital literacy, including the ability to effectively use social media for educational purposes, is crucial for maximizing the benefits of these platforms.

Adjusting social media for better learning outcomes is necessary also posted a mean score of 4.1. This implies that engaging in online academic discussions is encouraged, reflecting its positive impact on students' learning and critical thinking. According to Tess (2023), social media can enhance educational engagement and interaction among students, particularly when integrated thoughtfully into the learning process.

Under the theme on measures to ensure social media is used effectively for educational purposes within your schoolin Arusha city, the academic teacher interviewed reported that;

> *There is a significant need to educate parents about the dual roles of social media in adolescents' lives and encourage them to set reasonable limits on usage to support academic*

activities. Similarly, it is necessary to foster digital literacy skills among students to help them critically evaluate and responsibly use social media platforms for both social and educational interactions (Personal Interview, 30th May, 2024).

The response from academic teacher enlightens parents to embrace technology by giving guidance to their sons and daughters since we are living in digital age. Brame (2016) weighs in by suggesting thatit is necessary to encourage educators to explore and utilize social media platforms effectively for educational purposes, providing guidelines and support for integrating them into learning activities.

Regarding the theme on collaboration between teachers, parents, and students to promote responsible and beneficial social media usage in our educational environment, one school administrator had this to say:

There is need to encourage adolescents to use a mixture of text-based and visual content on social media to balance entertainment with educational benefits; ensuring platforms like Facebook and Twitter are used to access quality reading materials. Educators should guide students on how to use YouTube effectively for educational purposes, focusing on channels that provide reliable and text-based content to support literacy development (Personal Interview, 4thJune, 2024).

This response indicates that teachers and parents shouldguide students on how to use YouTube effectively for educational purposes, focusing on channels that provide reliable and text-based content to support literacy development similarly, this will be possible with eminent provision of training for teachers on integrating social media into their teaching strategies effectively, ensuring they can support students in using these tools for educational purposes.

Participating in academic discussions online is encouraged recorded a mean score of 4.1 that was above grand mean score of 3.9. In terms of rating, 40.3% of teachers strongly agreed while 36.1% agreed that it is a strategy that can be effectively used for proper use of social media platforms to enhance the education of adolescent in secondary schools. Using social media to clarify subject topics aids learning, highlighting the platform's potential as a supplemental educational tool. Clarifying subject topics on social media aids learning with a mean score of 4.0 is another strategy mentioned. Using social media to clarify subject topics aids learning, highlighting the platform's potential as a supplemental educational tool. it is necessary to foster online academic discussions on platforms like WhatsApp and Facebook to stimulate interest in reading and writing, pulling social interactions for educational benefits. In India, Sivakumar (2020) examined the effects of social media on the academic performance of students in Cuddalore District. Using a survey method with a sample of 1000 students, the study found that despite concerns about misuse, most students utilized social media positively for academic purposes, leading to improved academic performance.

Utilizing educational features on social media should be encouraged to score a mean of 4.0. This means that encouraging the use of educational features on social media is seen as beneficial, suggesting that these features are underutilized. Setting limits on social media usage for academic work is necessary (3.9). Setting limits on social media usage for academic work is deemed necessary, indicating a need for balance between social and academic activities. Teach students time management skills to balance social media use with academic responsibilities, ensuring that educational benefits are maximized. Managing time to explore the use of social media will enhance the education of adolescents (3.9). Proper time management to explore social media's educational benefits is seen as enhancing students' education. A study by Kirschner and Karpinski (2010) highlights the importance of time management in mitigating the potential distractions of social media, suggesting that setting limits is essential for academic success

Interacting with educational accounts on social media is valuable posted a mean score of 3.8 that was below a grand mean of 3.9. Interaction with educational accounts on social media is valuable, indicating that students benefit from educational content. Consequently, education stakeholders should promote interaction with reputable educational accounts on social media to ensure students access quality and reliable content.

Regarding the theme on strategies for proper use of social media platforms to enhance the education of adolescent in secondary schools, a parent remarked:

There is need to offer workshops and training sessions for both students and teachers on effective and responsible social media use for educational purposes, focusing on digital literacy and critical thinking skills. Establish clear guidelines and policies for social media usage during school hours and for academic purposes, including appropriate behaviour, privacy considerations, and time management. Likewise, parents should be engaged through social media platforms by creating parent groups, sharing updates on school activities to help them support their children's education at home (Personal Interview, 5thJune, 2024).

This response indicates that teachers and parents should rregularly assess the impact of social media on students' academic performance and well-being. Gather feedback from students and teachers to make necessary adjustments to social media policies and strategies. Additionally, many adolescents primarily use social media for non-educational

purposes, leading to reduced engagement in education-related matters (Durak, 2020). Moreover, adolescents are frequently exposed to harmful content on social media platforms; including insults, hate speech, and misinformation, which can have detrimental effects on their well-being and educational development (Wendt et al., 2023).

Supporting the use of social media for education is crucial recorded a mean score of 3.7. the implication here is that supporting the use of social media for educational purposes is crucial, reflecting a general positive attitude towards its potential. This implies that there is need to encourage students to follow and interact with educational accounts on social media to access accurate and reliable information. Seeking educational content on social media is important (3.7).Actively seeking educational content on social media is important for enhancing learning outcomes. Responsible use of various platforms of social media is advisable as a strategy for proper use of social media platforms to enhance the education of adolescent in secondary schools. This strategy recorded a mean score of 3.6 though below an average mean score of 3.9.This implies that responsible use of various social media platforms is advisable, emphasizing the need for mindful engagement. The impact of social media usage on students' academic performance and literacy skills should be regularly monitored and evaluated to make informed adjustments to strategies and policies. Furthermore, in this regard, Bozzola et al., (2022) and Vannucci et al., (2020) reported that excessive use of social media has been linked to various negative outcomes such as sleep disturbances, addiction, sexual behaviour issues and school avoidance, all of which can significantly impact on adolescents' education Therefore, it is important for the schools and the communities to implement strategies for addressing the potential risks associated with social media use among adolescents and promote responsible and constructive online behaviour to promote their educational outcomes.

5. Conclusion and Recommendations

5.1 Conclusion

Based on the findings of the current study, the following conclusions were drawn:

This study concluded that there is complex interplay of social media platforms in adolescents' educational experiences. While some platforms such as Facebook and WhatsApp are used to a low extend for accessing educational resources and supporting academic endeavours, they are actively used primarily for social and personal entertainment functions. Educators and policymakers should consider these dynamics when integrating social media into educational strategies, ensuring that platforms are used effectively to support learning while addressing potential distractions and challenges associated with excessive social media use.

The findings highlight the importance of structured and responsible use of social media to enhance the education of adolescents in secondary schools. Receiving guidance, managing time, and utilizing educational features are crucial strategies that students find valuable. Engaging in academic discussions and interacting with educational accounts can further enhance learning outcomes. However, setting limits and adjusting social media usage to focus on educational benefits are necessary to prevent distractions and ensure a balanced approach

5.2 Recommendations

Based on the study conclusions, the following recommendations were made:
1. Educate students on how to critically evaluate and utilize social media platforms for educational purposes, emphasizing the distinction between credible academic resources and casual content. Likewise, provide counseling and support for students experiencing cyber bullying.
2. Develop clear guidelines and policies for the use of social media in educational settings, outlining expectations for both academic engagement and responsible social interaction. Establishing peer support groups to discuss and address social media issues.
3. Educate parents about the dual roles of social media in adolescents' lives and encourage them to set reasonable limits on usage to support academic responsibilities.
4. Facilitate and promote online academic discussions through social media to foster collaborative learning and critical thinking among students.

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