Journal of Education

Stratford
Peer Reviewed Journals & books

Relationship between Social Media Usage and Students' Discipline in Private Day Secondary Schools in Rwanda

Ntakirutimana Emmanuel & Dr. Hesbon Opiyo Andala

Relationship between Social Media Usage and Students' Discipline in Private Day Secondary Schools in Rwanda

[1]*Ntakirutimana Emmanuel, [2]Dr. Hesbon Opiyo Andala

[1]Post graduate student, Mount Kenya University, Rwanda

[2]Dean, school of education, Mount Kenya University, Rwanda

*Email of the corresponding Author: entakirutimana01@gmail.com

Abstract

ICT educational policy has made innovation in education in Rwanda and improved cost-effective of the world class by using technology tools in education. This improved the quality of education due to diversification of teaching methodology, where education in Rwanda has been changing systematically to the provision of various services. Through implementation of ICT educational policy, the student has been having an opportunity of using social media platforms while sending photos, sharing videos, watching music and communicating with their friends. Therefore, the study came up to establish the relationship between social media usage and students' discipline. The study employed descriptive research design with the sample size of 240 people. Social media usages were independent variables while students' discipline was the dependent variable. The data was collected and analyzed by using correlation design in order to establish the relationship between social media usages and students' discipline. The results given by respondents of the study were confirmed at the average rate of 82.3%, saying that the use of social media platforms to students affect their behavior in terms of dressing styles, attention span, truancy and classroom attendance and also they presented that there is a significance high degree of negative correlation between social media usage and students discipline as it was also proved by Karl Pearson coefficient of correlation (r) of -0.663 from respondents' perceptions.

Keywords: *Social media, student discipline, disruptive behavior*

1.0 Introduction

1.1 Background of the study

Social media is one of the ways that help people to share information (Barrus, 2010). Social media has almost become part of people's daily life compared to the past. Nowadays, people use different media such as newspaper, radio and television while sharing information. Social networking tools like Face-book, Instagram and you-tube facilitate a big number of people in various ways such as creating friendship and exchanging information as well as ideas at a minimum cost and within a short time. The development of the students who access on social media was developed through the implementation of ICT in Education (Jasra, 2010).

The revolution of ICT was mainly focused on how teachers provide knowledge to students as the main source of knowledge to be delivered. Teachers were using various traditional methods of teaching in which the students were passive during teaching and learning process (teacher centered approach). The modern way of teaching was developed in most countries where they started to use teaching materials such as calculators and computers (Chen & Paisley, 1985). This was done in order to make effective teaching and to reduce traditional method of teaching which were discouraging the students retention during teaching and learning process. The use of computer in education helped various educationists so as to enhance teaching and learning process. The introduction of technology in education replaced some teachers' activities during teaching and learning process (Norris, 1977). Through making the society more productive, people became problem solvers and they got content which can help them to maintain their life effectively and also to improve the life of society in general (Papagiannis, Douglas, Williamson & LeMon, 1987). Traditional teaching increased unemployment rate and reduced economic growth due to the lack of enough skills among people in order to become more professional (Schgurenky,1997).

ICT had a globalization component force which had enhanced many ways of connectivity among people (McGrew, 1992). Some researchers realized that using ICT in education enhanced also student-centered approach (Smeets & Mooij, 2001). Some educators said that ICT in secondary school improved quality education (Broekman *et al*, 2002). The overall goal of ICT in education in Africa was to develop and test models of leveraging ICTs in education in Africa (UNESCO, 2015). This helped to identify innovative solutions for achieving quality, equity and inclusive education in Africa.

The Government of Rwanda highlighted the national goal which was helpful to a country specifically in the development of income status by vision 2020 which was built on getting effective and efficient information and also getting relevant knowledge based on society and economy through to the use of ICT (Glen, 2007). Basing on the development of ICT in education, the preliminary development of relationship among people was done due to access on social media Cohen (2009) and Hartshorn (2010). Social media platforms such as face-book and you-tube became accessible to secondary school students and within their daily activities (Jasra, 2010). Teaching and learning process was a set of activities which can be affected by both internal and external environment of the student, in this case the study suggested that parents, teachers and school administrators and educational officers should be

more effective to the proper conduct of the students' discipline and to achieve the educational goals.

1.2 Problem statement

Basing on ICT education policy, the vision of ICT Education policy in Rwanda, was to make innovation and improved cost- effective of world class by using educational technology tools and resources so as to create knowledge by focusing on the boundaries of education. This improved quality education due to diversification of teaching methodologies (MINEDUC, 2016). ICT in education also transformed Rwandans to feel like skilled human capital in order to reach to socio-economic development of the country. This has promoted equity and equality in education and also brought critical thinking and positive value (ESSP, 2013). Through the implementation of ICT educational policy, most the students of day secondary schools get opportunity of using social media platforms such as face-book, Instagram, WhatsApp and you-tube while sharing information with their friends and their family members. However, social media is the part of them mainly improving technology in their studies, most students have got opportunity of using social media at school and at home due to the advancement of technology in education (Njoroge, 2013).

In Rwanda, the increase of social media usage by students had created big issues for a school concerning and school's ability to make the students discipline (MINEDUC, 2018). This can impact students' behavior because they use those social media in ineffective way in which the students put a lot of concentration on social media platforms and this reduces socialization in community, students' retention on their learning activities and academic performance (Julia, 2014). Deputy in charge of discipline in school, teachers, head teachers and parents are complaining a wide range of disruptive behaviors in schools, in families and also in society (MINEDUC report, 2018). According to this report, students are watching pornography, sharing sexed photos and sharing irrelevant messages using various social media during class time. Due to the data that the study got from different respondents, the study perceived that the indicators like classroom attendances, attention span, and truancy have created a big issue in educational sector and society in general about the lack of discipline among the private day secondary schools and the relationship between of social media usage and students' discipline was a need in this research.

1.3 General Objective

The general objective of this study was to investigate the relationship between social media usage and students' discipline in private day secondary school in Rwanda.

1.4 Objective of the Study

To establish the relationship between social media usage and students' discipline.

1.5 Research questions

What is the relationship between social media usage and students discipline in private day secondary schools in Gasabo district?

1.6 Significance of the study

This study is significant because it is aiming to enhance the quality of education in private day secondary schools in terms of increasing the students' discipline. Therefore, different educational agencies may benefit from the study. The findings may be beneficial to school administration, teachers, students, parents, educational planners and the students of Mount Kenya University in general to identify the relationship between social media usages and students' discipline in secondary schools. In addition to this, the ministry of education may be helpful from the results of this study in order to elaborate the proper way of using social media among the youth. This also will help parents and educational leaders to find out the strategies which can be used to prevent the indiscipline cases which can be caused by the use of social media in schools.

2.0 Literature review

2.1 Review of Theoretical Literature

Ewan and Damer (1996), conducted the study related to the management of indiscipline students. They have highlighted various discipline problems in school such as school attendance, attention span, school absenteeism, school truancy, school dropout, name calling, writing on walls and breaking, stealing, misusing the school materials like extravagating the school water, throwing chalks to be used while teaching and misusing the school textbooks. Different researcher mentioned most of the frequent forms that can reduce discipline of the student in class and out of the classroom. Such indiscipline cases can be affected by the level through which students can use social media like sharing information, exchanging photos and watching videos on their face-book, Instagram and you-tube parents' attitudes towards to the children and school rules and regulations can also influence the students to have descriptive behavior, to became passive in their daily activities and to work without purpose.

2.1.1 Student discipline

Schon (1983), stated that schools should provide education to all children who attend the school and train them to feel out schooling life. Student misbehavior is at high level that affecting education and students' misconduct interfere teaching and learning and also parents' education towards to their children. Mbiti (2007), used the term discipline to explain the moral spirit of an individual which is developed into human personality and which can change due to individual control. Discipline is the state in which individual develop his or her behavior that should be employed in order to make effective learning (Mwangi, 2006). It helps the students to progress their education levels due to the development of positive attitudes and values. Students need to develop their discipline in order to make their educational background progress (Charles, 2002). Furthermore, discipline defined as having acceptable behaviors which are approved by the society and on the other hand, students discipline refers to having acceptable behaviors related to the school rules and regulations

Role of discipline

According to Kohlberg (1968), discipline is an aim of education and he argued the children must be highly motivated towards to positive thought of actions. Dewey (1910), said that children should be guided especially during teaching and learning process in order to make education given to them more valuable. Max (2011), said that developing discipline of children is to shape their behaviors and Max confirmed that we understand the term discipline, it defines as giving instruction and training an individual in a specific guide lines. It refers to the way of educating children in order to reach on the level of competition among to make self -control and self-direction in the society. It is an ongoing activity of prepare people in general so as to live in community affectively. Max (2011), concluded that discipline is changing and shaping children' discipline in a desired way instead of giving punishments. The problems caused by students' indiscipline can be achieved due to the allocation of rules and regulation which direct their behaviors, encouraging their positive behaviors and discouraging their negative behaviors (Max, 2011).

2.1.2 Social media

Margaret (2016), defined social media as website and means of communication done online by people in order to exchange information and social life. Frequently, students who attend day secondary school are the most to access on social media such as face-book, Instagram, you-tube, skip, viber, twitter, Google +, WhatsApp became an inevitable part of their daily life and most them like it.

Social media had opened up new avenues for the students to engage with each other in which the content is available on the media. The students who are using social media, they stay connected with friends basing on their similar emotional interest, this brings the case of misunderstanding between students and parents, school administration, teachers and society in general because they affected by gathering information from a diverse range of people and

this increase their emotional instability as they move from consuming social media that they are likely in their daily life (Clay, 2010). Andrew (2007) and Nicholas (2010), criticized social media that students are potentially damaged to their thinking, their culture and to society in general because however social media are likely used it should change both individual and society.

2.1.3 Use of social media in education

Basing on the development of educational technology teachers and students are using smart phones in their daily lives in which they became aware of accessing on social media in such way that there are some web tools which lead them to the context of education (Khaama press, 2014). Some students create more than one account on social media networks which lead them to disruptive behavior where they change their gender which is registered on their accounts by using feminine names for boys while making friend request to girls.

The students become highly motivated during teaching and learning process due to the use of social media because the students get opportunity of searching information, asking questions to teachers and colleges, making effective revision and making publication of their knowledge (Choi &Kang, 2014). The students use social networks in their learning process in order to gain new vocabularies, increase their thinking skills, organize sentences and make paragraphs effectively (Yuna *et al*, 2012).

2.1.4 Challenges faced by the use of social in education

Most of the students are attracted by social network sites such as face-book, twitter, WhatsApp and you-tube in which they can share information with many people (Khaam press, 2014). Denis (2014), the use of social network sites with many people leads the students to share their personal and private information which may be used in way. Therefore, privacy is one the challenges which can be faced due to the use of social media. Social networking sites also attract the students where they access on them for a long period without changing the position and this can cause some health issues to the human body such as eyes issues and back pain (Raut & Patil, 2016). Social media increase the level of friendship among peers where an individual can have a big number of friend the they share information but sometime the quality of friendship that they develop is not reliable with the social in which they bring more harmful than good due to the behavior of participants and this cannot develop their positive and accurate image. In this case some adolescents interact with people whose bad behavior which can lead them to kidnapping condition.

2.1.5 Positive impact of social media in education

Social media can impact the students positively where they become more familiar with computer and other electronic devises due to the cause of development of technology where most of the students use google in the academic study especially while making their research (Khaam press, 2014). This also helps the students to get opportunity which help the students to develop their skills and to conduct their life effectively. In fact, the students who use social media can develop their talents faster due to the earning of thoughts from different people like being good at programming and being good at music in which they can opportunity of sharing their videos and this can increase creativity among students (Julia, 2014). Through to the use of social media can also help the students to get opportunity of informing their academic and nonacademic problems to the public and this can bring solutions of their problems on time.

2.1.6 Negative impact of social media in education

Khaama Press (2014) said that the most negative impact of social media to students was found due to their frequent checking on face-book, Instagram, you-tube and other related social media. He said that this can be one of the factors that change other valuable activities negatively such as lack of concentration on learning activities, making effecting communication approved by the society and misunderstanding the reality of the thoughts. Frequently, social sites had impacted negatively on education because of the number of popularity who access on social media in which the information published has created bad attitude, many students attempt a lot of concentration on the sites of social media such as face-book and you-tube while studying instead of putting a lot of emphasis on their learning activities and retention of the given skills and knowledge ,reduced academic performance (Julia, 2014).The frequent access on social media by students lead to reduction of socialization in people and lack of people skills due to the lack of face to face communication.

2.2 Empirical literature review

A number of people show that social media has significant effects on students' discipline. Christine (2016), from Michigan State University conducted a research on social media and education in which she found that most of people make full participation to social sites instead of making the proper use of social media so as to upgrade the limits of formal and informal learning. There is a minimum attention which can motivate the spirit of learning due to the growth of children who access of social media (Merchant, 2012).

Brenner and Smith (2013), did a research on the use social media and cultural change among the youth in which they discovered that, frequent use of social media of the students, they can engage in participation of digital cultures only instead of developing social cultures and making effective attention on their academic studies. Clark *et al* (2009), suggested that intersection between digital cultures and institutional ICT practices is a space which is not

managed by adolescents where the students are not using social media in a right way in order to enhance their formal education.

Bowen *et al.* (2008), did a research with teacher about the students' discipline and they found that the students' indiscipline is the top behavioral problem and this was similarly presented by Ewan and Damer (2008), they did a research on the proper use of school materials as well as threatening language which were replaced by lack of respect towards to others.

Increasing the general appearance of real incident related to the students' discipline problems have been pointed out by the concern for the safety and security in schools and at home. The exploration of literature has realized a variety of descriptions and suggestions as the nature of students' indiscipline. The great case in Kenya involving students strike was pointed out where the boys refused to participate in the manual labor and concentration of their own activities (Sifuna, 2000). Charles (2008), conducted a research about the public attitudes in America studies in which he found that discipline was ranked as the leading problems.

Njoroge (2013), studied the effects of social media among the students who tend to change their behavior. He discovered some risks involved by social media in which 47.9% of participant proved that social media have enhanced cyber bulling, 71.2% agreed that due to social media, many adolescents including secondary school students have been shared web content related to the sex, 66.4% agreed that social media have made young generation lazier, 65.8% are physically antisocial due to the use of social media and 30.1% were adolescents who were influenced by groups having access on social media.

Choi and Kang (2014), studied the students' motive using social media in their learning process where they found that 71.2% used social media to solve assignments with friends, 75.5% to search information, and 49.3% to ask question, 61.4% to publish content, 39.4% to receive feedback and 44.5% use social media to make revision of their studies. Yunus et al (2012) said that the use of social network during learning process, students enhance their critical thinking, confidence level, motivation, interaction, writing skills and vocabulary development.

2.3 Critical review and Research Gap identification

By the time you look at the findings of other researchers on the use of social media in education, you find that there is a gap on relationship between social media usage and secondary school students. Choi and Kang (2014), did a research in Nigeria which was entitled social media in learning process where the study found that students are motivated in their learning process in which they said that social media help the students to search information, to ask questions, to make revision, and to publish received knowledge. To the same extent, Yuna *et al* (2012), conducted a survey in Nigeria about the integration of social network in which they found that social networks help students in their learning process due to gaining new vocabularies, having effective thinking and organizing sentences and paragraphs effectively.

Critical analysis on the use of social media of the researches done, the studies showed that the researchers were concentrated on the positive effects of social media on academic performance but they did not show the negative effects of social media on academic discipline of the students.

Gao *et al* (2012), conducted the research in Malaysia which was entitled educational benefits of social media in which they stated that social media serve the educational benefits in learning context in which they suggested that social media may bring new forms of inquiry, effective communication, collaboration, positive cognitive, social and emotional impacts. This research study emphasized on educational benefits that the students get for the use of social media but they did not discover the educational negative impacts of the students in terms of academic discipline of the students. The ministry of education in Rwanda (MINEDUC) showed that there is an increase of indiscipline cases of students in private day secondary schools due to the easy access on social media and it was to this effect that researcher interested at establishing the extent to which social media usage influence indiscipline case in private day secondary schools in Rwanda, then at the end policy recommendations was given.

2.4 Conceptual Framework

Conceptual framework is a model which provides the linkage between independent variable

and dependent variable.

Independent variables

Dependent variables

Social Media usages
-Exchanging information
-Sharing photos
-Watching Videos

Students' Discipline
-Classroom attendance
-Attention Span
-Dressing style
-Truancy

Intervening Variables

-Educational policy
-School rules and regulation
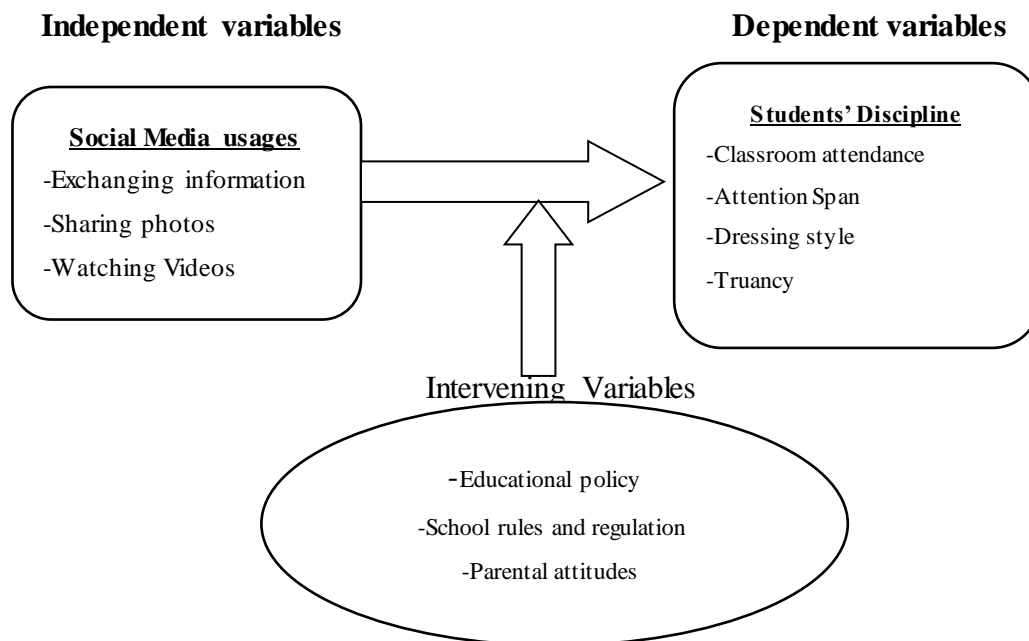-Parental attitudes

Figure 1: Conceptual framework

The conceptual framework illustrated in the Figure 1 shows how Social media usage relates to the students' discipline in private day secondary school in Rwanda. Social media usage (cause) and students' discipline (effect). Therefore, the increase of social media usages among students, can reduce students' discipline while the reduction of social media usages among students, can increase students' discipline.

3.0 Research Methodology

The study employed correlation design which was used to establish the relationship between social media usage and student' discipline. This study targeted 600 people whose access in private day secondary schools located in Gasabo district, Rwanda including school head teachers, deputies in charge of discipline, parents, teacher and students. The sample size was identified basing on the recommendation given by Yamane (1967). The sampling was done using purposive sampling technique by choosing from people whose access in private primary schools located in Gasabo district. Although the study used proportionate method in order to get representative of each stratum and then simple random sampling was used to find out the respondents of each stratum in which the study was represented by five strata. The total of 240 were used in the study. Five strata of the study were selected purposively. The three strata (students, teachers and deputies in charge of discipline) were given questionnaires while two strata (school head teachers and parents) were given guided interview. This was conducted in order to find out the questions which can maintain the study which was done. The researcher distributed the questionnaires to the respondents such as teachers and deputies in charge of discipline and conducted interview with school head teachers and parents in order to find out their emotions, feelings and opinions about the behavioral change of the students affected by the social media usages and also to enhance the necessary skills of conducting guided interview. The data collected from different groups was coded and analyzed by using descriptive statistics include frequencies, percentages and Microsoft excel in order to determine the students' discipline. The findings were presented through the use of figures and also participants of the study provided the data voluntary.

4.0 Findings

4.1 Introduction

The general objective of this study was to investigate the relationship between social media usage and students' discipline. The assumption was that the students' discipline was reduced due to social media usages factors.

4.2 Analysis of behavioral changes of the students due to the use of social media platforms.

Behavioral change of students affected by the use of social media platform was analyzed by using descriptive statistics of frequency and percentages to determine the behavioral change of students due to the social media usages.

4.2.1 Students perceptions on behavioral change of students due to the use of social media
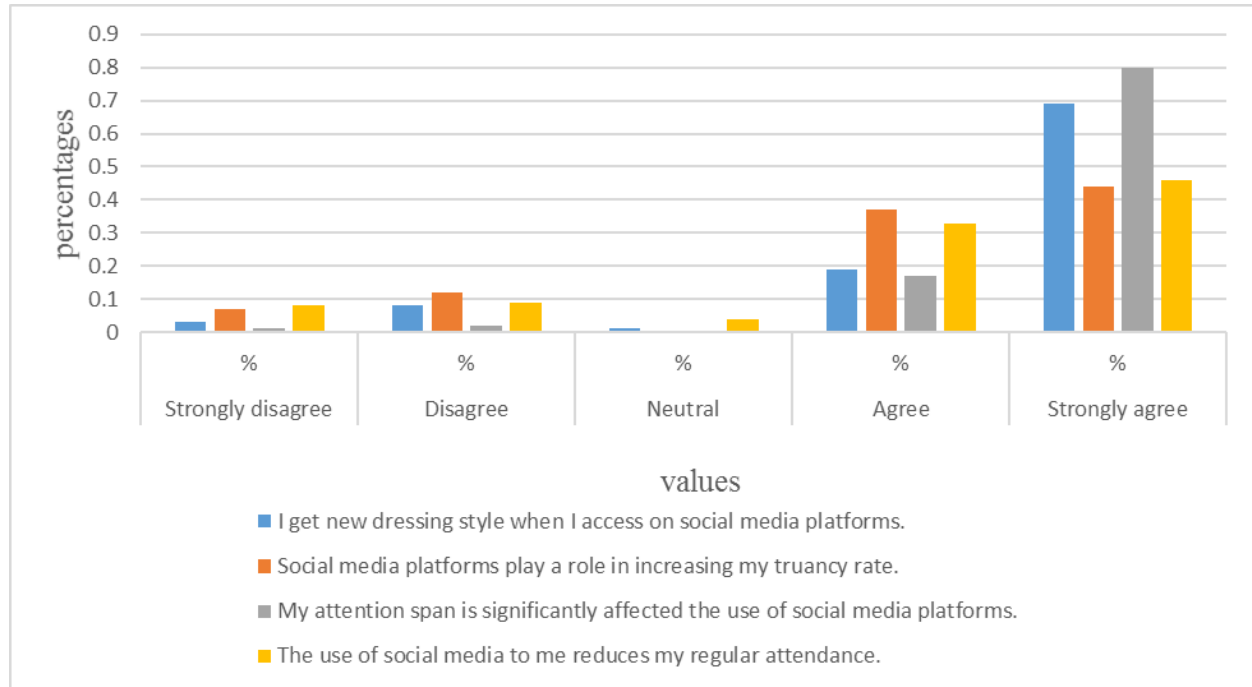

Figure 2: Behavioral change of students due to the use of social media.

The results in Figure 2 indicated the findings obtained from that the data collection which were based on objective of the study (behavioral changes of the students due to the use of social media platforms), the students who were studying in private day secondary schools which are located in Gasabo district, 26% of the respondents agreed and 60% were strongly agree that the use social media affects their discipline like imitating dressing styles and lack of attentiveness during learning process. This implies that 86% of the respondents agreed that influence their discipline negatively like having unconditional dressing styles, lack of attention span during learning process, increasing of truancy rate and reduction of class attendance.

4.2.2 Teachers perception on Behavioral change of students due to the use of social media
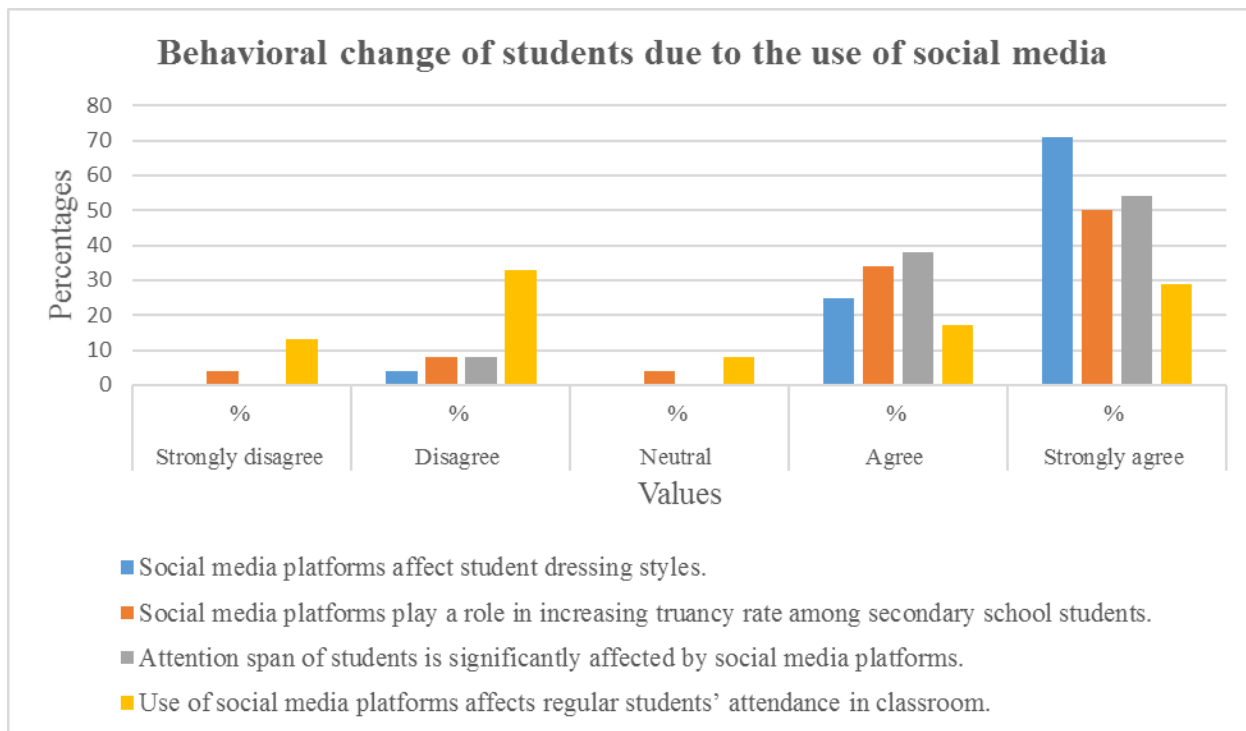

Figure 3: Behavioral change of students due to the use of social media.

The responses in Figure 3 indicated the perception of teachers on the discipline problems of the students that are influenced by the use of social media platforms, teachers who were teaching in private day secondary school, 29% of the respondents agreed and 51% of the respondents were strongly agreed that social media platforms reduce the students' discipline whenever they have accessed on them either at home or at school. This implies that 80% of teachers who were considered as the respondents of this study agreed that social media usages of the students affect their dressing styles, attention span, truancy rate and their classroom attendance.

4.2.3 Perception of deputies in charge of discipline on Behavioral change of students due to the use of social media
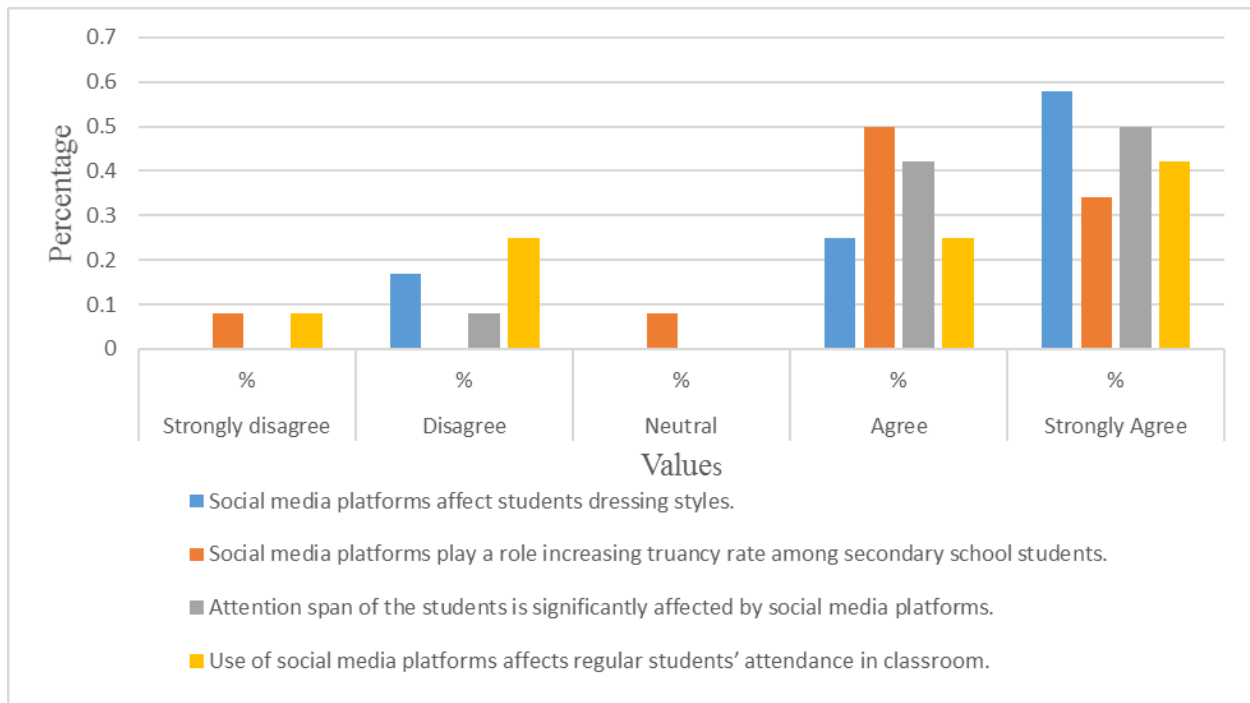

Figure 4: Behavioral change of students due to the use of social media.

Figure 4 indicates the perception of deputies in charge discipline in private day secondary schools in Gasabo district about behavioral change of students due to the use of social media, 35% of respondents agreed and 46% of respondents were strongly agreed that the use of social media platforms of the students affect their discipline negatively in which 81% of deputies in charge of discipline in private day secondary school who were considered as the respondents of this study agreed that social media platforms play a big part on discipline problems of students who are study in private day school students.

4.2.4 Perceptions of respondents from questionnaire given on the relationship between social media usages and students' discipline.

Table 1: Correlations Matrix

		Social media usage	Students' discipline
	Pearson Correlation	1	-.663
Social media usage	Sig. (2-tailed)		.028
	N	157	157
	Pearson Correlation	-.663	1
Students' discipline	Sig. (2-tailed)	.028	
	N	157	157

Basing on the Table 1 which presents the relationship between social media usages and students discipline in private day secondary school located in Gasabo district. There was a significance relationship between social media usage and students in private day secondary schools as P-value was 0.028 which was less than 0.05 as the level of significance. Furthermore, the findings obtained from respondents confirmed that there is high degree of negative correlation between social media usage and students' discipline where Karl Pearson coefficient of correlation(r) was -0.663 and this implied that social media usages affect negatively the students discipline in private day secondary schools located in Gasabo district.

4.2.5 Perceptions of respondents from guided interview on the relationship between social media usages and students' discipline.

Considering guided interview given to respondents on the relationship between social media usage and students' discipline, they answered that social media usages contribute to students' indiscipline cases in which they said that students adopt anti-social behaviors that they get from different people that they communicate day to day on their social media platforms and they added that the students develop strange culture which is also negative in their daily life.

5.0 Summary of the findings

Basing on specific objective of the study which was to establish the relationship between social media usage and student discipline. The study presented that there is a significance high degree of negative correlation between social media usage and students' discipline as it was also proved by Karl Pearson coefficient of correlation (r) of -0.663 from respondents' perceptions.

6.0 Conclusion

Considering the third research question which was ¨ what is the relationship between social media usage and students discipline in private day secondary schools in Gasabo district?" it was concluded that there is a significance high degree of negative correlation on the relationship between social media usage and students discipline and also this implied that social media usages affect the students discipline negatively especially the students in private day secondary schools in Rwanda.

7.0 Recommendations

Basing on the findings of the study, the following recommendations were addressed

7.1 General recommendations

1. The school administration should set up internal rules and regulations on the proper use of technology in education so as to prevent any indiscipline case which can be appeared due to the use of social media among the students in the school.
2. Teachers should make close control of the students during teaching and learning process in order to prevent any external circumstance that can disturb the students discipline and also their academic achievement.
3. Parents should take care of their children in whatever they do in their lives day to day. In addition to this, parents should take into consideration their involvement in their students' discipline control by making effective communication with teachers and school administration.
4. The ministry of education should set up the special policy which can guide the proper use of social media platforms among the youths so as to manage their discipline effectively. This should be attained when all educational stakeholders create a proper way of using technology among the students so as to control the students' discipline.

7.2 Recommendation for further research

Conduct research to examine the use of social media and students' academic performance in Rwanda so as to come with comparative analysis.

REFERENCES

Mourlam, D. (2014). Social Media and Education: Perceptions and Need for Support. *Journal on School Educational Technology*, *9*(3), 23-28.

Burrus, D. (2010). Social networks in the workplace: the risk and opportunity of Business 2.0. *Strategy & Leadership*, *38*(4), 50-53.

Jasra, M. (2010, November 24). The History of Social Media [Infographic]. Retrieved December 4, 2010, from Web Analytics World : http://www.webanalyticsworld.net/2010/11/history-ofsocial-media-infographic.html

Chen, M., & Paisley, W. (1985).*Children and Microcomputers: Research on the newest medium*. Beverly Hills, CA: Sage.

Papagiannis, G. J., Douglas, C., Williamson, N., & Le Mon, R. (1987). Information technology and education: Implications for theory, research, and practice.*Manuscript reports/IDRC; 161e.*

Njoroge, R. I. T. A. (2013). Impact of social media among the youth on behavior change: A case study of university students in selected universities in Nairobi, Kenya. *Unpublished Masters Thesis*.

Raut, V., & Patil, P. (2016). Use of Social Media in Education: Positive and Negative impact on the students.*International Journal on Recent and Innovation Trends in Computing and Communication*, *4*(1), 281-285.

Alamri, K.S. (2010). *Using web2.0 technology to enhance academic writing among students*.Sultan qaboos University. Italy.

Akhatar, N. (2013).Relationship between internet addiction and academic performance among students. *Educational research and review.8 (19), 1793-1796.*

Anaeto,G. and Osifeso, J.B.(2008).*Models and theories of communication.* African Renaissance books incorporated books, Africa.

Angrist, V. (2002). New evidence on classroom computers and pupils learning. *Economic journal, 112(482), 735-765.*

Asdaque,M. M., Khan, M.N. & Rizvi, S., S. A. (2010). Effect of internet on academic performance and social life of students. *Pakistan Journal of education and sociology, 24: 124-136.*

Bandura, A. (1977). Social learning theory. In B.B,Wolman and L.R Pomroy (Eds), international encyclopedia of psychiatry, psychology, psychoanalysis and neology (vol.10, pp.126-129). New York: Van No strand Reinhold.

Becta. (2001). *Emerging finding from evaluation of impact of information and communication technologies on pupils' attainment*. London:

Becta, C. (2000). *New direction in education. Paris*, UNESCO

Bilandzic, H. & Traud, P. J. (2012). *Social use of media: Culture and social scientific perspectives on audience research*. Intellect Ltd

Bosch, T.E. (2009). *Using social networking for teaching and learning:* Facebook use at

University of Cape Town.

Broekman, I. (1992). *Culture, cognitive and uncertainty: Metacognition in learning and teaching of probability theory.* Paper presented at University of Witswatersrand, South Africa.

Brophy, J. (1999). *Perspective of classroom management: yesterday, today and tomorrow. In H.J.Freibbergy(Ed) beyond behaviorism*: changing the classroom management paradign(pp.43-56).Needham Heights, MA: Allyn and Bacon.

Brydolf, C. (2007). *Minding my space: Balancing the benefits and risk of students' online social networks*. Education digest, 73(2), 4-8.

Cawthera, A. (2002). *Computers in secondary schools in developing countries: Cost and other issues.* Research report, department of international development.UK.

Choi & Kang (2014). *Social media in learning process.* Abuja: Nigeria.

Cohen, L.S. (2009). *The difference between social media and social networking*. Lons Cohen.

Edogoh, L. & Ekanem, I. (2013). *Facebook and relationship management among students*. Anambra state University, Nigeria.

Farah, H. & Yanda, A. (2015). The use of social networking among senior secondary school students. Abuja, Nigeria. *Journal of education and practice, 6: 15-24.*

Glen, F. (2007). *Survey of ICT in education in Africa*. Kigali: Rwanda country report.

Khaama (2014). *Positive and negative impacts of social media on our new generation.* Khaama prees.

Lenhart, A. & Madden, M. (2007). *Teens, privacy and online social network: How teens manage their own identities*. Washington, DC.

Lewis, B.K. (2009). *Social media and strategic communication: Attitudes and perceptions among colleges.* Published doctoral dissertation, University of Oklahoma, USA.

MINEDUC (2015). *ICT educational policy*. Kigali: Rwanda report.

Musa, A. S. (2015). *Social media in learning process of Nigerian students of mass communication*. New media and mass communication.

O' keeffe, G. S. & Pearson, K.C. (2011). *The impacts of social media on children, adolescents and families*. American academic pediatrics. Washington DC.

Osatuyi, B. (2013). Information sharing on social media sites. *Computers in human behavior,29(6), 2622-2631.*

Yuna *et al. (2012). Integration of social network in learning process*. Abuja: Nigeria.

Whiting, A. & Williams, D. (2013). Why people use social media. Qualitative make research: *An international journal, 16(4), 362-369.*

Williams, A. & merten, M. (2009). Adolescent's online social networking following the death of a peer. *Journal of adolescent research, 24: 56-64.*