

**FEASIBILITY OF INTEGRATING FACEBOOK TECHNOLOGY IN
LEARNING TO PROMOTE CIVIC EDUCATION AMONG SECONDARY
SCHOOL YOUTHS IN DAR ES SALAAM**

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CERTIFICATION

The undersigned certifies that has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled, “*Feasibility of Integrating Facebook Technology in Learning to Promote Civic Education among Secondary School Youths in Dar es Salaam*” in a partial fulfillment of the requirements for the Master degree of Education in Planning, Administration and Policy Studies of the Open University of Tanzania.

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.....
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I, **Mussa Hamis Omary**, do hereby declare that this Dissertation is my own original work except where stated, and that it has not been presented and will not be presented to any other higher learning institution for a similar or any other academic award.

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Signature

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Date

DEDICATION

I dedicate this dissertation to my lovely late father Hamis Omary, and lovely, cheerful Mother Amina Ally Mohamed Omary, my sister Fatma Hamis, my young brother Juma Hamis and my lovely aunt Abiah M. Abdulhaziz and those who in one way or the other, participated in the study.

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ABSTRACT

This study investigated the feasibility of integrating facebook technology in learning to promote Civic Education in Secondary Schools in Kinondoni District. The study employed qualitative and quantitative research approaches in data collection, analysis and presentation. The study used a sample of 120 participants from groups of secondary school students (100) and teachers (20) who were selected on the basis of probability and non-probability sampling techniques. The study findings have revealed that it is feasible to integrate facebook technology to promote Civic Education among Secondary School youths in Kinondoni District. This is because 90% of students and 80% of teachers presented high competencies in using facebook technology in learning. Moreover, 70% of teachers and 68% of students perceived positively about facebook integration in learning. Furthermore, 85% of students and 80% of teachers were used in signing on facebook to suggest that they were using facebook in learning civic education. This could mean that many students and teachers demonstrated mastery of specific competencies in the use of facebook technology in teaching and learning. However, majority of both the students and teachers encountered some challenges in the utilization of facebook technology in teaching and learning. Based on the findings, about 70% of teachers and 50% of students felt in the application of facebook technology indicating their level of difficulty in using facebook technology in teaching and learning of civic education. In order to enhance the feasibility of facebook technology in teaching and learning, efforts should be made to customize it as an effective teaching and learning tool as is currently the case in Europe and America.

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LIST OF ABBREVIATIONS AND ACRONYMS

NEPAD	New Partnership for Africa Development
ICT	Information Communication and Technology
OUT	Open University of Tanzania
UK	United Kingdom
UNESCO	United Nations Educational Scientific and Cultural Organization
URT	United Republic of Tanzania
WWW	World Wide Web

CHAPTER ONE

1.0 INTRODUCTION

1.1 Overview

This chapter introduces the study about “Feasibility of integrating face book technology in learning to promote civic education among secondary school youths in Dar es Salaam”. The chapter is organized into the following subsections: Background of the Study, Statement of the problem, study objective, research question, significance of the study, limitations of the study and definition of key terms.

1.2 Background of the Problem

Social media is the fastest growing web application in the 21st century. The wide nature of applications like Wikis, video streaming and applications, and social networks makes it the phenomenon of the century. Facebook users topped all social media applications with over 955 million users in 2013, followed by Twitter with 500 million users (www.thecountriesof.com).

Facebook is the most popular and most commonly used social media website with over 1.11 billion users. With over one seventh of the world’s population connecting to each other through this social media site, including 73% of adolescents ages 12-17 (Smith, 2014), the number of possible connections between users is massive. Consider that each of these online relationships evolves through the same transitions of relational development that a typical, face-to-face relationship experiences. A large portion of students are using Facebook as a means of communication

(Facebook, 2012). Such huge user base is comparable to countries, which indicates also importance of facebook in schools. On the other hand, the age distribution of Facebook users is concentrated on the younger categories where 300 million users are 18-24 years old, and 120 million users are between 13-17 years old (www.quintly.com). In June 2010, facebook, far and away the most popular social networking website, exceeded 500 million users worldwide (Facebook, 2010). A few empirical examples exist of how colleges and universities have used Facebook for improving their services and operations. For instance, Morris, Reese, Beck, and Mattis (2010) found that Facebook use among students could help with retention. Bowers-Campbell (2008) suggests that instructors should create Facebook profiles and facilitate student contacts via chat rooms. Contacting students via Facebook can encourage self-efficacy among the students and motivate them to learn.

Another study suggests a perceived educational value in using Facebook because it can be used for communication, collaboration, and as a resource (Mazman & Usluel, 2010). Similarly, Connell (2009) indicates that college or university staff and faculty can advertise their departments' news and events in a Facebook profile. A few studies have provided specific examples on how Facebook has helped students. According to Schroeder and Greenbowe (2009), Iowa State University had issues with participation in their introductory chemistry laboratory courses. The researchers compared WebCT and Facebook usage. The results were that the students preferred using Facebook over WebCT for their discussions. Another study (McCarthy, 2010) found that a semester of using Facebook as part of a FYE curriculum helped students who were more introverted and had language barriers. Also Hung and Yuen (2010)

found that students had positive responses toward Ning, another popular social networking site. The students saw Ning as a good supplement in their course and showed positive learning outcomes. A few other studies have provided evaluations of whether the usage of Facebook helped or hindered students' progress (Hung & Yuen, 2010; McCarthy, 2010; Schroeder & Greenbowe, 2009). In that respect, the study will explore the feasibility of integrating facebook technology in teaching and learning of civic education in secondary schools in Kinondoni district in order to contribute to better students' performance in learning besides promotion of communication skills, socialization, coordination skills, collaboration and entertainment.

1.3 Statement of the Problem

In our 21st century world, technology provides students with a variety of ways to learn and engage as citizens by researching issues, seeking viable solutions to community problems, and communicating with individuals in different countries and on different continents. As technology advances, students' opportunities for learning abound, helping them to better understand their relationships with society and the world. As academic pressures in schools intensify, many civics courses have morphed into more cursory, fly by kinds of course requirements that students merely check off of a to-do list (Delander et al. 2014). The origin of Facebook is from February 4th 2004 by Mark Zukerberg studying at Harvard University. Initially, Facebook was limited to be able to use exclusively only for the students of Harvard University, but since on March in that year, it has allowed more students of other universities including Stanford, Colombia, Yale, MIT, Boston, and Northeastern.

After that, it allowed all High school students in September 2nd 2005, and in the end of 2005 it included students of some countries such as England and Canada. Finally, in 2006 it allowed everyone over 13 (Jamal, 2010, pp16). Social networks are becoming an integral part of our lives. Students are spending much time on social media and are considered the largest category that uses such application. For any media to be interactive, it needs to coexist with some sort of communication techniques, for which social media is not an exception (Suman Kasturi, 2013:183). According to Dr Kasturi (2013) the mass media works in conjunction with the satellite communications. Facebook has served several simple services for users. First of all, the profile provides users to show themselves, so other people can know a considerable amount of information about them.

People become informed of their name, date of birth, e-mail address, address, and hometown, level of education, hobby, sexual orientation, relationship status, favorite movie, music, and main pictures. These things play an important role in interacting with other people on Facebook. Tufekci and Spence (2007) reported that more than half of the Facebook users tend to seek other users' information by looking over their profile to interact with other people effectively. Secondly, Wall is one of the utilized services by almost all users. On this wall, users leave message and express something. Then, regardless of where they leave message, the postings are shown to every friends through 'News Feed' which can inform friends what they do on Facebook and what they say to other people. However, if they are not friends to each other, those functions are not available. Being friends on Facebook means that users can completely utilize all services of Facebook. After being friends, users can be free

to send message, make a group together, invite them to an event, and play games. Tufekci and Spence (2007). Facebook has the infinite possibility to give the users a big network on learning perspectives. This is because it enables the users not only to search other people easily but to request to be friend if they want as well as sharing their studies. In addition, the users can always look at the friends list opened on their pages. It provides them the chance to turn it to account expanding their networks. 'As you may know' also helps them to make a big network. Moreover, Facebook provides the functions of photo, video and link with us even if the contents belong to other websites. Also, chatting shows the list of online friends and helps the users to talk their friends whenever they are online (Rojas, 2012). Even though stakeholders in education are aware of the problems affecting effective learning in secondary schools, there is little information on whether it is feasible to integrate facebook technology in learning to promote civic education particularly in the context of Kinondoni district. Therefore, this study will seek to investigate the feasibility of integrating facebook technology in learning to promote civic education in secondary schools.

1.4 Objective of the Study

The main objective of this study was to investigate the feasibility of integrating facebook technology in learning to promote civic education among secondary school youths in Dar es Salaam.

1.4.2 Specific Objectives of the Study

The following were the specific objectives of the study:

1. To determine youths' perceptions about facebook technology integration in learning.
2. To determine secondary school youths' knowledge and competence in using facebook technology in learning.
3. To determine challenges that youths encounter when using facebook technology in learning.
4. To determine strategies for effective integration of facebook technology in learning to promote civic education among secondary school youths.

1.5 Research Question

1.5.1 Main Research Questions

The main research question of this study was: what is the feasibility of integrating facebook technology in learning to promote civic education among secondary school youths in Dar es Salaam? The following are the sub-research questions that guided this study:

1.5.2 Specific Questions

1. What are youths' perceptions about facebook technology integration in learning?
2. What specific knowledge and competences do youths have in using facebook technology in learning?
3. What challenges do secondary school youths encounter when using facebook technology in learning?

4. What strategies should be used for effective integration of facebook technology in learning to promote civic education among secondary school youths?

1.6 Significance of the Study

The study has generated knowledge that may be useful in addressing educational problems and assisting the policy formulation as well as to identify the gap for further research in the area of social media especially facebook technology in promoting civic education to secondary school students. Therefore, the study creates awareness to all levels that is family level, community level, national level and international level, teachers, stakeholders and to the curriculum developers. Moreover, the study is beneficial in initiating other educational researchers as a source of references for more extensive studies.

1.7 Limitations of the Study

Researcher faced constraints from research design, sample size and techniques, data collection instruments as well as data analysis techniques (Omari, 2011). However, in order to collect reliable data which are contextually based and that which reflect the major research questions, the researcher thought alternative ways to normalize the unforeseen limitations thus collecting data as per study.

1.8 Definitions of Key Terms

1.8.1 Civic Education

Are all processes that affect people's beliefs, commitments, capabilities and actions as members of communities (www.edu/entries/civic-civic-education).

Feasibility: Based on this study is the possibility for a student to use facebook technology as an important means of learning civic education.

Civic education

Are all processes that affect people's beliefs, commitments, capabilities and actions as members of communities (www.edu/entries/civic civic education).

Youths:

In this study 'Youth is defined as a group of peoples ranging between 18 and 35 years who are mainly still at school.

Facebook

Is an electronic directory made up of individuals, photographs and a name, originally its intention was helping students get to know each other better (English Dictionary, 2003).

Social Media

Is a group of Internet based applications that build on the ideological and technological foundations of Web 2.0, and that creates highly interactive platforms through which individuals and communities share, discuss, and modify user-generated content (information) Kaplan and Michael (2010).

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Web 2.0

Web 2.0 is the current state of online technology as it compares to the early days of the Web, featured by a greater user interactivity and collaboration, more pervasive network connectivity and enhanced communication channels. One of the most apparent differences between Web 2.0 and the traditional World Wide Web ([WWW](http://www), retroactively referred to as Web 1.0) is greater collaboration among Internet users, content providers and enterprises. Originally, data was posted on Web sites, and users simply viewed or downloaded the content. Increasingly, users have more input into the nature and scope of Web content and in some cases exert real-time control over it. The social nature of Web 2.0 is another major difference between it and the original, static Web. Increasingly, websites enable community-based input, interaction, content-sharing and collaboration.

Secondary School

A school that is intermediate in level between elementary school and college and that usually offers general, technical, vocation or college preparatory circular ([www.thefreedictionary.com/secondary school](http://www.thefreedictionary.com/secondary%20school)).

1.10 Organization of the Dissertation

This dissertation is organized into the following chapters; Chapter one covers introduction which include different sub-sections such as background of the study, research objective, research question, significance of the study, limitations of the study, definition of key terms and organization of the dissertation.

Chapter two presents a critical review of literature review and conceptual framework of the study and chapter three presents methodology guided undertaking of the study. Chapter four covers findings of the study, chapter five presents discussion of the findings and chapter six presents on summary of the main findings, conclusions and recommendations.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Overview

This chapter presents literature review and conceptual framework related to the study titled “feasibility of integrating facebook technology in learning to promote civic education among secondary school youths”. The chapter is organized into the following sub-sections: Introduction, literature review with sub-sections namely; youth perceptions about facebook technology use in learning, youth knowledge and competencies in using facebook technology in learning, challenges of using social media technology in learning and strategies for effective use of facebook technology in learning. Other sections include: research gap as well as a conceptual frame work for the study.

2.2 Theory Guiding the Study

2.2.1 Vygotsky Socio-Constructivist Theory

Died at the age of 38, Vygotsky became famous due to his theory of learning popularly known as ‘socio-constructivist theory of learning’. Like Piaget, Vygotsky believes that young children are curious and actively involved in their own learning and the discovery and development of new understandings or schema. However, Vygotsky places more emphasis on social contributions to the process of development, whereas Piaget emphasized self-initiated discovery. According to

Mtitu (2014) and Nzilano (2015) the Vigotsky's socio-constructivist theory is rooted to all aspects which fosters teaching and learning together while the emphasis being empowering learners during knowledge construction process. Mtitu and Nzilano have outlined what they call the major beliefs of Vygotsky socio-constructivist theory namely: culture, students' socio-economic background and development in the use of science and technology. More importantly, the teacher according to Vigotsky plays an important role in enhancing effective learning. According to Vygotsky (1978), much important learning by the child occurs through social interaction with a skillful teacher who continually maneuvers the classroom atmosphere in order to influence interaction among learners and between the teacher and students. Therefore, the use of this theory is important since it emphasizes students' interactions through different media such as whatsaps, facebook,blogs, twitters and etc the means of learning through which learners learn by doing. It was the aim of the study to use more appropriate and relevant theory which may be used to argument the study.

2.2 Literature Review

2.2.1 Youths' Perceptions about Facebook Technology Integration in Education

Young people including pupils and students use facebook technology differently. The use of this technology is said to respond to various meanings the young people attach to facebook technology. Ndambala (2012) states that pupils use facebook technology mainly for friendships' communication and not business related communication. Ndambala's understanding of pupils' use of facebook technology reflects how many people including youth miss use facebook technology especially

in many least developed countries. In Tanzania for example, it is quite common to see people use Facebook technology to communicate different stories where they very rarely relate to business and politics as well as important socially related aspects. This could mean that youths' perception of Facebook technology integration in teaching and learning is negative. Negative perception of integration of Facebook technology in teaching and learning could be implicated with unfriendly educational policies which limit pupils and students' use of mobile phones in classroom processes. The proposed study will, among other aspects, critique the system in place and propose some best practices to enhance youths' integration of Facebook technology in teaching and learning processes. The expectation is that the youths and other people will cultivate positive perception of Facebook technology integration in teaching and learning.

2.2.2 Youth's Knowledge and Competencies in Using Facebook Technology in Learning

The study focus is to assess youth's abilities in the use of Facebook technology in their learning. Abilities include; use of WhatsApps, internet surfing, Google materials, magazine, teleportation, forums, cinema, radio, news papers, emails, and many others. It is through these communication media, youth get to learn a lot regarding different subject matters. It is thus arguable that good reliable information is a necessary condition for effective action on a common cause. By design, social networks always facilitate the flow of information. The low costs of entering the media market via social media means anyone enthusiastic enough can start providing information. Marinov and Schimmelfennig (2015) did a study on how Does Social

Media Promote Civic Activism? Evidence from a Field Experiment and revealed that Face book group is more optimistic that civic action will succeed, as compared to the control or newsletter groups. The social network appears to contribute and increased confidence in success. Akerlof and Kranton, 2000; Benabou and Tirole, 2006, conjectured that social media can play three functions conducive to civic action on an issue of common concern: It can provide participants with necessary information; It can foster engagement by increasing the benefit acquiring to individual action also it can decrease the marginal cost of collective action by resolving coordination problems. Also these functions are facilitated by three features of being embedded in a social network. First, the constant, engaging flow of information to individual users, based on interests and individual choices, creates and builds knowledge.

Second, the presences of other users, linked in circles of 'friends', provide peer-pressure as a means of increasing the costs of inaction, while increasing the benefits of action. Third, the possibility of publicly committing to a course of action provides mutual reassurances and facilitates coordination. The internet and social media can, at least in part, help counteract such tendencies by enabling people to be socially engaged though the internet. In early work the internet increases social engagement (Wellman et al. 2001). Also Karpf (2012) argues that online media played a big role in how to move on, a liberal grass groups indicate that they believe social media and specifically facebook, help to them achieve their goals in ways other means cannot. In that aspect where there is a large and diffuse group need to organize and defend common interests to the extent that in such settings social media can promote civic

awareness and citizen actions among secondary school students. Social media offers a perfect means to do so. Besides existence of many studies on the influence of social media on students learning, a few of them focused on the way face book technology can enhance youth acquisition of civic education. This study is planned to investigate among others, youth abilities such as use of different media in learning from their mobile phones. Social media can increase the personal benefits of contributing to a common cause. For example, sharing one's opinion online can work differently depending on whether one is involved in a community or not. One would also see how others react to the same issue, and feel their own opinion and contribution is prized by others. Students can thus become more engaged because their opinion matters are more directly to others, and they receive benefits in the form of praise from sharing their studies (Immordino Yang and Damasio, 2009). This is applicable everywhere but is the mostly advantageous to the learning and teaching practices.

Through the use of the Internet, and especially social media, there is the great potential to use the power of a community to participate in the democratic process in order to enact change or try to make the world a better place hence civic education will be acquired. This has been a popular view of many, who view the Internet as a democratizing agent that may help to facilitate participation in many aspects of civic life, such as holding online meetings, giving concerned groups the tools to monitor data from companies in order to detect wrongdoings and allowing greater connections between group members that resemble those found in offline communities (Ornstein & Schenkenberg, 1999; Nader, 1999, Putnam & Feldstein, 2004,). Social media has become very significant because of the two most important

and precise characteristics that are; ubiquity and interactivity. Ubiquity is the sense that new media technologies affect everyone in the societies they are employed, even if everyone in the society may not be the audience of such a media (Leah, Lievrouw & Sonia Livingstone, 2006:6). The clear inspection of the existing things reveal that in this day and age, an increasing environment of social phenomena, ubiquitous data, and computational process can be observed in many domains and contexts, including social media, mobile computing, and online social networking. Such systems in which social, ubiquitous, and computerized processes are interdependent and tightly interwoven can be characterized as distributed a social computational system that is integrated systems of people, sensors and computers. Typically, the proportion of such systems can be considered to be growing, which means they are influenced by a combination of social phenomena, algorithmic computation and ubiquitous data. In such systems, potentially internal system properties emerge through social adoption and usage.

Jin Yang and Ramprasad (2007) identified various factors that mass media may exert influence on social capital. Social scientists assert that generational deficiencies are mainly responsible for the disappearance of social capital in America. Other variables they identified include movement of women into the labor force, mobility, family structure, work related time constraints, the growing number of retirees, corporate-sponsored volunteering and the rising home heterogeneity. While there are all relevant perspectives to account for reduced social capital, examining the influence of mass media on social capital is especially important given the ubiquitous

nature of mass media and individual's reliance on mass media in daily life." (Jin Yang & Jyotika Ramprasad, 2007:17).

The division of mass media has had several important outcomes due to its interactivity with public relations. With the fragmentation of mass audiences, the influence and significance of conventional advertising had diminished, thereby increasing the cost effectiveness of public relations, which has experienced a major growth as the new media environment has surfaced. Second, users of new media tend to be active rather than passive participants in the communication process. They are more likely to already have knowledge, opinions, and objectives that influence how they react to messages. They also have goals and intentions in mind when they use these media. Third, the knowledge and skills necessary to use new media are different from the knowledge and skills required to use traditional media (Sandra Duhe, 2007). For quite some time, the term social media has been used to describe emerging new technologies that are important public relations. While the term was initially used to describe the interactive nature of blogging, it is felt that social media or new media can be broadly applied to all interactive technologies.

The most prominent and key roles played by the social media. Social media has wide ranging functions that turned imperative in a person's day to day life which includes our students. Life without social media is beyond imagination and turns to be very crucial. Social media always educating the masses, the entire organization of community is made a global class room on the social media platform. Virtual classes around the world are made possible through social media. People in nooks and corners of the world can attend an online lecture delivered by a resourceful person

from a remote location. Even the audience can pose their doubts and get them clarified. Such a facility is more similar to that of a live class room environment. This type of education has an added advantage. Simultaneously, the entire thing can be recorded, to revise at a later stage. The world's best resources can be made available to all the desired people with the involvement of technology in social media (<http://www.thehansindia.com>). Also social media is of most recent origin, it turned to be one of the most effective communication tools in the history of communication. The entire organizations can turn to be a single social community which is more aptly known as town square. With the more interactive technology involved in this form of communication, the feel through this way of communication is rather very lively and gives a feel of face to face communication. It has an added advantage of the ability of very easily monitoring change initiatives. Social media is not only the media of extroverts, but also of introverts. It brings the freedom of communicating at an ease without directly facing the responder, unlike in face to face communication or the so called interpersonal communication.

Mass media insists Collaboration that is off the charts. Today, it's very common that almost all Netizens get themselves involved in social media chats, blogging and hangouts of google talk and others. One person initiates the communication by his posts with or without the support of multimedia content and it is circulated among a closed or open group of Netizens. People keep on adding the comments to the post which further processes the communication. The comments can be considered as the feedback to make the conversation a dynamic one. The entire process turns to be innovative and collaborative. (Ornstein & Schenkenberg, 1999). It makes all people

to engage, whereby every employee of the organization can be made equally responsible by engaging them in some or other way. Such a process not only brings up their morals high, but also paves them a way to feel as part of the team and to come out with more innovate ideas, to improve the overall performance of the organization, at any given time. It happens so because, when people are engaged, they feel respected and valued. As a result, they ponder the most, deliver extra, and even work with a heightened strength. The ultimate result is the great productivity from the employees; it happens because of the happiness of the employees. Monitoring is another crucial function of the social media. It gives a clear picture of the situation in the real time. For example google analytics gives the clear picture of the number of visitors at any given time. Such type of monitoring facilities not only makes the team leaders to have virtual access to the situation, but also enables them to change the strategy in accordance to the situation. Setbacks are easier to spot, and losses can be cut, adjustments can be made, or reinforcements can be sent in. Social media functions in a similar vein just like the central nervous system of human body and paves the leaders a way to respond, accordingly (Putnam & Feldstein, 2004).

Social media maximizes where by the usage makes the employees more excited and extracts more from the employees in any given organization, as the social media tools have the capability of letting the people to work with an ease, thereby achieving the maximum for the organization. Social media is the new media that offers the audience a great entertainment. It enables the user to get all sorts of multimedia content, thereby dispelling all the limitations which otherwise are possessed by each of the traditional media. It has all good qualities of each and every conventional

media embedded in it and more advanced features added to it (Sandra, 2007). Therefore, the proposed study intends to investigate how youth integrate facebook technology in their learning. Youth integration of facebook technology in learning could be reflected through different learning competencies such as: use facebook technology such as surfing, broadcast, messaging, radio, teleportation, whatsaps, google and other social media in learning of civic education.

2.2.2 Challenges of Using Social Media Technology in Learning

Despite the fact that social media play the vital roles such as education, communication, collaboration and other more it poses few major challenges too, there are several challenges that confront youths when using facebook in learning. The primary challenge posed by the social media is the privacy. Many people restrain themselves from taking part in a dialogue with a fear of losing their privacy. As such studies indicate that many people do not use facebook technology as a tool for teaching and learning due to lack of assurance regarding privacy amongst users. This calls for researchers and education stakeholders to think different alternatives to ensure friendly and privacy use of facebook technology for improved teaching and learning of civic education.

Threat of facebook technology to pupils and students with disabilities is another major controversy. Access for those with disabilities: Section 508 of the Rehabilitation Act of the US provides guidelines for making federal websites accessible to people with disabilities, including the visually and hearing impaired, briefly on this act in 1998 the US Congress amended the Rehabilitation Act to

require Federal agencies to make their electronic and information technology accessible to people with disabilities. Section 508 was enacted to eliminate barriers in information technology, to make available new opportunities for people with disabilities, and to encourage development of technologies that will help achieve these goals. (http://en.wikipedia.org/wiki/Section_508_Amendment_to_the_Rehabilitation_Act_of_1973). This section provides guidelines for making federal websites accessible to people with disabilities, including the visually and hearing impaired. There is a need for the formulation and implementation of such guidelines to remove the barriers for differently abled people. Such an issue should be taken up for the better implementation, both in letter and spirit. But this is not applicable in Tanzania where still there is a gap to the people with special needs.

Also through advertising on social media should follow the formalities of censor; and porn content in advertisements should be avoided on the websites, intended for the very purpose of social networking. If such restrictions are not imposed, strictly, it may ruin the minds of youth, thereby indirectly increasing the crime rate. This is one of the vital challenges posed by the social media in the contemporary web world (<http://www.tonybates>). Most of the social media sites allow the audience to create an account, after accepting terms of agreement, which are often vague. The terms of agreement can be interpreted in multiple ways. They pose a threat, indirectly. Most of the social networking websites get an agreement accepted by the users that their information can be used by the owners of the social media. It indirectly causes invasion of privacy. Such a challenge is one of the crucial confront posed by the social media (Saettler, 1990). Security Concerns, Social media sites pose an equal

threat to the security of personal information and other concerned data. Hacking of the websites is the most common feature; with hacking there is an imminent threat to the audience of social media. This turns to be another key challenge posed by the social media (Vardhan, 2014). The matter of deception; the identity of the individual who joins the social networking sites may either original or fake. The veracity of his/her identity is not known to the fellow user. In the recent past, many cases of deception around the world have been registered. Social media turns to be an easy way of deceiving people using the technology. On the other hand, Facebook use is reported to have bad influences like addiction, wasting time, information overload, and isolation from physical society. Such results call for more research to see the tradeoff between Facebook advantages and disadvantages. Also, it is important to empirically explore such factors and how they interact with the educational system (<http://www.thehansindia.com>).

Thus, the question is how integration of facebook technology in teaching and learning of civic education succeed under all these challenges. It is for this reason, the study to investigate integration of facebook technology in teaching and learning of civic education seem to be of vital significance.

2.2.3 Strategies for Effective Use of Facebook Technology in Learning

Digital tools can be accessed and stored in a logical process to show how students learn and provide a guideline for the instructional stages of the learning process. Learning is facilitated when new knowledge is integrated in the life of the learner and linked to the real word. This is achieved by requiring the learner to display new knowledge, partake in new learned experiences, discuss new knowledge with peers

and instructors, and use this new knowledge in practice. Thus, technology plays an important role in improving and developing teaching methods as well as giving students wider opportunities to learn. Gragert (2001) concurred, arguing that international collaborative problem solving is beneficial for students. In his study, Gragert noted that students who participated in international collaborative e-learning projects showed heightened motivation in class, improved reading and writing skills, and enhanced engagement. BESA (2005) reported that the best opportunities for exploiting the potential of ICT were in schools where technology was an integral part of institutional planning strategies which included procedures for maintaining and enhancing the ICT capability and infrastructure of the institution on a regular basis, in other words a comprehensive strategy. Facilitating student learning Assessing and reporting students' learning in professional development Mastery of ETP, curriculum and different educational issues forming partnership with school community, ICT related organization culture, Class management enhance teaching and facilitate learning.

Teachers are expected to create learning environments for students that are supposed to be optimal for learning. Although various learning theories and educational philosophies propose different learning environments, learner centered ones advocate for an environment that stimulate active knowledge construction and the acquisition of problem solving skills. ICT adds a new level of complexity acquiring equipment training users and reconceptualizing past practices that places extraordinary demands (Marshall & Ruohonen, 1998). So information technology plays a very vital in which more attention is needed to consistent and appropriate pedagogies to be used.

Teachers therefore need to create such learning environments and strive to manage them throughout the teaching and learning processes. The technology offers tremendous opportunities for teachers and students to achieve the task of creating and managing effective learning environments. However, in spite of the fact that web technologies have made the Internet more creative, participative and socializing, it is not quite evident that this development also triggered a revolution in learning. In this regard, Bles and Rittberger (2009) question whether education and learning require rethinking in view of the continuous change of information and communication technologies (ICTs), and whether we need new concepts and designs for respective working and learning environments. Social networks are becoming major tools for education, and entertainment. The human nature is keen on interacting with people and finding common areas and interests. In education, two streams are prevailing: the use of social networks as a tool supporting activities deemed important for the purpose of educational institutions, instructors, and students. The second stream is the bad influence social network inflicts on students behaviors and time management. The following sections will review the literature related to the two streams and the performance issue related to students.

A study by Abu-Shanab and Al-Tarawneh (2013) explored the advantages and disadvantages of Facebook utilizing university students. A sample of 206 students responded to a survey containing 10 advantages and 10 disadvantages of Facebook, and yielded interesting results. The study did not focus on students' academic performance, but took the issue as a general view of social media influence. Information and communication technologies (ICTs) are becoming important tools

for educational support. Using computers and the Internet is becoming more and more important in the learning and teaching processes. Also, with the advent of mobile phones, especially smart phones, it is becoming easier to reach students and even utilize the capabilities of technology. Alonso et al (2013) listed many in their literature, where they focused on mobile applications and how they can accommodate the functionalities of learning management systems. Social absorption by students is reached by Gafni and Deri (2012), where they emphasized the role of social networks in socializing students and opening channels for finding more academic resources, thus improving their academic achievement. Such result was not supported for senior students, where social absorption is less relevant at later years and student experience might benefit more in academic area. Social network is a strong tool for social interaction and connection, where it can improve students and friends in a rich social context. ICT as a school subject will help students develop skills that will permit the students at the end of their studies to be self-employed and easily integrated into the working population for better products. This objective is also confirmed by NEPAD (New Partnership for Africa Development, 2007) which recognizes that, the key issue in Africa is the development of human resources. It is also to prepare the students to fully use technologies in their daily life.

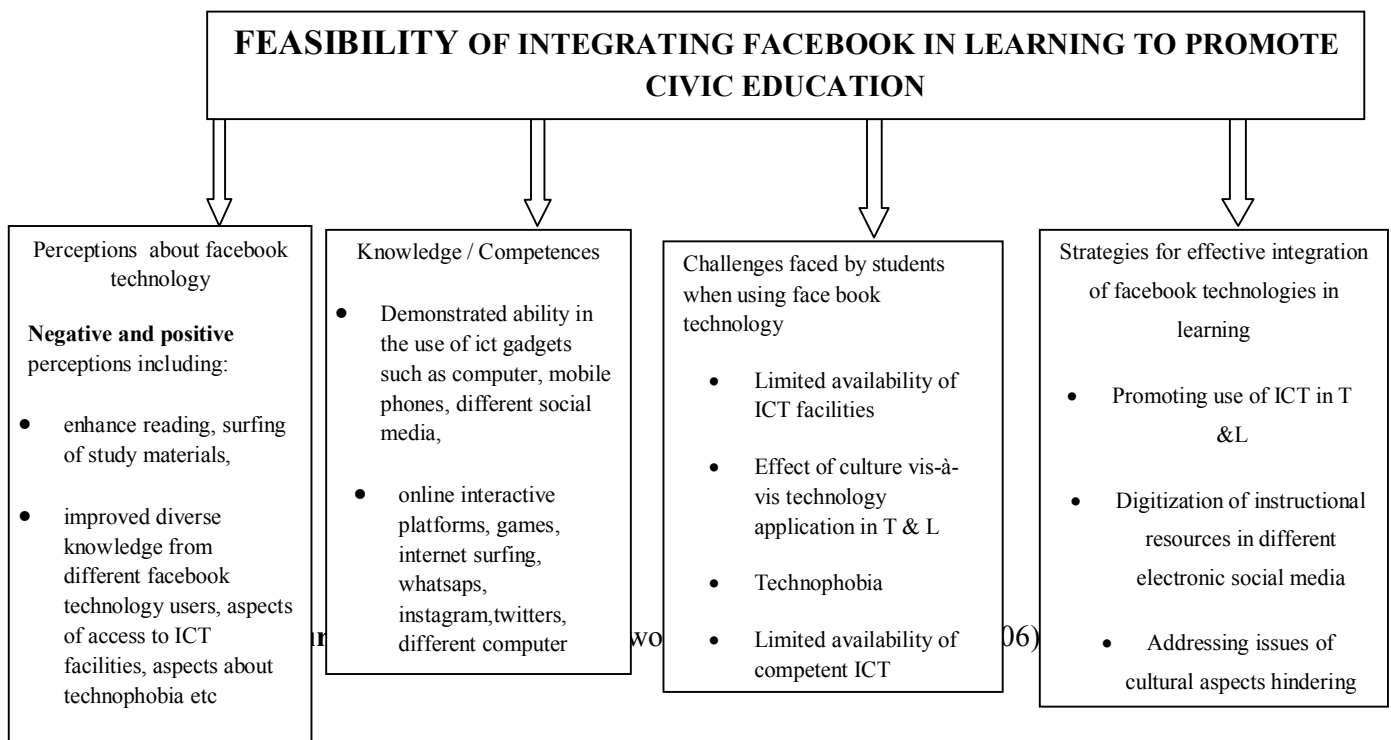
2.3 Research Gap

Studies on the integration of facebook and other social media technologies in learning to promote civic education are well reflected in international and external literature. In the context of Tanzania, limited literature is available that report about integration of facebook technologies in learning to promote civic education. This is a

gap that this study has attempted to fill by contributing relevant knowledge. The study sought to investigate the feasibility of integrating facebook technology in learning to promote civic education in selected secondary schools in Kinondoni Municipality in Dar ESaam, Tanzania.

2.4 Conceptual Framework

The proposed study will adapt a framework from Mosha (2006) as a basis and a guide of discussion of how facebook technology integration can positively improve learning in schools to promote civic education in secondary schools. According to Mosha (2006), the framework include variables such as: perceptions, knowledge/competencies, challenges and improvement strategies vis-à-vis facebook technology integration in learning of civic education.



CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Overview

This chapter presents research methodology used during the study on the “feasibility of integrating facebook technology in learning to promote civic education among secondary school youths in Dar es Salaam. The chapter is organized into the following sub-sections; research approach, research design, population of the study, participants’ demographic information, sample and sampling techniques, instruments for data collection, validity and reliability of instruments, data analysis and ethical considerations.

3.2 Research Approach

Research approach is the mental and philosophical dispositions a particular study may have, consciously or unconsciously, on the nature of knowledge, how it is acquired and the nature of human beings, as respondents in any social reality which can only be qualitative or quantitative (Omari 2011:2).The study used both qualitative and quantitative research approaches to generate data on the Effectiveness of Social Media technologies in Promoting civic education to Secondary Schools. According to Creswell (2009) mixed method (which combines qualitative and quantitative approaches) is useful when either the qualitative or quantitative approach by itself is inadequate to best understand the research problem or the strengths or constraints of both providing best understanding.

3.3 Research Design

Research design is a distinct plan on how a research problem was explored (Omari, 2011). The appropriate research design that was applied in this research problem or phenomenon is case study. The type of case study used to this study is intrinsic case study, a study which select its sample from amongst users of facebook technology and those who implement the civic education curriculum. The case study design is supported by Fraenkel and Wallen (2003) as it enables researcher to gain deep understanding of a specific individual or situation. Case study involves a careful and complete observation of a social unit, that unit a person, a family, an institution, a cultural group or even the entire community (Kothari 2004).

3.4 Population of the Study

A population is the totality of any group of units which have one or more characteristics in common that are of interest to the study (Omari, 2011). The target population in this study were Students, teachers and head of schools.

3.5.2 Sample

The sample size of this study was 120 students from four schools as indicated in Table 2. The issues of gender was highly regarded.

3.5.2.1 Schools

Four (4) schools were selected, they included Bunju A secondary school, Kondo secondary school, Makongo and Makumbusho. Such schools are included in the study because of the presence of computer studies curriculum that facilitates social media such as facebook in promoting civic education.

3.5.2.2 Students

A total of 120 students from the named schools were invited to participate in the study (i.e at least 30 students were drawn from each of the four selected schools) in Dar es salaa as presented in Table 3.1.

Table 3.1: Sample Composition

Respondents	MALE	FEMALE	TOTAL
Heads school	02	02	04
Teachers	08	08	16
Students	50	50	100
Total	60	60	120

Table 3.2: Participants' Demographic Information

Gender	Age range	No	Percentage (%)
Male	12-16	29	24
	17-21	08	7
	Others	23	19
Female	12-16	33	27
	17-21	08	7
	Others	19	16
Total		120	100

Source: Field data (2016)

Based on the tabular presentation above, it could be argued that about 51% of respondents aged between 12 and 16 years whereas 14% included participants whose age ranged between 17-21. From the table, it can be said that about 35% of all participants were categorized into 'others' age group. From the scrutiny of questionnaires, it was found that those whose age ranged between 12-16 and 17-21 comprised mainly students whereas those under the 'others' category constituted

mainly teachers, education officers at ward and district levels with a few group of students.

3.5 Sample and Sampling Technique

3.5.1 Sample Selection Techniques

The selection of the respondents to participate in this study based on the probability sampling and non-probability sampling. In probability sampling, the researcher selected respondents by using random sampling; where by researcher used lottery method in selecting students in selected schools, each student was assigned by a unique number. The numbers were placed in a bowl and thoroughly mixed. Then, a blind folded researcher selects “*N*” letters represented the whole population, that is to say every individual had equal chance to be selected. While in non probability sampling, the researcher used purposively sampling. For instance, researcher selected students and teachers as well as heads of schools because they have enough information on the Effectiveness of Social Media technologies in Promoting civic education to Secondary Schools. One of advantage of Purposive sampling is that, it can be very useful for situations where there is a need to reach a targeted sample quickly and sampling for proportionality.

3.6 Instruments for Data Collection

Gay, et al (2006) states that, the choice of research methods depends on the purpose of the study and the questions to be used. The study will employ multiple methods in data collection commonly known as triangulation, which will include structured questionnaire for students and interview guides for students to collect data from students.

Structured Questionnaire for Students

A questionnaire consists of number of questions printed or typed in a definite order on a form or set of forms (Kothari, 2008). Therefore, researcher employed the structured questionnaire to collect data from students where by the researcher prepared the reliable and valid closed ended questions that encouraged the respondents to elicit the required data or information according to research objectives by ticking against the correct answer and give brief explanations where needed.

3.6.1 Interview Guides for Students

The interview method of data collection is a common and important method in qualitative research. It involves presentation of oral-verbal stimuli and reply in-terms of oral-verbal responses. It can be used through personal interviews and sometimes through telephone (Kothari, 2008). In this method the researcher used interview because it give an opportunity to respondents who are unable to read and write to participate, the researcher was able to collect supplementary information which could not be easily collected by other methods.

The study employed a semi-structured interview in gathering information from all categories of respondents. Cohen and co-workers (2002) hold that semi-structured interviews enable the interviewees to project their own ways of defining the world, permit flexibility of sequence of discussions and enabled participants to raise issues as well matters that might have to be included in the schedule. The major advantage of the semi-structured interview gives the researcher to probe and ask follow up questions thereby gaining deeper understanding of the interviewees experience, feelings and perspective concerning the topic under discussion.

3.7 Quality Control

3.7.1 Validity of Instrument

According to Kothari (1990) validation of the instruments refers to the quality of gathering instruments or procedures which measures what they are supposed to measure. In this study the researcher will develop pre-test interview to secondary school teachers in Kinondoni district who were obtained by chance, in order to check the effectiveness of each instrument. Also researcher will sit with classmate to see if the instruments are valid. At the end the researcher sought recommendation from supervisor before producing the final instruments.

3.7.2 Reliability of the Instruments

Reliability is the extent to which a test or procedure of data collection yields similar results under constant conditions on all occasions (Bell, 1997). That is, if we repeatedly assess the effectiveness of social media technologies in promoting civic education to secondary schools students, we will get the same answer each time?. According to Bell there are several devices for checking reliability in scales and tests such as re- test, alternative forms methods or split half method. As he recommends, reliability of this study's instruments are ascertain by pre- testing the instruments before going to the field. The researcher gave questionnaires guides to the same groups of the respondents and re- testing them.

3.8 Data Analysis

Data analysis refers to the examining what has been collected in survey or experience and making deduction (Komba et-al 2006). According to Kothari (2004), Data analysis means making meaning out of data in preparation for discussion and

more linkage with the study. After data were analyzed, they were presented by both qualitative and quantitative data analysis techniques were employed since this way gave a wider perspective of assessment and also to research questions in a complementary means. In this study, Microsoft Excel Sheet (MES) data analysis programs were used to analyze quantitative data where frequencies and percentages were calculated, while content analysis method was used to analyze qualitative data obtained from the in-depth interview.

3.9 Ethical Issues to be Considered

Wells (1994) defined ethics in term of code of behavior appropriate to academic of research. The ethical consideration was observed in getting informed consent from teachers, head teachers, and all respondents involved in this study. The researcher abided with confidentiality from the people who will need information. There was no exposing or leaking of information without consent of the person who provide information. The researcher was humble to cultural and belief of respondents.

CHAPTER FOUR

4.0 PRESENTATION OF FINDINGS

4.1 Overview

Chapter three has presented the methodological approach guided the conduct of the study. This chapter presents the findings from the field. Findings presentation is on the following sub-sections: Demographic information; Students and Teachers perceptions about facebook technology integration in learning; Students and Teachers specific knowledge about facebook technology; Students and Teachers specific competence in using facebook technology in learning; Challenges facing students and Teachers when using facebook technology during learning and Strategies to be employed to promote integration of facebook technology in learning. Other subsection include: Qualitative findings about facebook technology integration in teaching and learning.

4.2 Perceptions about Facebook Technology Integration in Learning

4.2.1 Students Perceptions about Facebook Technology Integration in Learning

From students' perspectives regarding facebook technology integration in learning findings reveals that majority of students feel comfortable using facebook technology (91%), trough facebook students learn a lot from people with different life experience (93%), It is more easier to learn using facebook than reading printed materials (76%), Using facebook technology in learning allows flexibility (92%), Civic education will best be taught through interaction in facebook (91%) and there are some students who do not feel comfortable using facebook technology in their learning which ranges from (0% to 8%).

4.2.2 Teachers Perceptions about Facebook Technology Integration in Learning

From teachers perspectives findings indicate that teachers perceived facebook technology as a necessary learning tool. (90%) feel comfortable using facebook technology, (85%) learn a lot from people with different life experience using facebook technology, (75%) thought it is more easier to learn using facebook than reading printed materials, (85%) believe using facebook technology in learning allows flexibility and Civic education will best be taught through interaction in facebook. Also there are some teachers who feel uncomfortable using facebook technology in teaching and learning which ranges from 5% to 15%.

Table 4.1: Students, Teachers and Other Staffs Perceptions about Facebook Integration in Learning

Perceptions	Responses (N = 120)															
	Students (n=100)								Teachers and other staffs (n= 20)							
	Strongly agree		Agree		Disagree		Strongly disagree		Strongly agree		Agree		Disagree		Strongly disagree	
F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	
I feel comfortable using facebook technology	60	60	31	31	5	5	4	4	12	60	6	30	1	5	1	5
Through facebook, I learn a lot from people with different life experience	68	68	25	25	5	5	2	2	14	70	3	15	2	10	1	5
It is more easier to learn using facebook than reading printed materials	26	26	60	60	8	8	6	6	3	15	12	60	3	15	2	10
Using facebook technology in learning allows flexibility	27	27	65	65	8	8	0	0	4	20	13	65	3	15	0	0
Civic education will best be taught through interaction in facebook	31	31	60	60	5	5	4	4	7	35	10	50	2	10	1	5

Source: Field data (2016)

Based on the tabular findings regarding students and teachers perceptions about facebook technology integration in learning, it could be stated that majority of students and teachers optimistic indicating that they perceived facebook technology

as an important learning tool. This is supported by students and teachers' response ranging such as between 26% and 70% strongly felt that facebook technology was important in learning while 15% and 65% agreed on the influence of facebook technology in teaching and learning. This could imply the need to formalize facebook technology integration in teaching and learning.

4.3 Specific Knowledge about Facebook Technology

4.3.1 Student's Specific Knowledge about Facebook Technology Integration in Learning

The second research question investigated students' specific knowledge about facebook technology integration in learning. Findings declared that 96% knows how to create account in facebook, 93% knows how to sign in into facebook, 94% knows how to upload photos in facebook, 80% knows how to write and edit their profile in facebook, 87% knows how to restrict some information in facebook, 83% knows how to send friendly request in facebook, 60% knows how to create photo album in facebook and 97% knows how to post news in facebook.

4.3.2 Teacher's Specific Knowledge about facebook Technology Integration in Learning

From teachers perspectives findings indicated that teachers acquire enough knowledge and skills regarding facebook technology in teaching and learning, 95% knows how to create account in facebook, 90% knows how to sign in and upload photos in facebook, 80% knows how to write their profiles in facebook 90% knows how to edit their profile in facebook, 70% knows how to restrict some information in

facebook, 95% knows how to send friendly request and post news in facebook and 85% knows how to create photo album in facebook.

Table 4.2: Student's, Teacher's and other Staffs Specific Knowledge about Facebook Technology Integration in Learning

Perceptions	Responses (N = 120)															
	Students (n=100)								Teachers and other staffs (n= 20)							
	Strongly agree		Agree		Disagree		Strongly disagree		Strongly agree		Agree		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
I know how to create account in facebook	45	45	51	51	4	4	0	0	9	45	10	50	1	5	0	0
I know how to sign in into facebook	85	85	8	8	6	6	1	1	16	80	2	10	1	5	1	5
I know how to upload photos in facebook	11	11	83	83	4	4	2	2	2	10	16	80	1	5	1	5
I know how to write my profile in facebook	55	55	25	25	1	19	1	1	11	55	5	25	4	20	0	0
I know how to edit profile in facebook	56	56	24	24	1	19	1	1	12	60	6	30	1	5	1	5
I know how to restrict some informatio	75	75	12	12	1	10	3	3	4	20	10	50	4	20	2	10

n in facebook																
I know how to send friendly request in facebook	70	70	13	13	7	7	0	0	17	85	2	10	1	5	0	0
I know how to create photo album in facebook	20	20	30	30	45	45	5	5	8	40	9	45	2	10	1	5
I know how to post news in facebook	87	87	10	10	3	3	0	0	16	80	3	15	1	5	0	0

Source: Field data (2016)

From the table above, one can conclude that majority of students' and teachers demonstrated acquisition of specific skills and knowledge with regard to facebook application in social settings. For example, in nine aspects/facebook applications; students' and teachers' knowledge and application ranged from 10% to 95%. This situation should be used as an opportunity for stakeholders to effectively integrate facebook technology in teaching and learning.

4.4 Specific Competence in Using Facebook Technology in Learning

4.4.1 Students' Specific Competence in Using Facebook Technology in Learning

Another research question investigated specific competence in using facebook technology in learning. From students perspectives findings revealed that 95% were

competent in creating account and signing-in into facebook, 75% were competent in uploading photos and writing their profile in facebook, 57% were competent in editing their profile in facebook, 93% were competent in sending friendly request and posting news in facebook. But there were some students who were not competent in some of facebook functionalities, whereby 51% were not competent in restricting information in facebook and 58% were not competent in creating photo albums in facebook.

4.4.2 Teachers' Specific Competence in Using Facebook Technology In Learning

Findings explored majority of teachers' demonstrated mastery of facebook technology functionalities. 95% were competent in creating account, posting news and signing-in into facebook, 75% were competent in uploading photos and writing their profile in facebook, 90% were competent in editing their profile in facebook, 55% were competent in sending friendly request and restricting information in facebook, 90% were competent in editing their profile in facebook, 95% were competent in creating photo albums in facebook and 85% were competent in send friendly request in facebook.

**Table 4.3: Students' and Teachers' Specific Competence in using facebook
Technology in Learning**

Perceptions	Responses (N = 120)															
	Students (n=100)								Teachers and other staffs (n= 20)							
	Strongly agree		Agree		Disagree		Strongly disagree		Strongly agree		Agree		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
I am competent in creating account in facebook	40	40	45	45	10	10	5	5	9	45	10	50	1	5	0	0
I am competent in signing-in into facebook	80	80	15	15	4	4	1	1	16	80	3	15	1	5	0	0
I am competent in uploading photos in facebook	50	50	25	25	25	25	0	0	10	50	5	25	4	20	1	5
I am competent in writing my profile in facebook	25	25	50	50	15	15	10	10	11	55	5	25	4	20	0	0
I am competent in editing my profile in facebook	41	41	16	16	42	42	1	1	12	60	6	30	1	5	1	5

I am competent in restricting information in facebook	26	26	23	23	41	41	10	10	4	20	7	35	8	40	1	5
I am competent in creating photo albums in facebook	16	16	26	26	58	58	00	00	17	85	2	10	1	5	0	0
I am competent in send friendly request in facebook	23	23	70	70	6	6	1	1	8	40	9	45	2	10	1	5
I am competent in posting news in facebook	70	70	23	23	7	7	0	0	16	80	3	15	1	5	0	0

Source: Field data (2016)

The table above indicates that many students and teachers demonstrated mastery of specific competencies in the use of facebook technology in teaching. Students and teachers stated to posses different competencies including writing, editing and updating profiles, sending and accepting friendly requests, creating facebook accounts and uploading photos just to mention a few aspects. The table herein supports the explanations.

4.5 Challenges Encountered when Using Facebook Technology in Learning

4.5.1 Challenges Encountered by Students when Using Facebook Technology in Learning

The fourth research question investigated the challenges encountered by both students and teachers when using facebook technology in learning. Findings revealed that majority of students were knowledgeable on using facebook technology but they were worried on the lack of trained expert teachers in the use of facebook technology in teaching and learning (87%) and If not careful, using facebook technology may divert learners from the topic (54%).

4.5.2 Challenges Encountered by Teachers when Using Facebook Technology in Learning

Likewise students, majority of teachers also encountered challenges on the lack of trained expert teachers in the use of facebook technology in teaching and learning (95%), If not careful, using facebook technology may divert learners from the topic (100%) and some of teachers thought using facebook technology is time consuming (50%).

Table 4.4: Challenges Encountered by Students and Teachers when using Facebook Technology in Learning

Perceptions	Responses (N = 120)															
	Students (n=100)								Teachers and other staffs (n= 20)							
	Strongly agree		Agree		Disagree		Strongly disagree		Strongly agree		Agree		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Creating account in facebook	15	15	4	4	56	56	25	25	3	15	1	5	12	60	4	20
Signing-in into facebook	4	4	5	5	67	67	24	24	1	5	1	5	13	65	5	25
Uploading photos in facebook	8	8	4	4	25	25	23	23	2	10	8	40	5	25	5	25
Writing my profile in facebook	6	6	4	4	31	31	21	21	1	5	6	30	8	40	5	25
Editing my profile in facebook	8	8	4	4	30	30	21	21	1	5	7	35	8	40	4	20
Using facebook to learn	0	0	8	8	40	40	52	52	0	0	2	10	12	60	6	30
posting news in facebook	1	1	1	1	22	22	60	60	0	0	4	20	12	60	4	20

sending friendly request in facebook	0	0	3	3	85	85	12	12	0	0	0	0	16	80	4	20
Use of facebook technology is time consuming	33	33	4 1	4 1	14	14	12	12	6	30	4	2 0	7	35	3	15
If not careful, using facebook technology may divert learners from the topic	50	50	4	4	16	16	30	30	14	70	6	3 0	0	0	0	0
Lack of trained or expert teachers in the use of facebook technology in teaching and learning	41	41	4 6	4 6	5	5	8	8	10	50	9	4 5	1	5	0	0

Source: Field data (2016)

Based on the tabular findings above, it can be said that although a few students and teachers seemed to be challenged by the use of facebook technology in the interaction process, a good number of them shared to have no significant challenges apart from those policy related ones. From the table, many students and teachers seemed to worry about the possibility of facebook technology to divert them from the discussion topic is not properly guided. They were also challenged with lack of

expert in integration of facebook technology in teaching and learning which accounted to 46% and 41% respectively. This means that there is a need to address the challenges raised if integration of facebook technology in teaching and learning should be successful.

4.6 Strategies to be Employed to Promote Facebook Technology Integration in Learning

4.6.1 Strategies to be Employed to Promote Facebook Technology Integration in Learning Recommended by Students

The last question investigated about the suggested solutions from students on the challenges encountered during using facebook technology in teaching and learning. Findings indicated that majority of students 98% suggested the need to train students on how to use facebook technology in learning, 82% suggested the need to formalize use of facebook technology in learning, 87% suggested the need for orienting teachers on how to use facebook effectively in learning, 92% suggested the need for policy that encourages the use of facebook technology in learning and 91% suggested establishment of ICT laboratories in schools.

4.6.2 Strategies to be Employed to Promote Facebook Technology Integration in Learning Recommended by Teachers

Similar question was asked to teachers regarding strategies to be employed to promote facebook technology in learning. Findings revealed that majority of teachers 100% suggested the need to formalize use of facebook technology in learning, the need to train students on how to use facebook technology in learning, the need for policy that encourages the use of facebook technology in learning, establishment of

ICT laboratories in schools and 70% suggested the need for orienting teachers on how to use facebook effectively in learning.

Table 4.5: Strategies for Promoting Integration of Facebook Technology in Learning?

Perceptions	Responses (N = 120)															
	Students (n=100)								Teachers and other staffs (n= 20)							
	Strongly agree		Agree		Disagree		Strongly disagree		Strongly agree		Agree		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
The need to formalise use of facebook technology in learning	66	66	16	16	6	6	12	12	14	70	6	30	0	0	0	0
The need for orienting teachers on how to use facebook effectively in learning	58	58	29	29	13	13	0	0	10	50	4	20	6	30	0	0
The need to train students on how to use facebook technology in learning	83	83	15	15	1	1	1	1	15	75	5	25	0	0	0	0
The need for policy that encourages the use of facebook	81	81	11	11	8	8	0	0	12	60	8	40	0	0	0	0

technology in learning																
Establishment of ICT laboratories in schools	75	75	16	16	8	8	1	1	15	75	5	25	0	0	0	0

Source: Field data (2016)

As discussed in 8.3 above, majority of students and teachers raised several challenges needing critical and urgent attention for improving facebook technology integration in teaching and learning. The table above suggests that between 11% and 83% participants felt facebook technology integration in learning could face significant challenges ranging from formalization of technology, orientation of technology, training of students and teachers as well as establishment of ICT laboratories to effectively implement the plan of digitization of teaching and learning using facebook technology.

CHAPTER FIVE

5.0 DISCUSSION OF THE FINDINGS

5.1 Overview

The preceding chapter has presented a detailed analysis of the findings. The following chapter presents a discussion of the chapter on the basis of the following subheadings: Discussion, Students and Teachers perceptions about facebook technology integration in learning, Students and Teachers specific knowledge about facebook technology, Students specific competence in using facebook technology in learning, challenges facing students and Teachers when using facebook technology during learning and strategies to be employed to promote integration of facebook technology in learning. Other subsections include: Qualitative findings about facebook technology integration in teaching and learning.

5.2 Discussion

The main objective of the study reported in this dissertation was to investigate the feasibility of integrating facebook technology in teaching and learning to promote civic education among secondary school youths in Dar es Salaam. The study specifically investigated students and teachers perceptions about facebook technology integration in learning; students and teachers specific knowledge about facebook technology integration in learning; students and teachers specific competency in using facebook technology in learning; challenges encountered by students and teachers when using facebook technology in learning and teaching and strategies to be employed to promote integration of facebook technology in learning. Finding of the study have revealed that it is feasible to integrate facebook technology

in teaching and learning to promote civic education among secondary school youths in Dar es salaam because findings have indicated that 95% of teachers and 90% of students are generally positive about using facebook technology to promote civic education among secondary school youths in Dar es Salaam. Teachers had the opinion that when facebook technology is used in teaching and learning, it enhances independence, self dominated and learner-centered learning.

According to teachers, teachers' role is reduced and students are encouraged to effectively participate in their learning. This understanding of the influence of facebook technology in teaching and learning reflect what constructivists regard as active participatory learning (Mtitu, 2014). Only one teacher (5%) seemed not to support students' use of facebook technology in learning. The argument for that was based on her experience of students' misuse of mobile phones. This respondent felt that students do not concentrate in their learning because of using mobile phones in interactions which are mainly not meant for learning.

This participant contention is supported by Boyd & Ellison (2007) who state that evidences suggest students' use of social networks including facebook wrongly. Boyd and Ellison put clear that unless students and teachers are trained about proper use of facebook technology in learning, efforts to integrate facebook technology in learning will not be achieved. However, students have little knowledge on the link between facebook technology and learning. Findings from semi structured interview guide have indicated that only 10 students out of 100 (10%) had positive attitude towards integration of facebook technology in learning, they just use facebook technology for interaction with their friends. Lack of knowledge on the influence of

facebook technology in learning civic education could be equated with what Anderson (2009) referred to as using technology whose importance is unknown. According to Anderson, facebook technology will only improve students' learning if students get to know its usefulness as an instructional tool. This contention is supported by Ndambala (2012) who stated that pupils use facebook technology mainly for friendships' communication and not business related communication. Ndambala's understanding of pupils' use of facebook technology reflects how many people including youth miss use facebook technology especially in many least developed countries.

In Taanzania for example, it is quite common to see people uses facebook technology to communicate different stories where they very rarely relate to business and politics as well as important socially related aspects. This could mean that youths' perception of facebook technology integration in teaching and learning is negative. Negative perception of integration of facebook technology in teaching and learning could be implicated with unfriendly educational policies which limits pupils and students use of mobile phones in classroom processes. The proposed study will among other aspects, critique the system in place and propose some best practices to enhance youths integration of facebook technology in teaching and learning process. The expectation is that the youths and other people will cultivate positive perception of facebook technology integration in teaching and learning. It is feasible to integrate facebook technology to promote civic education among secondary school youths in Dar es salaam because 80% of students and 70% of teachers are knowledgeable about facebook technology in learning. It appeared that many students and teachers

presented sufficient skills and competencies in the use of facebook technology in their learning. They responded that they were able to open profiles, create account, edit, chat, save, read, write and send messages among users or social groups. Students also demonstrated their ability to interact through facebook such as: storing information, retrieving information, taking and saving pictures in gallery and other sites. Others skills demonstrated by students included internet surfing, searching reading materials about civic education and the like, forming learning groups in facebook, deleting and adding some members as well as scheduling groups activities.

Based on these skills demonstrated by students and teachers, it could be logically argued that participants had some specific knowledge base of facebook technology which is central for active learning of civic education. These findings related to findings from previous studies reported in the literature by scholars who recommend integration of facebook technology in learning to be implemented only when teachers and students are comfortable and flexible with facebook technology (Harb, Y. & Abu-Shanab, (2009). This means that efforts should be directed towards equipping both teachers and students with ICTs knowledge, skills and competencies to enable them effectively use facebook and related media in teaching and learning.

The necessity of social media knowledge for both students and teachers in learning civic education also recommended by Akerlof and Kranton, 2000; Benabou and Tirole, 2006, they conjectured that social media can play three functions conducive to civic action on an issue of common concern: It can provide participants with necessary information; It can foster engagement by increasing the benefit acquiring to individual action also it can decrease the marginal cost of collective action by

resolving coordination problems. Also these functions are facilitated by three features of being embedded in a social network. First, the constant, engaging flow of information to individual users, based on interests and individual choices, creates and builds knowledge.

Second, the presences of other users, linked in circles of 'friends', provide peer-pressure as a means of increasing the costs of inaction, while increasing the benefits of action. Third, the possibility of publicly committing to a course of action provides mutual reassurances and facilitates coordination. The internet and social media can, at least in part, help counteract such tendencies by enabling people to be socially engaged though the internet. In early work the internet increases social engagement (Wellman et al. 2001). Also Karpf (2012) argues that online media played a big role in how to move on, a liberal grass groups indicate that they believe social media and specifically facebook, help them achieve their goals in ways other means cannot. In that aspect where there is a large and diffuse group need to organize and defend common interests to the extent that in such settings social media can promote civic awareness and citizen action's among secondary school students. Social media offers a perfect means to do so.

It is therefore, reasonable to integrate facebook technology to promote civic education among secondary school youths in Dar es salaam because 90% of students and 80% of teachers are competent in using facebook technology in learning. For instance, all interviewed students suggested that they were able to use effective facebook technology in learning. It was interesting to learn that all students who were investigated strongly agreed that they were competent in all nine face book

technology competency aspects. When one participant was asked to share with the researcher about her competency in using facebook technology she noted:

“Look, I have been using desk top and lap top computers since I was four. I have been using mobile phone for quite long time now. Through use of computers and mobile phones I always use facebook where I have more than one thousands friends whom we usually interact on regular basis. Thus, among other usage of facebook, I am using it to-create account, signing in, uploading photos, writing and editing profile as well as restricting information in facebook, sending friendly request and posting news in facebook”

This student observation reflect what other 99 students shared their thought through completing questionnaires. They indicated to be competent in all nine aspects as follows:

Competency in creating account, in signing into facebook, in uploading photos in facebook, competency in writing their profiles as well as competency in restricting information which is unnecessary. Other demonstrated competencies include: competency in creating photo albums, competency in sending friendly request in facebook as well as competency in posting news in facebook. By the way teachers confirmed that their competence in using facebook technology and the internet helps them to facilitate participation in many aspects of civic life, such as holding online meetings, conducting online classes and participating in online video conferencing. According to the site (<http://www.thehansindia.com>) shows that Virtual classes around the world are made possible through social media. People in nooks and corners of the world can attend an online lecture delivered by a resourceful person from a remote location. Even the audience can pose their doubts and get them clarified. Such a facility is more similar to that of a live class room environment.

This type of education has an added advantage. Simultaneously, the entire thing can be recorded, to revise at a later stage. The world's best resources can be made available to all the desired people with the involvement of technology in social media.

In concluding we can say that students and teachers competency in all these aspects of facebook technology suggest existing opportunity for integrating facebook technology in teaching and learning. It is feasible to integrate facebook technology to promote civic education among secondary school youths in dare s salaam because findings have shown that about 90% of students and teachers indicated that facebook technology posed little challenges to them as they used it from time to time. Students and teachers stated that through facebook technology they were able to apply multiple functionalities including: creating account in facebook; signing in into facebook; uploading photos in facebook; editing profiles; using facebook to learn; posting news in facebook and availing friendly request in facebook.

Only 10 students' equals to 10% believed that facebook technology use in learning requires expert teachers as well as professionals who will be able to effectively facilitate and guide students as they apply facebook technology in their learning. This in education is referred to as digitization of classroom instruction whereby teaching and learning is facilitated with digital facilities such as radio, TVs, mobile phones, computers etc (Harb & Abu-Shanab (2009). On the other hand, teachers thought using facebook technology is time consuming and reduces security of personal information, these participants contention is related to finding from previous studies reported in the literature by (Vardhan, 2014) who state that; Social media sites pose

an equal threat to the security of personal information and other concerned data. Hacking of the websites is the most common feature; with hacking there is an imminent threat to the audience of social media. Also according to the site (<http://www.thehansindia.com>) from the literature denote that facebook use is reported to have bad influences like addiction, wasting time, information overload, and isolation from physical society. Such results call for more research to see the tradeoff between facebook advantages and disadvantages. Also, it is important to empirically explore such factors and how they interact with the educational system.

However, it could be concluded that despite students' positive attitude and knowledge ability with facebook technology, stakeholders including policy professionals, curricula developers and implementers as well as other individuals including the civil society will need to provide knowledge of facebook technology and how best it could be integrated in teaching and learning. Stakeholders should also improve the teaching and learning environment to promote students application of facebook technology in their learning.

Participants presented different suggestions with regard to strategies of improving facebook technology integration in learning. While some seemed to suggest policy evolution on the digitization of teaching and learning, others viewed that it was high time to review school curricula to reflect the need to integrate with digital media as means of effective teaching and learning. For example about 75% of respondents viewed that the current curricula structure are not flexible enough to allow students flexible use of facebook technology in their learning. These findings related to

findings from previous studies reported in the literature by Marland (1977) who viewed curricular mismatch has resulted not only in isolation of subjects but also it has brought difficulties in the pedagogical decision making processes consequently affecting adversely the classroom instructional practices. It is thus to match the curricula with the teaching and learning resources as well as strategies such as use of facebook technology.

Finally, it could be concluded that majority of students and teachers (90%) suggested the need to formalize use of facebook technology in learning, the need to train students on how to use facebook technology in learning, the need for orienting teachers on how to use facebook effectively in learning and the establishment of ICT laboratories in schools. These opinions related to findings from previous studies reported in the literature by Abu-Shanab and Al-Tarawneh (2013) who indicated that Information and communication technologies (ICTs) are becoming important tools for educational support.

Using computers and the Internet is becoming more and more important in the learning and teaching processes. Also, with the advent of mobile phones, especially smart phones, it is becoming easier to reach students and even utilize the capabilities of technology. The significance of ICT technology is also emphasized by Gafni and Deri (2012) who suggested that ICT as a school subject will help students develop skills that will permit the students at the end of their studies to be self-employed and easily integrated into the working population for better products.

CHAPTER SIX

6.0 CONCLUSIONS AND RECOMMENDATIONS

6.1 Overview

This chapter presents the conclusions and recommendations from the study that investigated students' and teachers' use of facebook technology in teaching and learning. The chapter is presented in the following subheadings: Conclusions and Recommendations.

6.2 Conclusions

Based on the findings of this study, literature reviewed and experience from the field, it concluded that while about 100% of students indicated to have skills and knowledge of facebook technology, only 40% suggested making use of facebook technology in their learning. Besides the fact that living in a cutting-edge technological development influences the use of digital modes of learning, it was quite different from researcher's experience from the field. Students from all the schools researched presented little awareness of using facebook technology in their studies.

They only chatted their day to day life stories which according to these students, the stories had no direct linkage with their studies. However, students and teachers were concerned with the government information and communication technology law which does not only restrict use of electronic communication media but also the government does not allow usage of mobile phones in school environment. According to these students, they were worried of this legal limitation and school

management challenge towards the critical need to integrate facebook technology in teaching and learning. It was interesting to see however that all students who were involved in the study indicated to own mobile phone whereas they shared that they only used their phones while outdoors.

6.3 Recommendations

6.3.1 Recommendation for Action

From the study, the following is recommended for immediate action:

There is a need for government, teachers and students as well as stake holders to create awareness on the usefulness of integrating facebook technology in teaching and learning. This awareness creation can be done through planned workshops, debates and radio/TVs broadcasting. This is because findings from the this study have revealed that students and teachers feels comfortable using facebook technology in teaching and learning, it is more easier to learn using facebook technology and using facebook technology in teaching and learning allows flexibility and civic education will best be taught through interaction in facebook technology.

Such a finding is also supported by previous studies reported by Marinov and Schimmelfennig (2015) who conducted a study on how social media promote civic activism. Evidence from the field experiment revealed that facebook group is more optimistic that civic action will succeed, as compared to the control or newsletter groups. The social network appears to contribute and increased confidence in success. It was observed in the study that students and teachers acquire enough skills and knowledge regarding facebook technology and they were competent in using facebook technology in teaching and learning. Sufficient knowledge concerning

facebook technology enhances students and teachers acquisition of civic education. This is supported by previous studies reported by Karpf (2012) argues that online media played a big role in how to move on, a liberal grass groups indicate that they believe social media and specifically facebook, help them achieve their goals in ways other means cannot. In that aspect where there is a large and diffuse group need to organize and defend common interests to the extent that in such settings social media can promote civic awareness and citizen actions among secondary school students. Social media offers a perfect means to do so.

6.3.2 Recommendation for Policy

Based on the study findings, it is recommended that the government should put in place the policy for digitization of teaching and learning whereby different social media including facebook technology should be legalized as teaching and learning platforms. Students should thus be allowed to use facebook technology to interact about their studies under the guidance of the respective policy i.e. digital teaching and learning policy.

6.3.3 Recommendations for Further Research

This study focused mainly on assessment of integration of facebook technology in learning. Experience from the field indicate the need for further investigation around the topic for wider coverage as well as the need for a change in methodological approach for reliability and validity assurance. For example, further research may be directed in topics such as: stakeholders' perceptions on the integration of facebook technology in teaching and learning; qualitative analysis of facebook integration in

teaching and learning in the basic education system; addressing educational quality challenges through digitization of teaching and learning and the challenge of rural and remoteness in the integration of facebook technology in teaching and learning.

This is because findings from this study declared that students and teachers possess enough skills and knowledge about facebook technology and they have demonstrated several competencies in the use of facebook technology. This suggests that if facebook technology would be allowed to be used as a tool for teaching and learning, it can yield positive results in terms of students' performance. Off special concern is that many of the students seem to have built in technophobia with regard to the use of facebook technology in learning. The same experience was noted from teachers who despite acknowledgement of the role of facebook technology in enhancing teaching and learning, yet they were pessimistic that school environment and the country policy are not favorable enough to effectively integrate facebook technology in teaching and learning. Unless the mentioned challenges are addressed, integration of facebook technology in teaching and learning will remain a good plan in the museum.

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APPENDICES**Appendix A: INTERVIEW QUESTIONS FOR STUDENTS**

RQn 1. (a) Are you willing to use facebook in your learning? Why / why not?

RQn 2.

- (a) How often do you use facebook in a day?
- (b) Which specific competences should one have in order to use facebook?
- (c) In which ways do you use facebook to learn?
- (d) Which specific contents that you accessed from facebook that you think were useful in your learning?
- (e) To what extent do you think facebook is being integrated in teaching and learning in your school?

RQn 3.

- (a) Do you face any challenges when using facebook? Please, list a few of them.
- (b) How do you address such challenges?

RQn 4.

- (a) Which ways do you suggest that should be used to promote facebook integration in learning?

Thank you for your cooperation

Appendix B

STRUCTURED QUESTIONNAIRE FOR STUDENTS INTRODUCTION

My name is **Mussa Hamisi Omary** a student at the Open University of Tanzania, pursuing Master of Education in Administration, Planning and Policy Studies (MED-APPS). This questionnaire intends to collect information related to the “**Feasibility of Integrating Facebook Technology in Learning to Promote Civic Education in Secondary Schools**” as part of my masters degree.

Please answer all questions by putting a tick (√) against a correct answer in the brackets provided. You are also free to fill additional information in the provided. The information that you will provide will remain confidential and will only be used for the purpose of this study.

1. BIOGRAPHIC INFORMATION

1. Name of your school _____
2. Sex
 - a) Female ()
 - b) Male ()
3. Age
 - a) 12-16 years ()
 - b) 16-21 years ()
 - c) Other specify ()
4. Year of Study?

a) Form One () b) Form Two ()

c) Form Three () d) Form Four ()

3. QUESTIONS

RQn. 1. What are your perceptions about facebook technology integration in learning?

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
I feel comfortable using facebook technology				
Through facebook, I learn a lot from people with different life experience				
It is more easier to learn using facebook than reading printed materials				
Using facebook technology in learning allows flexibility				
Civic education will best be taught through interaction in facebook				

RQn. 2. What specific knowledge do you have about facebook technology?

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
I know how to create account in facebook				

I know how to sign in into facebook				
I know how to upload photos in facebook				
I know how to write my profile in facebook				
I know how to edit profile in facebook				
I know how to restrict some information in facebook				
I know how to send friendly request in facebook				
I know how to create photo album in facebook				
I know how to post news in facebook				

RQn. 3. What specific competence in using facebook technology in learning?

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
I am competent in creating account in facebook				
I am competent in signing-in into facebook				
I am competent in uploading photos in facebook				
I am competent in writing my profile in facebook				
I am competent in editing my profile in facebook				
I am competent in restricting information in facebook				
I am competent in creating photo albums in facebook				
I am competent in send friendly request in facebook				
I am competent in posting news in facebook				

RQn 4. What challenges do you face when using Facebook technology during learning in your school?

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Creating account in facebook				
Signing-in into facebook				
Uploading photos in facebook				
Writing my profile in facebook				
Editing my profile in facebook				
Using facebook to learn				
posting news in facebook				
sending friendly request in facebook				
Use of facebook technology is time consuming				
If not careful, using facebook technology may divert learners from the topic				
Lack of trained or expert teachers in the use of facebook technology in teaching and learning				

RQn 5 What strategies should be employed to promote integration of Facebook technology in learning in your school?

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
The need to formalise use of facebook technology in learning				
The need for orienting teachers on how to use facebook effectively in learning				
The need to train students on how to use facebook technology in learning				
The need for policy that encourages the use of facebook technology in learning				
Establsiment of ICT laboratories in schools				

Thank you for your cooperation