

**THE ROLE OF SOCIAL MEDIA IN PROMOTING EDUCATION IN KAMPALA CITY:  
A CASE STUDY OF KAMPALA INTERNATIONAL UNIVERSITY**

**BY**

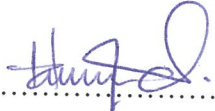
**MALE ABDULHAMIDU  
BMC/45362/143/DU**


**A DISSERTATION SUBMITTED TO THE COLLEGE OF HUMANITIES AND  
SOCIAL SCIENCES IN PARTIAL FULFILLMENT OF THE REQUIREMENT  
FOR THE AWARD OF A BACHELOR DEGREE OF MASS  
COMMUNICATION OF KAMPALA INTERNATIONAL  
UNIVERSITY**

**AUGUST 2017**

### DECLARATION

I declare that, this dissertation is my own and has never been produced by anybody else for any award in any institution of higher learning.

Signature:  .....

Date:  .....

MALE ABDULHAMIDU

BMC/45362/143/DU

### APPROVAL

This is to certify that this dissertation is being done under my supervision as a university supervisor and here by ready for submission to the College of Humanities and Social Science.

Signature:.....

Date:.....

MR. GEOFFREY OCHWO  
SUPERVISOR

## **DEDICATION**

I dedicate this dissertation to my beloved Mum and Dad Mr. and Mrs. Male Asuman, my beloved brothers Mr. Male Kasimu, my sister Amina Male and all my relatives who have fought teeth and nails to see me as the successful person in my studies.

Not only those even the students of mass communication, social work, education and my dear lecturers who have struggled to see that I become the best in my course.

May the Almighty God give them all their desires.

## **ACKNOWLEDGMENTS**

I acknowledge my parents, for their financial assistance throughout my studies. I also thank them for love, and encouragement, and for the assistance rendered to me during my research.

I further acknowledge my friends and my lecturers for the guidance during this research.

## TABLE OF CONTENT

DECLARATION .....	i
DEDICATION .....	iii
ACKNOWLEDGMENTS .....	iv
TABLE OF CONTENT .....	v
LIST OF ACRONYMS .....	viii
ABSTRACT .....	ix
 <b>CHAPTER ONE</b> .....	 1
1.0. Introduction .....	1
1.1 Background of the study .....	1
1.2 Statement of the problem .....	3
1.3.1 General Objectives .....	4
1.3.2 Specific Objectives .....	4
1.4 Research questions .....	4
1.5. Scope of the study .....	4
1.5.1 Geographical scope .....	4
1.5.2 Content Scope .....	4
1.5.3 Time scope .....	4
1.6 Significance of the Study .....	5
1.7 Definition of operational terms .....	5
 <b>CHAPTER TWO</b> .....	 6
<b>LITERATURE REVIEW</b> .....	6
2.0 Introduction .....	6
2.1 Definition and history of social media .....	6
2.2 Social media in Uganda .....	7
2.3 Types of social media sites used in education .....	8

2.3.1 Facebook.....	9
2.3.2 Twitter.....	10
2.4 Impact of social media on education .....	10
2.5 Challenges in the adoption of social media in education.....	13
 <b>CHAPTER THREE .....</b>	 <b>16</b>
<b>METHODOLOGY.....</b>	<b>16</b>
3.0 Introduction.....	16
3.2 Area and population of study .....	16
3.3 Sample size .....	16
3.4 Sample framework.....	17
3.5 Data collection instruments.....	18
3.6 Source of data collection.....	18
3.7 Data processing and analysis .....	19
3.7.1 Editing.....	19
3.7.2 Coding.....	19
3.7.3 Tabulation .....	20
3.8 Ethical procedure.....	20
3.9 Limitations of the study .....	20
 <b>CHAPTER FOUR.....</b>	 <b>21</b>
<b>PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS.....</b>	<b>21</b>
4.0 Introduction.....	21
4.1 Variance in the targeted and actual respondents .....	21
4.2 Demographic characteristics of the respondents .....	21
4.4: The impact of social media on education KIU.....	24
4.5 Challenges in the adoption of social media on education at KIU.....	26

<b>CHAPTER FIVE.....</b>	<b>28</b>
<b>SUMMARY, CONCLUSION AND RECOMMENDATIONS .....</b>	<b>28</b>
5.0 Introduction.....	28
5.1 Summary of the study.....	28
5.2 Conclusion .....	28
5.3 Recommendations .....	29
5.4 Areas for further research .....	30
REFERENCES .....	31
APPENDIX A.....	36
QUESTIONNAIRE.....	36



## **LIST OF ACRONYMS**

ICTs	Information Communication Technologies
IOSNs	International Online Social Networks
KIU	Kampala International University
LOSns	Local Online Social Networks
MMO	Massively Multiplayer Online gaming
OSNs	Online Social Networks
PC	Personal Computer
SNS	Social Network Site
SPSS	Statistical Package for Social Scientists

### **ABSTRACT**

The study on “the role of social media on promoting education was conducted in Kampala International University, Uganda. The study employed a cross sectional research design. It included 90 respondents. The study was based on research objectives which included; establishing the different types of social media sites used in education in Uganda; to find out the impact of social media on education in Uganda; to find out the challenges in the adoption of social media on education in Uganda.

On the different types of social media sites used in education in Uganda, the study revealed that; Facebook, WhatsApp, Twitter, Google+, and LinkedIn are the major social media networks used on education at Kampala International University, Kampala.

On the impact of social media on education in Uganda and the findings revealed that: easy access to educational materials, increased discussions among students, increase teacher’s collaboration, quick communication, and new way of interaction in learning process were the major direct benefits associated with the use of social media on education at Kampala International University, Uganda.

On challenges in the adoption of social media on education at Kampala International University, the study found that; poor access to social media, poor internet access, inadequate power supply, lack of knowledge on how to use social media, and cyber crime were the challenges in the adoption of social media on education in Uganda.

## **CHAPTER ONE**

### **1.0. Introduction**

This chapter includes the background of the study, the problem statement, purpose of the study, objectives of the study, research questions, scope of the study and significance of the study and definitions of terms used.

### **1.1 Background of the study**

Experts on Information Communication Technologies (ICTs) in Africa have challenged African universities and other learning institutions to adopt Web 2.0 technologies and use social media for teaching (Kasumuni, 2011). Students can use social media with motives of enhancing their education through, finding scientific research papers, tweeting famous conversations, attending lectures remotely, and Learning personal responsibility (Staffwriters, 2010). Social Network Sites can be used for communicating with the faculty and university authority, communicating with lecturers and supervisors, making academic discussions with classmates and chatting with friends in respect to topics of educational interest. Essoungou (2010) states that sending and reading e-mails, reading news and posting research queries have become less important activities for Africans.

Social Network Sites can permit the publication and sharing of information, self-learning, communication, access to other sources of information that support or even facilitate constructivist learning and collaborative learning, and contact with experts. Kevin, Lori and Bethany (2010) argue that non-commercial, education-based SNSs, such as Ning in Education, have been recently shown to build communities of practice and facilitate social presence for students enrolled in distance education courses.

Facebook, MySpace, Twitter and other Social Network Sites have potential to support social learning through community networking services such as wall posting, chatting, content sharing and tagging (Alexander, 2008). Wheeler and Yeomans (2008) argue that SNSs afford students unprecedented opportunities to share their ideas, celebrate their creativity and receive immediate feedback from fellow students. Social Network Ss provide a forum for students and faculty to communicate informally about both educational and personal issues (Cao et al., 2012). Cao,

Pauleen and Bathurst (2012) during study of Chinese international students in New Zealand opines student motives to Social Network Sites range from socializing with existing friends or making new ones, exchanging information and opinions, and joining communities.

These youth have been completely normalized by digital technologies—it is a fully integrated aspect of their lives (Green & Hannon, 2007). Many students in this group are using new media and technologies to create new things in new ways, learn new things in new ways, and communicate in new ways with new people—behaviors that have become hardwired in their ways of thinking and operating in the world. Green and Hannon give an excellent example of this, “Students are establishing a relationship to knowledge gathering which is alien to their parents and teachers” (2007, p. 38).

According to Fogg, Phillips, Baird, and Fogg (2011):

The proliferation of digital, social and mobile technologies has created a culture in which youth participate more in creating and sharing content, profoundly changing the way students communicate, interact, and learn. In many cases students spend as much (or more) time online in an informal learning environment—interacting with peers and receiving feedback—than they do with their teachers in the traditional classroom. (p. 3)

Indeed, many educationalists believe that universities are in a good position to utilize social media practices to support the collective creation of knowledge amongst students and the wider community (Moskaliuk et al., 2009). Many universities are now striving to develop ways of using social media to support these new forms of learning (Conole and Alevizou, 2010). Yet whereas these changes can be seen in a wholly beneficial light, some commentators remain sceptical—especially in terms of potential diminishment of students’ intellectual abilities and scholarship. Well-publicized concerns continue to be raised over an intellectual dumbing-down and de-skilling associated with using social media to access information and knowledge. Nicolas Carr, for example, contends that social media users ‘are evolving from cultivators of personal knowledge into hunters and gatherers in the electronic data forest. In the process, we seem fated to sacrifice much of what makes our minds so interesting’ (Carr, 2010). Similar issues have been raised by critics such as Andrew Keen (2007: 23), bemoaning the ‘younger generation of intellectual kleptomaniacs’. Although rarely based on robust research evidence, such arguments have proved to be remarkably popular—even amongst students themselves.

From the former perspective, many educators maintain that social media can be used successfully to support the provision of what Goodyear and Ellis (2008) term ‘serious student-centred learning’. Of course, even the most structured implementation of social media in university settings implies a degree of ‘user-driven’ education—that is, allowing learners to take more active roles in what they learn as well as how and when they learn it. Nevertheless, many higher educators believe that universities are capable of accommodating (and benefiting from) these shifts in emphases. Some commentators have therefore begun to talk of the need to develop a ‘pedagogy 2.0’—i.e. ‘innovative pedagogies that leverage these affordances to support learner choice and autonomy’ (Lee and McLoughlin, 2010: 1).

We have been recently told, for example, about the positive effect of Twitter use on college student engagement and grades (Junco et al., 2011), and the ability of social networking sites to engender ‘favourable feelings regarding learning experiences’ (Hung and Yuen, 2010: 703). Yet, rather than being a wholly good (or wholly bad) thing for higher education, social media are perhaps best understood in more ambiguous terms.

## **1.2 Statement of the problem**

Educational institutions have been reluctant to embrace these technologies. Likewise, where schools have often shied away from giving students an online identity in a digital networking platforms to increase opportunities for learning, professional organizations are leveraging networking technologies to increase collaboration, knowledge-sharing, and production amongst their employees.

Educators seek ways to bridge the perceived technological chasm between tutor and tutee. The extent to which this chasm actually exists and the role of social networking technologies as part of a possible solution remain under exploration.

Croft (2009) states that students motives to SNSs includes: Connecting with Students in their zone, Post online lectures, create interest groups, access online libraries, post class notes, make announcements, schedule events, brainstorm, share Files, tag Books and also homework help. Yohannis and Sastramihardja (2009) assert that on SNSs, users do so many deviant behaviours, like surfing pornography, racial activities, predator to some users, and creating fake profiles. Students are increasingly utilizing these social networks for friends’ news feeds, personal

updates, events and activities, notes, and messages (Tham and Ahmed, 2011). It is therefore on this background that the researcher sought to establish the role of social media in promoting education in Uganda, particularly Kampala International University.

### **1.3. Objectives of the Study**

#### **1.3.1 General Objectives**

The study sought to establish the role of social media in promoting education in Kampala city.

#### **1.3.2 Specific Objectives**

- a) Establish the different types of social media sites used in education at KIU
- b) To find out the impact of social media on education at KIU
- c) To find out the challenges in the adoption of social media on education in KIU

### **1.4 Research questions**

- a) What are the different types of social media sites used in education at KIU?
- b) What is the impact of social media on education at KIU?
- c) What are the challenges in the adoption of social media on education at KIU?

### **1.5. Scope of the study**

#### **1.5.1 Geographical scope**

The study was conducted at Kampala International University. Kampala International University has its main campus at Kansanga, a location in Makindye Division, in the southeastern part of Kampala, Uganda's capital and largest city. This location is approximately 7 kilometres (4.3 mi), southeast of Kampala's central business district, along the road to Ggaba.

#### **1.5.2 Content Scope**

This study focuses on the role of social media in promoting education at Kampala International University, Uganda.

#### **1.5.3 Time scope**

This study took approximately five months; that is from May-August 2017.

## **1.6 Significance of the Study**

Beneficiaries to this study are anticipated to include scholars, academics and future researchers alike.

The findings are anticipated to help in the understanding of the role of social media on education. The findings of the study will provide knowledge on the efficiency and effectiveness of the use of social media among students in Uganda.

On a more practical level, the findings and suggestions contained herein will be of practical importance to stakeholders such as policymakers, development donors and academic institutions.

The findings of the study will contribute to the existing literature in the field of social media contribution on education at Kampala International University, Uganda.

## **1.7 Definition of operational terms**

**Social media** is defined as "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content."

**Web 2.0** describes World Wide Web sites that emphasize user-generated content, usability, and interoperability. The term was popularized by Tim O'Reilly and Dale Dougherty at the O'Reilly Media Web 2.0 Conference in late 2004, though it was first coined by Darcy DiNucci in 1999.

**Education** in its general sense is a form of learning in which the knowledge, skills, values, beliefs and habits of a group of people are transferred from one generation to the next through storytelling, discussion, teaching, training, and or research.

**Social networking site** is the phrase used to describe any Web site that enables users to create public profiles within that Website and form relationships with other users of the same Website who access their profile.

**Internet** is a global system of interconnected computer networks that use the standard Internet protocol suite (TCP/IP) to link several billion devices worldwide.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter is about the ideas and views of other persons in relation to the topic identified by the researcher. The literature is vital and enables the researcher to investigate further. The literature was mainly taken from other secondary sources of data.

#### 2.1 Definition and history of social media

Social media are among the online platforms that could possibly be created through Web 2.0 technology. According to Kaplan and Michael (2010) 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).

Harrison and Thomas (2009) in their study, *Identity in Online Communities: Social Networking and Language learning*, define social media by referring to social networking sites which include, Facebook, Twitter, and Myspace. The two scholars found in their study that social media not only facilitate foreign language learning but help even forming new relationship among language learners beyond language learning.

According to Boyd and Ellison (2007) Social Media refers to web based service that allows individuals to do the following:

1. To construct a public or semi-public profile within a well-structured system such as Facebook groups and pages or privately owned Twitter accounts.
2. To articulate the list of other users with whom they share a connection.
3. To view and visit their list of connections and those made by others within the system



Social media comprises of activities that involve socializing and networking online through words, pictures and videos. Social media is redefining how we relate to each other as humans and how we as humans relate to the organizations that serve us. It is about dialog – two way discussions bringing people together to discover and share information (Solis 2008). In the three and a half minute video called “Social Media in Plain English,” the authors provide an easy-to-follow introduction to social media with a small town ice cream shop metaphor. “Social media means new opportunities to create and communicate with people that care” (LeFever 2008). It talks about the change in business and media environment from a high level, rather than the specifics of how to use one or more tools.

Fred Cavazza, a French consultant in new media, breaks down the various forms of social media into ten categories in his “Social Media Landscape”: publication tools, sharing tools, discussion tools, social networks, micropublication tools, social aggregation tools, livecast, virtual worlds, social gaming and Massively Multiplayer Online gaming (MMO) (Cavazza 2008). Brian Solis, co-founder of the Social Media Club and leader in Social media thought, recently introduced “The Conversation Prism,” which he describes as “the art of listening, learning and sharing” (Solis 2008).

The history of social media started with SixDegrees.com which was founded in 1997 by a company known as MicroView (later named SixDegrees) in New York City (Boyd 2007). SixDegrees.com had socialisation features such as profile of friends and messaging. However, due to lack of users with extended online relationships and little appeal to make new friends among users, the site closed around the year 2000 resulting from unsustainable business strategies among founders (Harrison and Thomas, 2009). The closure of SixDegrees.com did not mark the end of Social Media development but paved the way for other networks such as Friendstar.com, Myspace and Facebook to emerge.

## **2.2 Social media in Uganda**

Content via the Internet spreads faster and to more people than via traditional media platforms. This is very true for Uganda whose population now stands at 35.6 million people with an internet penetration of 15% which translates to 5 million users (Freedom on the Net Report, 2012). A great majority of Ugandans access internet from their mobile phones. Despite this growth in

internet penetration access is still hindered by poor infrastructure, prohibitive costs and poor quality of service.

Uganda has one of the youngest populations in the world with more than half the population below the age of 20 years. The adoption of social media practices in this case is to some extent a generation issue given that the majority of users are young while the old have been left to watch from the periphery. Social media platforms, blogging platforms are however freely available in Uganda with Facebook, Twitter, linkedin and blogger ranking among the top 15 websites in Uganda according to Alex.com. Furthermore two telecom service providers namely MTN and Orange telecom offer their subscribers free access to Facebook while Airtel Uganda began offering its customers in early 2013 free access to Uganda Goes Online-an online portal that provides information and local content ranging from news, entertainment, sports, technology and much more. The Freedom on the Net report (2012) reports that blogging is on the rise among young Ugandans who are less fearful in their use of the internet as an open space to push the boundaries and comment on controversial issues such as good governance and corruption.

### **2.3 Types of social media sites used in education**

Today technology has evolved to give us emails, Facebook, twitter, YouTube, Myspace and whatsapp among others. The internet has enabled a range of new platforms for personal and social interactions particularly through social media. Murugesan (2007) posits that social media includes a multitude of sources of online information that are created, circulated and used. He adds that current examples of social media platform s include social networking sites like Facebook, photo sharing sites like Flickr, video sharing sites like YouTube, business networking sites like LinkedIn, micro blogging sites like Twitter, and numerous others. Social media sites are inexpensive and, more often than not, completely free to use. Social media allow users to interact, to share content, and to create content collectively (O'Reilly, 2005; Shirky, 2008; Gauntlett, 2011).

The study by (Kavi et al, 2012) explored the usage of OSN by secondary school students in Mauritius and how OSNs can be explored to enhance learning among students. The study found that most students are already using OSNs for learning. Moreover, the study found out that OSNs act as platforms for communication and collaboration in school related projects or assignments.

The work by Batrawi (Bisan and Muhtaseb, 2010) highlighted the impact and the role of social networks in promoting science literacy and interest in science using the Facebook page 'Creative Minds' as a case study. The study suggests that social networks might create a virtual space for informal learning of science where students and the general public may learn valuable scientific knowledge, interact with each other on science related topics and share the science knowledge.

Pilli (Calvó-Armengol et al, 2008) posits that the features offered by OSNs make them more attractive and superior to users over Learning Management Systems (LMSs). Furthermore, educators are heading towards using OSNs in learning process in order to create an easier and more efficient leaning environments for students.

Alona (2011) examined the use of Online Social Networking sites (OSNs) by higher-education institutes in Israel by identifying activity patterns, content patterns, and interactivity. The study shows that the use and content patterns of OSNs are similar to that offered in Israel higher education system in physical life. However, the study observed that the potential of OSNs in higher education has not been utilized to the fullest.

The study by Willems (2011) highlighted several benefits that OSNs provide including: An alternative LMS over the traditional learning system, a social community for geographically dispersed cohort, an opportunity for peer teaching, and a resource sharing opportunity.

### **2.3.1 Facebook**

Facebook is a social networking service founded in 2004, which is privately owned by Facebook, Inc. Facebook users may create a personal profile, add other users as friends, exchange messages, or join common interest user groups. Facebook currently has the dominant share of the social networking market and is not just the number one ranked social networking service but one of the most popular Websites on the internet. As of January 2012, Facebook had more than 845 million active users (up from 600 million at the end of 2010) and accounts for one out of every five page views on the internet worldwide (Infographics Lab, 2012). Over 50% of the population of North America uses Facebook, there are 425 million mobile.

In education Facebook is being used to link students to content such as pages created by Pulitzer Prize-winning journalists, politicians, museums, and thousands more; for discourse, interaction,

and or collaboration; to share links to articles, videos, and other resources; for study questions and Q and A sessions; to post news and announcements; and as a means to create learning communities.

According to the Facebook Guide for Educators,

Facebook can provide students with the opportunity to effectively present their ideas, lead online discussions, and collaborate. In addition, Facebook can help you, as an educator, to tap into the digital learning styles of your students. For example, it can facilitate student-to-student collaboration and provide innovative ways for you to involve students in your subject matter. We also believe that Facebook can be a powerful tool to help you connect with your colleagues, share educational content, and enhance communication among teachers, parents and students (Fogg et al., 2011, p. 3).

### **2.3.2 Twitter**

Twitter is a cross between instant messaging and blogging that allows users to send short (140-character) updates. Users can also follow the updates of friends they “follow,” send them direct messages, reply publicly to friends, or just post questions or comments as their current status (Consortium 2007). Anyone skeptical of Twitter and its utility should read the comprehensive list of fifteen reasons you should use Twitter (Puiu 2008). They include reasons such as awareness and branding, promoting your content, fast feedback, finding new audiences, and marketing – all areas marketers in higher education should have great interest in.

Researchers haven’t found a definitive way to use Twitter in higher education but scanty research show that students tweet course works, research findings among etc. Some have suggested it can be used in conjunction with other social media tools, such as student bloggers also having Twitter accounts they update more often than their blogs, to serve as another tool to promote their new blog entries. Others have suggested it can be used in emergency situations, such as the shootings that happened at Virginia Tech (Swartzfager 2007), or using it in place of a live chat service for recruitment (Wilburn 2008).

## **2.4 Impact of social media on education**

Jones and Shao (2011) explain that while first-time students entering higher education are particularly impacted by social networking technologies, services that support the uploading sharing and manipulation of media such as YouTube, and the use of mobile devices, students do

not enter the university with particular demands for the use of new technologies. Further, they explain that “The gap between students and their teachers is not fixed, nor is the gulf so large that it cannot be bridged” (Jones & Shao, 2011, p1). According to their findings students prefer the moderate use of Information and Communication Technologies (ICT) in their courses, viewing the use of course management systems, e-books, and online libraries positively. With respect to the use of new technologies such as blogs, wikis, and 3D virtual worlds, Jones and Shao (2011) also found that students positively respond to the incorporation of new technologies into the teaching and learning process provided that the technology usage is well-conceived, purposeful, and properly integrated into the learning process.

Selwyn (2008) conducted a survey of 1222 undergraduate students and found that students’ academic use of the World Wide Web was impacted more by gender and discipline differences than by differences in technology access or expertise. In particular, he found that students from medicine, social sciences, law, and business reported higher levels of educational Web use than students in creative arts, architecture/planning, and the humanities. With respect to gender, female students were found to be significantly more likely to seek academic information online than their male counterparts. Further, academic-related information searching was a prominent but not pre-dominant aspect of students’ daily online activities (Selwyn, 2008). In a follow up study, Selwyn (2009) found that the use of social networking sites such as Facebook had become important tools for social and cultural development, in particular engagement in the college community; however, they were not necessarily found to be used to formally enhance undergraduate studies.

Recognizing the impact of the social media phenomena, a New Literacy movement has emerged that encourages educators to consider not just the traditional print-based literacies, but also digital literacies shaped by social practices:

New technologies such as blogs, wikis, massively multiplayer online games, social networking technologies and video- and music-dissemination technologies have rapidly spread, by means of the Internet, each with additional, new literacy forms and functions that are reshaped by social practices... literacy has now come to mean a rapid and continuous process of change in ways in which we read, write, view, listen, compose, and communicate information (Coiro, Knobel, Lankshear & Leu, 2008, p. 5).

A study by Greenhow and Robelia (2009) examined the role of a Social Network Site (SNS) and social capital in the lives of high school teenagers from low-income families in the U.S. They found that SNSs facilitated emotional support, helped maintain relationships, and provided a platform for self-presentation; that students used their online social network to fulfill essential social learning functions; and that students engaged in a complex array of communicative and creative endeavors including new literacy practices. They concluded that SNS can help kids in school by increasing student engagement in the learning process. According to Greenhow as quoted in Yang Su (2011),

When kids feel connected and have a strong sense of belonging to the school community, they do better in school... They persist in school at higher rates and achieve at higher rates. ... It's pretty promising that engaging in social networking sites could help them to develop and deepen their bonds over time.

Responding to student usage, teachers and students are increasingly using social networks to supplement teaching and learning in traditional classroom environments, as they provide new opportunities for enriching existing curriculum through creative, authentic and/or flexible non-linear learning experiences (Buzzetto-More, 2007). According to Fogg et al. (2010):

Raised in the "always-on" world of interactive media, the Internet, and social media technologies, students today have different expectations and learning styles than previous generations. The ubiquitous use of social and mobile technologies gives teens an unprecedented opportunity to use tools like Facebook to create self-organizing learning communities or Personal Learning Networks (PLN). Understanding and incorporating these digital learning opportunities into your coursework will increase student motivation and enhance learning, while better meeting the needs of today's students and their digital learning styles. (p.13)

A study conducted by Pearson Learning Solutions (Moran, Seaman, & Tinti-Kane, 2011) found that 46% of educators use social video and podcasts in course assignments with 20% requiring students to post to social networking sites. The study also found that college faculty are the most likely to use social media with more than 80% of college faculty using some form of social media in their teaching.

Several studies have focused on the impact of social networking on student engagement in the learning process. Shih (2011) examined the use of social networking services in a hybrid learning environment. According to the findings, integrating Facebook and peer assessment can enhance knowledge construction, increase student interest and engagement, and foster collaborative learning. Additionally, Webb (2009) found that using a variety of social media as part of the teaching and learning process with students both in and outside of the classroom resulted in an overall increase in student engagement.

Social networking technologies allow learning to be available on demand (United States Department of Education, 2010), authentic (Fogg et al., 2011), media rich (Cheal, Coughlin, & Moore, 2012), social (Greenhow & Robelia, 2009), supporting of digital literacy (Coiro et al., 2008), student centered (Fogg et al., 2011), and appealing to digital natives (Buckingham, 2007). With well-developed learning activities and sound pedagogy in mind, social networking can be used to create learning activities that are highly constructivist.

According to a study carried by Kavi et.al (2012) about OSNs as a tool to enhance learning in the Mauritian Education System, it was found that most of students (55.7%) agreed that OSNs is beneficial to their studies while a smaller number of respondents did not agree on this. However Ndidi et.al (2011) reported that; though students devote their times on the OSNs but majority of them are not affected academically (about 42%), 32% affected negatively while only 26% affected positively.

Furthermore, a study by Cheung and Chiu (2011) about the influence of social networking sites on students' academic performance in Malaysia, it was found that the majority of the respondents agreed that social networking sites have a positive impact on their academic performance; despite the fact that they also reported that, they mainly engaged in social networking sites for social reasons rather than academic reasons. A study by Hassan and Shamim (2013), stipulate that, OSNs have all components of fostering modern learning by promoting interdependent, personalized learning, learner centered in the process of acquiring knowledge.

## **2.5 Challenges in the adoption of social media in education**

Various challenges exist in the adoption and use of social media in education. Willems (2011) studied the potentials and pitfalls of incorporating OSNs within higher education. The study

found that while there are numerous potentials of using OSNs in learning, also there are many pitfalls that need consideration and evaluation before its adoption. Moreover, the study includes the following as pitfalls of using OSNs as e-learning tools: privacy issues; theft and impersonations; taking things out of the particular context that they were meant and misuse of information, stalking, cyber-bullying, virtual integrity and issues relating to intellectual property and copyright. Ajjan (2008) reports that at the times when OSNs is used for educational purposes it motivates students' communications and interests in the subjects concerned.

Fuchs-Kittowski *et al* (2009) identify a number of internal barriers to the adoption of Web 2.0 technologies and applications in education. They show that the most important of them is the fact that cost-benefit analyses do provide unclear results. This is because calculating cost reduction resulting from new technologies is easy.

Social media adoption has been highly affected by attitudinal challenges more especially from both the trainers and the trainees. According to Abdel-Wahab (2008), attitudinal factors like perceived ease of use of social media in e-learning, perceived usefulness of e-learning, availability of resources highly determine the intention to adopt e-learning by both students and trainers in higher institutions of learning. Additionally, Eke (2011) puts it forward that e-learning adoption by students is determined by their readiness for it especially if they are satisfied with the quality of service offered by e-learning which will in turn determine the extent of e-learning utilization.

Al-ammari and Hamad (2009) examine computer self-efficacy, content quality, and subjective norms as factors that influence the intention to adopt the social media in learning. They further suggest cultural factors that affect the students' attitude toward using the social media in e-learning. The cultural factors discussed include the power distance, individualism vs. collectivism, masculinity vs. femininity, uncertainty avoidance and the long-term vs. short term orientation. The authors contend that such cultural factors are important to consider with respect to adopting and using social media in learning.

Annika and Anik, (2009) categorise challenges according to four major strands to include; *Course* challenges – i.e. challenges related to course content, course design and course delivery; Challenges related to characteristics of the individual, i.e. challenges that emanate from the side



of the student or the teacher; technological challenges i.e. challenges related to e-learning infrastructure and contextual challenges i.e. organisational, cultural and societal related challenges.

For example, Farhoomand et al. (2000) identify internal challenges in the adoption of electronic communication as technical issues such as the lack of adequate infrastructure, and organizational issues such as resistance to change, negative attitudes, lack of knowledge and lack of management commitment and economic issues such as cost justification. Added to that, Strom et al. (2002) list internal challenges in electronic commerce adoption as a lack of knowledge or awareness within the organization, and resource limitations.

Like in all underdeveloped countries, ICT projects have been hampered by infrastructural challenges. For instance lack of electricity, lack of necessary devices like computers to facilitate continuous access to e-learning, higher internet costs and its unavailability, lack of space for establishment of e-learning centers among others. According to Eke, (2011), Infrastructure like the availability of electricity, computers and the Internet is not yet fully in place to enhance the e-learning projects. Gronlund & Islam, (2010) assert that the developing countries mainly face obstacles in infrastructure, resources, information access. A collection of such infrastructural problems have negatively affected e-learning in underdeveloped countries.

Li (2010) states that the major internal challenges in the use of social media by organizations can be divided into two categories: system problems (such as incompatible databases), and bureaucratic problems (such as restrictive company policies). The scholar points out that the biggest obstacle to the use of organizational social media is likely to come from efficiency concerned with managers. According to Li (2010), middle managers are likely to be unwilling to allocate resources to initiatives such as social media, and may be worried by the power that students can make by creating close relationship resulting from increased social networking and information flow that social media enable.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter included the methodology of the study. It entails research design, geographical location/area and population, sampling design, data collection methods and instruments, data analysis and processing and the limitations of the study.

##### **3.1 Research design**

This study used a cross sectional research design. Cross sectional Research Design is applicable where either the whole population or subset of the study population is selected from which data is collected to answer questions of interest in a study. It is called cross sectional because the study intends to find out what is going on about the phenomenon at the time of study (Pine *et al*, 1997); the choice of this research design was due to the nature of the study. Cross sectional research design is most appropriate research design for studies whose aim is to find out about the phenomenon at a given particular time.

#### **3.2 Area and population of study**

The study was conducted at Kampala International University, Uganda. Kampala International University has its main campus at Kansanga, a location in Makindye Division, in the southeastern part of Kampala, Uganda's capital and largest city.

#### **3.3 Sample size**

The sample size of 100 respondents were chosen and this included; 50 students, 30 lecturers, 10 ICT specialists, and the 10 government officials. The responses got from these respondents were generalized to the whole population in the area of research.

**Table 1: Category of the respondents**

<b>Sample category</b>	<b>Sample size</b>	<b>Percentage</b>
Students	50	50
Lecturers	30	30
ICT specialists	10	10
Government officials	10	10
<b>Total</b>	<b>100</b>	<b>100</b>

Source: Primary data, 2015

### **3.4 Sample framework**

The researcher used purposive sampling technique since it ensures that the only predetermined and chosen respondents are approached, hence getting relevant, correct and adequate information.

Researchers also regard a sample of 100 as adequate irrespective of population (Bailey, 1994). Also according to Roscoe 1975), sample sizes of between 30 and 500 are appropriate for most studies. However, through this sampling technique is chosen, it has a weakness that inadequate information can sometimes be given because the selected respondents may be less informed on the topic of research. Random sampling technique in which the size of the respondents is predetermined before the research is conducted without bias. A sample size of 100 was arrived at and was randomly selected from the sheets of paper spread. This is when using stratified random sampling. After that systematic random sampling is used this later gives the actual sample size. Quantitative data collection was then used which involved editing, encoding, and later tabulation of the collected material.

### **3.5 Data collection instruments**

The following data collection instruments were used:

#### **(i) Questionnaire**

This was designed in line with the topic, objectives and hypothesis. They included both open and closed-ended questions. This instrument has been selected because it is efficient and convenient in a way that the respondent is given time to consult the documents before answering the questions. It is also because the respondent can give unbiased answers since she/he is given to write whatever she/he would like to write which would otherwise be hard for the respondent to write if the researcher is present.

#### **(ii) Documentary Review**

This included detailed review of already existing literature. The tool is selected because it gives accurate, correct and historical data, which may be used for future aspects. The sources of the information here were the libraries, data banks, newspapers and any other published information that can readily be available for use as regards the topic of research.

#### **(iii) Interviews**

This involved face to face interaction between the researcher and the participant through discussion. Babbie (2003) argues that interviews can be in two ways, namely:

Structured interview in which the responses by the participants was a brief and specific. Unstructured interviews, where the responses were long, elaborated and not specific, the interviews were conducted in group, individual. The researcher carried out interviews with the selected respondents using the interview guide because it is the most appropriate method which can be used to study the attitudes, values, beliefs and motives of people. It also has an element of flexibility. These persons were interviewed individually so as to get independent answers.

### **3.6 Source of data collection**

The researcher collected data from both primary and secondary sources.

#### **i. Primary Data**

This was sourced by physical and visiting of the files and collecting data through variable tools. The respondents were got by first determining the number of the respondents and then taking a physical visit to seek for the consent of the respondents to have them answer the set questions in

the questionnaire and this was through following stratified random sampling techniques in the respondents are first selected and then approached.

## **ii. Secondary data**

This was sourced by reviewing of documented resources as newspapers, journals, reports, presentations, magazines and online publications. This is done in order to first identify the existing information on the topic of research and to understand how much the respondent knows about the research topic in order to avoid lies.

### **3.7 Data processing and analysis**

Audrey J. Roth (1992) argues that “data processing is concerned with classifying response into meaningful categories called codes.” Data processing starts by editing the schedules and coding the responses. Editing, Coding and Tabulation techniques are used in data processing exercise. Data processing is the link between data collection and analysis.

The statistical package-Statistical Package for Social Scientists (SPSS) was used for analysis of data in this study. Different statistical techniques were used namely: Data on profile of respondents was analysed using simple frequencies and percentage distributions. Frequencies and Percentages were used on the variables. An item analysis helped the researcher to identify the strengths and weaknesses in the variables from which conclusions were derived.

#### **3.7.1 Editing**

According to Daniel and Gates (1991: 387), editing is the process of going through the questionnaire to ensure that the 'skip patterns' were followed and required questions are filled out. Editing involves the inspection and if necessary, connections of each questionnaire or observation form; the basic purpose of editing is to impose some minimum quality standards on the raw data (Churchill, 1992:608).

#### **3.7.2 Coding**

Moses and Kalton (1971: 415), state that the purpose of coding in the survey is to classify the answers acquired were coded and tallies used to determine the frequencies of each response. Similar responses would be grouped according to their different categories. Coding was used in

this research in order to summarize data by classifying different response given into categories for easy interpretation. For each question, list of probable answers was prepared.

### **3.7.3 Tabulation**

According to Selltiz et al. (1965: 406-407), tabulation refers to the part of technical process on statistical analysis of data that involves counting to determine the number cases that fall into various categories. Thus after eliminating errors, codes were assigned to each answer. This stage led to the construction of statistical tables showing frequency distribution of answers to questions addressed to respondents. The statistical tables were used to compare the number of occurrences of each answer to questions asked. Up to this level, it was through mathematical and statistical tables that the number of occurrence of each answer in relation to the questions asked was converted into percentages which made it clear. Each table was accompanied by explanations about the nature of relationship between the variables that were indicated in tables.

### **3.8 Ethical procedure**

During the process of data collection, confirmation was given to the respondents in that the researcher assured the respondents that the reason for the research was for only academic purpose and that no information was given out outside .

### **3.9 Limitations of the study**

The researcher faced a number of problems, which would have affected the results thereof, had they not been greatly mitigated by remedies developed. These problems faced are as follow: Scarcity of the respondents, not having access to secondary data sources was yet another problem, and the most serious problem was time and financial constraints.

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS**

#### **4.0 Introduction**

This chapter presents the findings of the research as well as their analysis and interpretation. Where necessary, aids such as tables are used to illuminate the meaning of the data presented. The findings presented in the tables and figures are further explained to equip the reader with clear picture and understanding of the phenomenon under analysis.

#### **4.1 Variance in the targeted and actual respondents**

The researcher targeted a total of 100 respondents, selecting, 50 students, 30 lecturers, 10 ICT specialists, and 10 Government officials. However, not all the targeted sample responded; the actual sample responses were 90 out of the targeted 100, hence, a response rate of 90%.

#### **4.2 Demographic characteristics of the respondents**

Demographics can be defined as the physical characteristics of a population such as age, sex, marital status, and education status. The socio-demographic characteristics measured in this research are gender, age, and the level of education status.

**Table 2: Demographic information of the respondents**

Background information	Category	Frequency	Percentage
Sex	Male	52	57.8
	Female	39	42.2
	<b>Total</b>	<b>90</b>	<b>100</b>
Age	20-29	27	30
	30-39	34	37.8
	40-49	13	14.4
	50-59	10	11.1
	60+	6	6.7
	<b>Total</b>	<b>90</b>	<b>100</b>
Education level	Primary	17	18.9
	Secondary	17	18.9
	Diploma	16	17.5
	Degree	10	11.1
	Masters	28	31.1
	PhD	2	2.2
	<b>Total</b>	<b>90</b>	<b>100</b>
Marital Status	Single	47	52.2
	Married	21	23.3
	Widow	13	14.4
	Widower	9	10.0
	<b>Total</b>	<b>90</b>	<b>100</b>
Religion	Muslim	38	42.2
	Catholics	28	31.1
	Protestant	18	20.0
	Others	6	6.7
	<b>Total</b>	<b>90</b>	<b>100</b>

**Source: Field data, 2015**

The field data in Table 2 shows that out of 90 respondents of the study, 52 of them were male (representing 57.3%) and 39 were female (representing 42.2%). This shows that there was unfair gender representation because men dominated the study.

Table 2 also indicates that the ages of the respondents were divided into five categories; (20-29, 30-39, 40-49, 50-59 and 60+ years of age. The study found that: 27 (representing 30%) of the respondents were between 20-29 years of age; 34 (representing 37.8%) were between 30-39 years; 13 (representing 14.4%) were between 40-49 years of age; 10 respondents (representing 11.1%) were between 50-59 years, and 6 respondents (representing 6.7%) were 60 and above years old. This shows that all the different ages of the respondents with the knowledge of the research were captured in the study.



Furthermore, Table 2 also shows that education level of the respondents. The study established that the respondents' level of education ranged from primary, secondary, diploma, university degree, Masters to PhD. Of these, 17 (representing 18.9%) of the respondents had primary school level of education; another 17 (representing 18.9%) of the respondents acquired secondary school education; and 16 (representing 17.5%) had diplomas. In addition to that, majority (10 respondents) (representing 11.1%) had bachelors degree; 28 (representing 31.1%) had masters degrees; and only 2 (representing 2.2%) of the respondents had PhD.

Table 2 also includes the respondents' marital status. The study found that the respondents were either single, married, widows or widowers. The table reveals that of the 90 respondents, the majority (47) of the respondents (representing 52.2%) were single, 21 (representing 23.3%) of them were married; 13 of these respondents (representing 14.4%) were widows and the remaining 9 (representing 10%) of the respondents were widowers.

Table 2 finally shows the religious affiliations of the respondents. It was found that the majority (38) of these respondents (representing 42.2%) were Muslims; 28 (representing 31.1%) were Catholics, 18 (representing 20%) were Protestants, and 6 (representing 6.7%) did not fall under the listed category of the respondents. These other respondents were either born again Christians or traditionalists.

#### 4.3 The different types of social media sites used in education at KIU

**Table 3: The different types of social media sites used at KIU**

	Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b> Facebook	28	31.5	31.5	31.5
WhatsApp	18	20.2	20.2	51.7
Twitter	18	20.2	20.2	70.8
Google+	14	15.7	15.7	86.5
Linkedin	12	13.5	13.5	100.0
<b>Total</b>	<b>90</b>	<b>100.0</b>	<b>100.0</b>	

Source: Primary data, 2015.

Table 3 shows the different types of social media sites used in education at Kampala International University and the findings revealed that; Facebook was the most used social media site at KIU education with (31.5%), WhatsApp then follows with (20.2%), Twitter (20.2%), Google+ (15.7%), and LinkedIn (13.5%). The findings show that these are the most common used social media sites by both students and instructors in learning and teaching respectively. These sites are used for; connecting with students in their zone, post online lectures, create interest groups, access online libraries, post class notes, make announcements, schedule events, brainstorm, share Files, tag Books and also homework help.

#### 4.4: The impact of social media on education KIU

**Table 4: The impact of social media on education at KIU**

	Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b> Easy access to educational materials	28	31.5	31.5	31.5
Increased discussions among students	19	21.3	21.3	52.8
Increase teacher's collaboration	18	20.2	20.2	73.0
Quick communication	14	15.7	15.7	88.8
New way of interaction in learning process	10	11.2	11.2	100.0
<b>Total</b>	<b>90</b>	<b>100.0</b>	<b>100.0</b>	

Source: Primary data, 2015.

Table 5 shows the impact of social media on education at Kampala International University and the findings revealed that;

The study shows that easy access to educational materials is one of the impacts of social media in education at KIU with 31.5%. The study reveals that through social media, teachers and lectures can post different study materials, electronic books and assignments for students to download and read. When an assignment is posted in a social media, students can discuss it and provide comments without geographical boundaries and having to meet face to face. The use of social media will therefore provide schools and training institutions with adequate and appropriate instruction materials; and thus reduces the shortage of textbooks. The availability of online materials therefore helps motivate the students' participation in academic activities.

Furthermore, 21.3% of the respondents said that increased discussions among students are also another impact of social media in Ugandan education. The respondents said that, with the increase in social media, there is a chance of more students to be registering in these social media. Students will have opportunity to collaborate locally and globally without the limitation of geographical boundary. They can create study groups according to courses and educational level.

It was also found that 20.2% of the respondents revealed that increased lecturers' collaboration is another impact of social media at KIU education. Social media sites present an opportunity for teachers and lecturers to discuss their academic activities, organize research teams and discuss research ideas, share their academic experience and materials. Lecturers can create groups according to subjects or courses they teach. These groups provide lecturers with a chance to share experience and knowledge they have. For example, secondary school teachers may create a group for Mathematics whereby some of challenging mathematics topic such as Probability and Calculus can be discussed. Currently, due to shortage of fund, teacher's participation in trainings such as short courses and seminars is low. In order to provide quality education teachers require upgrading their skills as teaching technologies as well as environments changes very fast.

In addition, 15.7% of the respondents said that quick communication is another impact of social media on education at KIU. Social media have the opportunity to establish nationwide network of lecturers and students. By using social media such as students and lecturers with different origin, backgrounds, cultures and gender can communicate with each other and share knowledge.

Finally, 11.2% of the respondents said that new way of interaction in learning process is also another impact social of social media on education at KIU. By using social media, a dynamic avenue of interaction between students themselves and students and lecturers is presented. Students can ask lecturers questions online and other students can participate in the discussion by using various platforms (smartphone, PC or laptop) at any time.

#### 4.5 Challenges in the adoption of social media on education at KIU

**Table 5: Challenges in the adoption of social media on education at KIU**

	Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b> Poor access to social media	23	25.6	25.6	25.6
Poor internet access	15	16.7	16.7	42.2
Inadequate power supply	21	23.3	23.3	65.6
Lack of knowledge on how to use social media	18	20.0	20.0	85.6
Cyber crime	13	14.4	14.4	100.0
<b>Total</b>	<b>90</b>	<b>100.0</b>	<b>100.0</b>	

Source: Primary data, 2015

Table 5 shows the challenges in the adoption of social media on education at KIU and the findings revealed that;

Poor access to social media is seen by 25.6% of the respondents as one of the major challenges facing the adoption of use of social media at KIU. In order to access social media, a user must have a device with Internet access (phone with Internet, laptop or pc) to connect with the forum. Due to the existence of high poverty among majority of students of KIU, these devices are owned only by limited number of people. Most teachers and students therefore still cannot afford buy a PC or phone with Internet capabilities. Even for those who have devices that can access social media, higher Internet subscription cost is still a challenge.

Furthermore, 16.7% of the respondents revealed that lack of knowledge on how to use social media is yet another challenge to the adoption of social media on education at KIU. For example, the study found that most students and teachers still don't know how to use Online Social Networks and how these social media can assist them in academic development. Lack of computer literacy is still a major problem. However, with the increase of ICT sensitization programs in schools and as portable computing devices such as smartphones and laptops become cheaper, this problem will be solved with time.

Furthermore, 23.3% of the respondents noted that lack of reliable internet connection is equally another challenge to the adoption of social media use in education at KIU. Currently in Uganda, most mobile network operators provide Internet services. However, network coverage of the mobile operators is still a challenge. Some parts of Uganda have no mobile network connection at all. This only happens when students go upcountry.

Also, 20.0% of the respondents said that lack of reliable power supply is another hindrance to the adoption of social media in education at KIU. Almost all learning institutions in rural area have no electricity. This limits the university's' ability to use computers, assess online materials. It also limits students to get light energy for studying. Therefore access to electronic learning materials is still difficult in many areas of the country.

Finally, 14.4% of the respondents said that cybercrime is another hindrance to the adoption of social media education at KIU. With the growth of cybercrime and identity theft, students perceived that, privacy and information security risks are still hindering the usage of social media in education.

However, social media users worry that: To what extent is the information posted about student secured? Who has access to that information posted on social media and what's his role? (Instructor, student, parent, webmaster), How is it ensured that an individual recognizes his right to privacy and exercises it appropriately?

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter was concerned with the summary of the study, conclusion and recommendations.

#### **5.1 Summary of the study**

This section presents the summary of the study in accordance with the objectives. The study was based on research objectives which included; establishing the different types of social media sites used in education at KIU; to find out the impact of social media on education at KIU; to find out the challenges in the adoption of social media on education at KIU.

On the different types of social media sites used in education at Kampala International University, the study revealed that; Facebook, WhatsApp, Twitter, Google+, and LinkedIn are the major social media networks used on education at Kampala International University.

On the impact of social media on education at KIU and the findings revealed that: easy access to educational materials, increased discussions among students, increase teacher's collaboration, quick communication, and new way of interaction in learning process were the major direct benefits associated with the use of social media on education at KIU.

On challenges in the adoption of social media on education at KIU, the study found that; poor access to social media, poor internet access, inadequate power supply, lack of knowledge on how to use social media, and cyber crime were the challenges in the adoption of social media on education at KIU, Uganda.

#### **5.2 Conclusion**

Study findings show that social media are not fully utilized in education. Social media sites are being used mainly for providing educational news compared to other educational aspects such as provision of study materials and educational advice. The materials posted in social media sites

are not structured according to Ugandan educational system. Some of the perceived challenges that hinder the usage of social media lack of access to social media sites, unreliable power supply, threat to privacy and information security, lack of reliable internet connection and lack of knowledge on how to use social media sites.

However, the study found that social networking services are increasingly being used by educators as teaching and learning tools that supplement traditional classroom environments as they provide new opportunities for enriching existing curriculum through creative, authentic and/or flexible nonlinear learning experiences (Buzzetto-More, 2007). From chat rooms, discussion forums, blogs and wikis, services like Facebook, and/or virtual world's like Second Life, social networking tools are being meaningfully added to curriculum.

Social networking services have been shown to foster social learning while engaging students in a complex array of communicative and creative endeavors including new literacy practices. The study reported in this paper examined the perceptions of students who completed courses that used Facebook as an instructional tool and found that the participants considered Facebook a valuable tool that helps to strengthen interpersonal relationships, build learning communities, and engage students.

The use of social networking services in education has been shown to benefit education a number of ways by supporting social learning, constructivist teaching practices, authentic instruction, student centered learning, and on demand access to learning.

Croft (2009) states that students motives to SNSs includes: Connecting with Students in their zone, Post online lectures, create interest groups, access online libraries, post class notes, make announcements, schedule events, brainstorm, share Files, tag Books and also homework help.

### **5.3 Recommendations**

From this research a number of short-term recommendations emerge:

The government in collaboration with the private sector should make sure that there is reliable access to internet among students in both rural and urban areas. This should go hand in hand with the reduction of internet costs to ensure affordability. Furthermore, supply of electricity should

also be given a priority as it accompanies the use of ICT devices such as computers and mobile phones for internet services.

The study recommends that the government in collaboration with other stakeholders should improve the country's infrastructure that will foster the fully utilization of social media. Social media forums should be organized in such they can provide education support according to Ugandan education systems.

The study is anticipated to be of significance to the educationalists as it will highlight the need to incorporate social media in Uganda education. This will in the long-run help in easy adoption of social media in the learning process.

Furthermore, the study suggests that higher institutions of learning should invest in building technical competency for communication staffs for effective utilization of social media. Ensure access to both software and technical expertise of controlling information being posted on schools' social media account.

#### **5.4 Areas for further research**

Given the time and other limitations of the study, the researcher suggests that more research be done on the role of social media on academic performance of students in Uganda.



## REFERENCES

- Abdel-Wahab A. G. (2008). Modelling Student's Intention to Adopt E-learning: a case from
- Adam, M. & Nor, Z. (2010) the influence of social networking sites on student's academic performance in malaysia: *International Conference on Internet Studies*, No. QJ13000.7128.03J32
- Ajjan, H., & Hartshorne, R. (2008). *Investigating Faculty Decisions to Adopt Web 2.0 Technologies: Theory and Empirical Tests*, *The Internet and Higher Education*, 11(2), 71-80, 2008.
- Alona Forkosh-Baruch, Arnon HersHKovitz. (2011). *The Use of Social Networks by Higher-Education Institutes in Israel*, *Proceedings of the Chais Conference on Instructional Technologies Research: Learning in the Technological Era*, 2011.
- Annika A. and Åke G. (2009). A conceptual framework for e-learning in developing countries: a critical review of research challenges. *Electronic journal of Information systems in Developing countries*. Vol 38 p 1-16.
- Assembly, Lagos, Nigeria, 11 July 2009.
- Bisan Battrawi, Rami Muhtaseb, (2010). *The Use of Social Networks as a Tool to Increase in Science and Science Literacy: A Case Study of*
- Boyd, D. M. and Ellison, N. B. (2007). Social Networks: Definition, History, and Scholarship", *Journal of Computer Mediated Communication*, Vol. 13 no 1
- Buzzetto-More, N. (2007, August). Exploring Second Life as an educational medium. *Proceedings of the Second Annual UMES Center for Instructional Technology E-Learning Symposium*. Princess Anne, MD.
- Calvó-Armengol, Antoni Patacchini, Eleonora Zenou Yves. (2008). "Peer Effects and Social Networks in Education", *IZA Discussion Papers*, No. 3859, 2008.
- Cao, L., Pauleen, D. & Bathurst, R. (2012) Social Support Network and Use of SNSs among Chinese International Students: an Exploratory Study in New Zealand. *Educational Technology Letters*, 2(1).
- Cavazza, F. (2008). "Social Media Landscape." Retrieved July 30, 2008, from
- Cheal, C., Coughlin, J., & S. Moore (2012). *Transformation in teaching: Social media strategies in higher education*. Santa Rosa, CA: Informing Science Press.

- Cheung C. M. K. and M. K. O. L. Pui-Yee Chiu. (2011). *Online social networks: Why do students use facebook?*, Computer in Human Behaviour, vol. 27, no. 1, pp. 1337–1343, 2011.
- Coiro, J., Knobel, M., Lankshear, C., & Leu, D. (2008). Central issues in new literacies and new literacies research. In J. Coiro, M. Knobel, C. Lankshear, & D. Leu (Eds.), *Handbook of research on new literacies* (pp. 1–21). New York: Lawrence Erlbaum Associates.
- Conole, G. and Alevizou, P. *A literature review of the use of web 2.0 tools in higher education*. Higher Education Academy, 2010.
- Consortium, T. N. M. (2007). "Social Networking, The "Third Place," and The Evolution of Communication." The New Media Consortium.
- Croft, S. (2009). *Top 20 Reasons you Should be Using Facebook in your Classroom*.
- Daniel, G. J. & W. Mackintosh. (2009). *E-learning on the far side of the digital divide*, Proceedings of the 2nd ACDE Conference and General Egypt. Electronic journal of Information systems in Developing countries. Vol 34 p 1-13.
- Eke H. N. (2011). Modeling LIS Students' Intention to Adopt E-learning: A Case from University of Nigeria, Nsukka.
- Emerging Adults*, Journal of Applied Developmental Psychology, 29(6), 420-433.
- Essoungou, A. M. (2010). *Using mobile phones Africans join the global conversation* (2010) Retrieved on March 17, 2012, from <http://www.un.org/en/africarenewal/>
- Farhoomand, A. F. Tuunainen, V.K., and Yee, L.W. (2000). "Barriers to Global Electronic Commerce: A Cross-country Study of Hong Kong and Finland", *Journal of Organizational Computing and Electronic Commerce*, vol. 10, no. 1, pp. 23-48.
- Fogg, L., Phillips, L., Baird, M., & Fogg, B., (2011). *Facebook for educators*. Retrieved 10/6/11 from <http://www.facebook.com/safety/attachment/Facebook%20for%20Educators.pdf>
- Fuchs-Kittowski. F., Nikolaus, K., Daniel, F. and Johannes, E. (2009). *A Comparative Study on the Use of Web 2.0 in Enterprises*, Proceedings 9th International Conference on Knowledge Management and Knowledge Technologies, Graz.
- Green, H and Hannon, C, (2007), *Their Space: Education for a digital generation*, online version, accessed September 4 2007, <http://www.demos.co.uk/files/Their%20space%20-%20web.pdf>
- Grenhow, C., & Robelia, B. (2009). Old communication, new literacies: Social network sites as social learning resources. *Journal of Computer-Mediated Communication*, 14, 1130–1161. doi: 10.1111/j.1083-6101.2009.01484.x

- Grönlund, Å, & Islam, Y. M. (2010). A mobile e-learning environment for developing countries: the Bangladesh virtual interactive classroom. *Information Technology for Development*, 16(4), 244–259.
- Gunawardena CN, Hermans MB, Sanchez D, Richmond C, Bohley M, Tuttle R. (2009) *A Theoretical Framework for Building Online Communities of Practice with Social Networking Tools*, *Educ Media Int* 46(1): 3–16, 2009.
- Harrison, R. and Thomas, M. (2009). Identity in Online Communities: Social Networking Sites and Language Learning: *International Journal of Emerging Technologies and Society*. Vol. 7, No 2, pp: 109-124, Available at <http://laurelpapworth.com> retrieved April 4th, 2009. html.
- Infographics Lab. (2012). *Facebook 2012*. Retrieved 3/26/2012 from: <http://www.infographiclabs.com/infographic/facebook-2012>
- Internet World Stats. (2013). *Usage and Population Statistics*, Miniwatt Marketing Group, 2013.
- Ishengoma and Adam B. Mtaho. (2014). *Online Social Network as a Tool for Facilitating e-Learning in Tanzania*. *International Journal of Open Information Technologies* vol. 2, no. 10, 2014.
- Jones, C, & Shao, B. (2011). *The Net generation and digital natives: Implications for higher education*. Higher Education Academy, York. Retrieved from <http://oro.open.ac.uk/id/eprint/30014>
- Junco, R., Heiberger, G. and Loken, E. ‘The effect of Twitter on college student engagement and grades’, in *Journal of Computer Assisted Learning*, 27, 2, pp. 119–32, 2011.
- Kaplan, A. M. and Michael, H. (2010). Users of the World, Unite, the Challenges and Opportunities of Social Media, *Business Horizons*, Vol. 53, Issue 1.
- Kasumuni, L. (2011). *Unleashing Web 2.0 for African education*. Retrieved on March 13, 2013, from [http://www.elearning-africa.com/eLA\\_Newsportal/unleashing-web-2-0-for-africanlearning/](http://www.elearning-africa.com/eLA_Newsportal/unleashing-web-2-0-for-africanlearning/)
- Kavi Kumar Khedo, Sheik Mohammad Roushdar, Ally Elaheebocus, Asslinah Mocktoolah and Rajen Suntoo. (2012). *Online Social Networking as a Tool to Enhance Learning in the Mauritian Education System*, *Journal of Emerging Trends in Computing and Information Sciences*.
- Kavi, K. K. E. Sheik Mohammad Roushdar Ally, M. Asslinah, and S. Rajen. (2012). “Online Social Networking as a Tool to Enhance Learning in the Mauritian Education System,” *Journal of Emerging Trends in Computing and Information Sciences*, vol. 3, no. 6, pp. 907–912.

- Kevin, P., Lori, B. & Bethany, V. (2010). The Use of Alternative Social Networking Sites in Higher Educational Settings: A Case Study of the E-Learning Benefits of Ning in Education. *Journal of Interactive Online Learning*, 9(2), summer 2010.
- Lee, M. and McLoughlin, C. (2010). *Web 2.0-based e-learning*. Hershey PA, Information Science Reference.
- LeFever, L. S. (2008). "Video: Social Media in Plain English." Retrieved August March 16, 2012, from <http://www.onlineuniversities.com/blog/2010/05/100-inspiring-ways-to-use-socialmedia-in-the-classroom/>
- Moran, M., Seaman, J., & Tinti-Kane, H. (2011). *Pearson social media survey 2011*. Pearson Learning Solutions. Retrieved 9/22/2011 from: <http://www.pearsonlearningsolutions.com/blog/2011/05/09/teaching-learning-and-sharing-how-todays-higher-education-faculty-use-social-media/>
- Moskaliuk, J. Kimmerle, J. and Cress, U. (2009). 'Wiki-supported learning and knowledge building', in *Journal of Computer Assisted Learning*, 25, 6, pp. 549–61.
- Nicholas, D., Gunter, B. and Rowlands, I. (2009). *The Google generation*. Oxford, Chandos.
- Onyeka Ndidi C., I. Sajoh Dahiru, and D. Bulus Lucy, "The Effect of Social Networking Sites Usage on the Studies of Nigerian Students," *The International Journal Of Engineering And Science (IJES)*, vol. 2, no. 7, pp. 39–46, 2013.
- Ophus, J. D. & Abbitt, J. T. (2009). *Exploring the Potential Perceptions of Social Networking Systems in University Courses*, MERLOT Journal of Online Learning and Teaching, 5(4), 639-6488.
- Puiu, T. (2008). "Twitter: Why It's So Great and How to Effectively Use It." Retrieved August 7, 2008, from <http://www.lostartofblogging.com/twitter-guide>.
- Raihan, A, M. Hasan, and R. H. Shamim, (2013) *Facebook , The New Edutainment Avenue in TVET for Affective Learning*, IOSR Journal of Engineering, vol. 3, no. 12, pp. 16–28, 2013. Retrieved on April 12, 2012, from <http://www.studentloaninfo.org/blog/facebook-classrooms>
- Roblyer, M. D., McDaniel, M., Webb, M., Herman, J. & Witty, J. V. (2010). *Findings on Facebook in Higher Education: A Comparison of*
- Selwyn, N. (2008). An investigation of differences in undergraduates' academic use of the internet. *Active Learning in Higher Education*, 9(1), 11-22.

- Selwyn, N. (2009). The digital native – Myth and reality. *Aslib Proceedings: New Information Perspectives*, 61(4), 364-379.
- Solis, B. (2008). "Introducing The Conversation Prism." Retrieved August 6, 2008, from <http://www.conversationprism.com/>
- Staff writers. (2010). 100 Inspiring Ways to Use Social Media in the Classroom. Retrieved on August 6, 2008, from <http://www.classroom24.org/social-media-100-ways-to-use-social-media-in-the-classroom/>
- Subrahmanyam, K., Reich, S., Waechter, N. & Espinoza, G. (2008). *Online and Offline Social Networks: Use of Social Networking Sites by Adolescents*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Swartzfager, B. (2007). "Twitter as Alert System?" Retrieved August 7, 2008, from <http://www.swartzfager.org/blog/index.cfm/2007/4/17/Twitter-as-Alert-System>.
- Tham, J. & Ahmed, N. (2011). The usage and implications of social networking Sites: A survey of college students. *Journal of interpersonal, intercultural and masscommunication*, 2(1), 2011
- Webb, E. (2009) Engaging students with engaging tools. *Educause Quarterly*, 32(4).
- Wheeler, S., Yeomans, P. & Wheeler, D. (2008). The good, the bad and the wiki: Evaluating student-generated content for collaborative learning. *British Journal for Educational Technology*, 39(6), 987-995.
- Wilburn, J. (2008). "Using Twitter for Higher Ed." Retrieved August 6, 2008, from <http://jeremywilburn.wordpress.com/2008/03/04/using-twitter-for-higher-ed/>.
- Willems Julie, Debra Bateman, (2011). *The Potentials and Pitfalls of Social Networking Sites Such as Facebook in Higher Education Contexts*, Proceedings ASCILITE, 2011.
- Yang Su, E. (2011). *Social networking helps students perform better, professor says. K-12 Daily Report*. California Watch. Retrieved from: <http://californiawatch.org/dailyreport/social-networking-helps-students-perform-better-professor-says-12292#.ToASq-flvc.email>

## APPENDIX A

### QUESTIONNAIRE

I am a student of Mass communication from Kampala International University in Uganda conducting research on the topic “**the role of social media in promoting education in Kampala city**”. The purpose of this study is to fulfill my academic requirements. I therefore kindly request you to answer for me the following questions.

#### SECTION A

1) Gender

(a) Male ☐ (b) Female ☐

2) Age

(a) 20-29 ☐ (b) 30-39 ☐  
(c) 40-49 ☐ (d) 50-59 ☐  
(e) 60+ ☐

3) Marital Status

(a) Married ☐ (b) Single ☐  
(c) Widower ☐ (d) Widow ☐

4) Religion

(a) Catholic ☐ (b) Protestant ☐  
(c) Muslim ☐ (d) Others (Specify) .....

5) Educational Level

(a) Diploma ☐ (b) Degree ☐  
(c) Masters ☐ (d) PhD ☐  
(e) Others (specify).....

6) What do you know about social media?

.....

.....  
7) Do you use social media?

Yes ☐

No ☐

If no, why?.....  
.....  
.....

7a) Which of the following social media networks to do you use?

1. Facebook ☐

2. Twitter ☐

3. WhatsApp ☐

4. Google+ ☐

5. LinkedIn ☐

Others, specify.....

8). What are the different types of social media sites used in education at KIU?

.....  
.....  
.....

9). What is the impact of social media on education at KIU?

.....  
.....  
.....

10). What are the challenges in the adoption of social media on education at KIU?

.....  
.....

**END**

**Thank you**