

THE USE OF SOCIAL MEDIA IN EDUCATION: THE CASE OF REGINA PACIS CATHOLIC SCHOOL

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Abstract:

This study intends to establish the role that social media plays in networking students through the educational process. It also intends to investigate what impact does it has on learning and whether has a positive effect or its negative effect. In fact social media has made an impact in all spheres of our lives, this study particularly wants to focus on education aspect of social media and aims to understand how students can use it to their advantage as opposed to use it only for socialization. We can therefore state that social media is a tool which has become an integral part of the education delivery system. It is not possible to ignore social media since it has become the new media for communication and effective delivery. There are many reasons why social media cannot be ignored, these reasons are researched in this paper and outcome provided to satisfy the research objectives. The literature supporting this study is picked from journal articles by various researchers and thesis reports from published authors. This study is a case study using data that was collected by means of a survey sample in order to justify the findings and address the research questions.

Keywords —Social media, Facebook, Platforms, Education, communication, interaction, collaboration

I. INTRODUCTION

Social media has become the new media for both communication and application purposes in many sectors including the education sector. According to Bercovici (2010) social media developed in the early 1990s, when the advent of internet commercialisation became a reality (Treem, et al., 2016). Social media can also be traced back to the development of web 2.0 (Druken, 2018), since the advent of social media starting from our interpersonal relationships to how we shop, do our banking transactions and how we consume and filter through the media. Social media has

transformed lives and increased interactivity for many of its users.

The reality is that if the older generations are starting to use social media, the impact it has already made on younger generations is completely irreversible. Social media has become a part of everyone’s life and it is something that influences their daily life. Social media has played a big role with how people interact with each other and its use keeps increasing each day. Since technology is growing in ways that makes it hard to keep up with and at the same time to resist it, schools must therefore, start considering social media as a tool to enhance their student’s learning experience. Social media is the new media and influences both

commercial and learning processes in the education sector (Munthari, 2021). Online media has been proven to increase collaboration and interaction among learners and academicians, it works as a powerful tool for interaction and communication (Ansari & Ali Khan , 2020). Social media is therefore becoming a huge tool in the education sector.

The setting of this study is derived from Regina Pacis Catholic School, where social media has raised a number of questions including the question of whether it can be left to students alone or only Teachers must use it. This has prompted research interest to investigate its use in the education sector and particularly Regina Pacis as the casing point for this study.

II. MAIN AIM OF THE STUDY

To study the use of social media on education at Regina Pacis Catholic School, the study intends to establish the extent to which social media has an impact and its effects on education at Regina Pacis Catholic School. In undertaking this study the researcher also aims to identify the social media platforms that are used by students at Regina Pacis Catholic School and evaluate the extent to which social media contributes to the well-being of students at the school.

III. METHODOLOGY

This is a case study of Regina Pacis Catholic School, the research is qualitative in nature using a survey sample of 40 students who gave responses to the questionnaire administered. The sample selected is 20% of the total population since the school has a total of 200 students. According to Suresh an acceptable sample size should be at least 10% of the total population (Suresh , 2021).

IV. LITERATURE REVIEW

The impact and effects of social media in education

Learning is becoming integrated and inter-connected since the introduction of social media platforms; as a result the impact of social media in education raises research interest. In view of this, it

cannot be disputed that social media is the future of communication (Jooslen, 2012). Social media has different platforms which are all about community based in-put, contact, content, sharing and alliance; these are Facebook, WhatsApp, Twitter, MySpace as singled out from the many other platforms. These social networks have enormous impact on the lives of the students who are mainly youth (Jooslen, 2012). However, there are different opinions by school administrators when it comes to social media's effect on the student's academic performance. Some are of the view that it has a positive effect, while others believe that it has to be banned from being accessed by the students (Miller, 2016).

The negative effects (disadvantages) and impact of social media

Apart from social media having a huge impact in education, it equally has an impact on society at large. Body language plays a big role or is part of communication between humans. When human beings communicate using technology, definitely body language signs can be missed or rather students cannot be schooled in the use of body language as an important tool for understanding what the person is trying to convey (Miller, 2016). For instance the gestures which are made by some teachers make students awake because they help greatly in drawing the attention of the learners.

The other disadvantage is how social media has disrupted the writing skills. With the advent of text messages, as a form of communication on social media platforms such as Tweeter, WhatsApp or Facebook, students have become complacent to the extent of failing to utilize correct spellings and grammar when communicating (Miller, 2016). This makes it very difficult for others to understand especially when communication is directed to those who are not in the same age group. In most cases, language is used in context, sometimes a certain school or college can have its own language, which might be alien to another school or college. The other problem is that some students are using the auto-correct apparatus where they just write the first letters of the intended word and then choose from

the options of the words which are given by the apparatus.

Further disadvantage of social media on education according to Miller (2016) is that, retention can also suffer as a result of social media and the technologies employed to deliver content. These in other words mean that there is a lot of “noise” on social media platforms and sometimes it is difficult to trust the source of information which is transmitted on these platforms. One cannot know how reliable the information is. In fact, this is one of the drawbacks of using social media in getting information as it is difficult to present the needed information in a manner that allows it to stand out from the noise.

Another drawback which social media platforms present, is reducing the ability for physical communication or face to face communication with online communication. For instance, most students opt to chat on social media platforms such as Facebook or WhatsApp with distant friends and relations at the expense of face to face communication. In this regard it can be assumed that social media has the ability to disrupt personal interactions. Another argument that can be presented in terms of the social evils of media platforms is that it has the ability to affect family social lives since members of families may become individualistic, implying that each family member becomes only concerned with their smart mobile device and happenings in the virtual environment.

Research has shown that people in the digital age may disregard financial responsibility and spend carelessly as a result of social media marketing. Furthermore, people tend to think they must have something just because their neighbour has a similar item – the Jones effect (Chambers, 2013). In fact, just to spend time on social media is a money spending venture, which is not realised by most social media users. Another disadvantage of social media is the inability to think independently. This is one of the biggest issues with social media usage (Chambers, 2013). Failure to think independently may lead to group-think. It should also be spelt out

that, it is not all groups that are affected by group think, in actual fact many groups may not have this tendency. However, group-think in most cases may result in people not having original thoughts.

The issues of group think are related to learning abilities in many schools and they affect the educational development of many learners (Orbitia, 2020).

The positive effects and impact of social media

Social media has a lot of unconfirmed or verified information, in terms of learners the information is not peer reviewed and therefore may not build capacity in learners (Beth, 2014), but it can prompt learners to want to investigate and this build their confidence. The other positive is that students have now the ability to reach out to industry experts across different disciplines. This helps students to locate more authoritative sources of information. Still students should not assume that the knowledge they get from social media is safe and sound from manipulation; however, students must be taught how to evaluate the source of information even when it may come from a supposed expert (Beth, 2014).

One of the most important positives of social media in learning and teaching is how easy it is for students to collaborate on various team projects using social media platforms. Students can create Facebook groups, can use Twitter, WhatsApp and other platforms to communicate about a project and share ideas (Beth, 2014). One would argue that even a medium such as the email can be used, however, social media has an advantage because it gives a promise of keeping the conversations open and even the lecturer will be able to view and determine if every student on the team is participating.

Since the introduction of the internet, coupled with social networking tools, distance learning has in turn developed enormously. Previously students will have to be in a college or university after travelling a long distance, but in recent times a student can study wherever he/she is. What is

required today is a smart device which is connected to the internet.

Views of teachers on the use of social media in education

The Literature interrogated so far has reviewed that there are different opinions by school administrators (teachers) when it comes to social media's effect on the student's academic performance. Some are of the view that it has a positive effect, while others believe that it has to be banned from being accessed by the students (Kira, 2011). A preliminary study conducted prior to data collection showed that between a choice Tweeting or textbooks, many teachers feel that if they allowed their students to use social media in the classroom, students will be posting status updates about how their day is going, which would of course distract them from educational experiences. On the other hand some teachers strongly feel that social media can be a powerful educational tool that provides unique and dynamic learning experience to students and teachers (Dixon, 2012).

Social media platforms ideal for enhancing learning and teaching

Regina Pacis has identified two social platforms which have been incorporated in the learning processes, these are; Twitter, and Facebook. Students use Twitter and Facebook for different purposes, studies indicates that 60% of these students use social networking tools to discuss classes, for learning outside school and planning for college (Dixon, 2012).

Facebook

What is Facebook? Facebook is a social networking platform which allows groups and individuals to engage in peer-to-peer conversations and both generate and exchange content online. Users firstly set up a profile of themselves, with professional and/or personal information from which they can post links and multimedia from the internet or their own photos and content (Miller, 2011). It also enables Approved friends to interact around the content that is shared between them through public or private messages and a chat feature. Users can let

people know what they are doing by changing their 'current statuses'.

The reason for choosing this platform is that most students in secondary schools especially at the school under study interact effectively with Facebook. These online social networks have offered brilliant opportunities for students through the interaction between students to student. However, the advantage of Facebook and why most students opt to using it is that there is a high level of security in place because you can check if an account really belongs to a certain user by sending a code to the user's mobile phone (Miller, 2011). In fact, Facebook is highly prominent among students of the institutions of higher education. Facebook is believed to be the social network of choice among university students. Previous research studies indicate that Facebook is preferable than other social network sites for higher education learning in view of the fact the students of higher education already engage in the Facebook environment (Miller, 2011).

People around the world, young and old, are willing to use Facebook for different purposes, such as chatting and sharing information in different sectors like engineering, nursing, infrastructure concepts, business, and even education. Many organizations are also interacting with Facebook through offering hundreds of sites for communication, finding friends and jobs, and so forth. Other factors that may enhance learning and teaching by using Facebook as a social platform are; student's needs, interest and demand motivated higher institution to create group profiles on the Facebook to keep up with the students (Stay, 2011). Collaborative learning, connection between students and instructor, level of learner's motivation and conducive classroom condition can be promoted by using the Facebook (Dixon, 2012). Furthermore, Facebook can create powerful communities for teaching and learning that can extend the process of learning outside the box of conventional face-to-face classroom lecture (Dixon, 2012). Indeed, from the teaching perspective members (students) can set up public or 'closed' groups. These are ideal for

courses or departments wishing to exploit the benefits of the tool. To that effect, there are a number of tools within Facebook that could be used by the students and teachers alike in enhancing learning and teaching. This includes; a wall for posting comments, galleries for posting images and messaging facilities. A news feed on the main page allows you to see the latest activity from all your friends. This can act as a useful aggregator of information for class collaboration (Dixon, 2012). In this case the key benefits of Facebook can be summarized as; most students are familiar with the interface and are comfortable with using it, so it is easier to build into their routine, it encourages collaboration and communication among groups of all sizes, it extends the classroom and can assist you in helping manage your students time and can also be employed successfully for, induction, assessment, feedback, time management and research management

Tweeter

Twitter is online news and social networking site where people communicate in short messages called tweets. Tweeting is posting short messages for anyone who follows you on Twitter, with the hope that your messages are useful and interesting to someone in your audience. Another description of Twitter and tweeting might be micro blogging (Kirchhoff, 2016).

Many regard Twitter as quite a useless social media sharing portal. Some have this negative opinion, mainly because of the fact Twitter allows you to “tweet” or post only 140 characters in length. This length equals the text of a regular SMS, and for some this is simply not enough. However, Twitter proves to be an extremely helpful little educational tool (O’Reilly, 2012). By using Twitter in education, you can post only a few short sentences, but that is exactly enough to transmit the essence of your message. One of the advantages of Tweeter is that since most of the people lead such busy lives and for lack of time or the mood to read long walls of text, they prefer to capture only the essence, and using Twitter in education helps you with that

(O’Reilly, 2012). This social media portal is widely used among the academia all across the world. Students, journalists, actors, politicians, important leaders and sports people they all use Twitter. So how can such a tool really prove helpful in the educational field?

- i) Many times teachers are simply out of ideas regarding interactive and creative methods of teaching. Now, by searching for ‘Twitter for Teachers’ resources, you can get instant access to hundreds of important links. Get insightful ideas from other teachers around the world, follow the good examples or share your own efficient teaching methods (Kirchhoff, 2016). Twitter is a good tool for professional development.
- ii) If there is any change your students should know about, you can use Twitter to inform them. For example, if the class will be held in another classroom or if the class will be skipped the next day. Students receive instant notifications, and they can share with fellow students (Kirchhoff, 2016). If there is any last minute change regarding the school program, just send out a short tweet.
- iii) It is very useful for teachers, parents and students. Twitter allows you to sync with WordPress blogs, and all update notifications will be received through Twitter (Kirchhoff, 2016). This way, everyone can tune in and check out the fresh updates of different logs, without actually entering separately each address. Teachers can check the posts of their students by clicking on the link, while students can follow the posts and updates of their peers.
- iv) As a teacher you could invite students to write collaboratively a nice poem (O’Reilly, 2012). A teacher can suggest the first two lines on Twitter, and then

everyone else will try to come up with a new rhyming and relevant line. This is particularly useful for creative writing or English class, and students will love a teacher’s ingeniousness. Instead of a poem, you (teacher) could ask them to write a letter, with each student adding a few lines until they create a nice story. Then, you will read the entire work of art in class and analyse it together.

- v) Both teachers and students can use Twitter to write very short and concise reviews of a movie or a book. This way, you will make a recommendation to watch or not to watch a certain movie. Connect with your teachers and fellow students even for entertainment through Twitter. The reviews should be short, but they may contain links to the full article or review you posted on a website for example (O’Reilly, 2012).

These are only a few ideas on how to successfully use Twitter in education. This micro-blogging portal is not only for entertainment, but it can have a very important role in academia as well. Students, teachers and parents will all benefit of being active on Twitter. The portal also helps forming very united and compact groups, and it helps increase the productivity and responsiveness of students. Now the entire classroom can join Twitter, and everyone can start using all the amazing features offered by the portal: Advertise, inform, share, respond, create a buzz, invite... and anything else you can imagine!

Findings

Overall response rate

Out of the forty (40) questionnaires which were distributed to the students of Regina Pacis Catholic

School, only 36 questionnaires were collected, representing a response rate of ninety percent (90%). The overall survey response rate is shown in table 1.

Table 1: Distribution of overall response

		Frequency	Percent	Valid Percent
Valid	Collected	36	90	90
	Uncollected	4	10	10
	Total	40	100	100

Relevance of social media to the enhancing of teaching and learning

To determine if social media is relevant to the enhancing of teaching and learning the study asked respondents to report whether they thought it was relevant or not. The data is presented in table 1 and pie chart Figure 1 as follows: Out of the thirty six (36) questionnaires which were received, three (3) students responded that social media is not at all relevant to the enhancing of teaching and learning, resulting in a response rate of 8.3%, while thirty three (33) felt that social media was relevant to the enhancing of teaching and learning resulting in a response rate of 91.7%.

Table 2: Distribution of whether social media relevant to learning

		Frequency	Percent	Valid Percent
Valid	No	3	8.3	8.3
	Yes	33	91.7	91.7
	Total	36	100	100

All the respondents from the questionnaires were out of thirty six (36) questionnaires which were

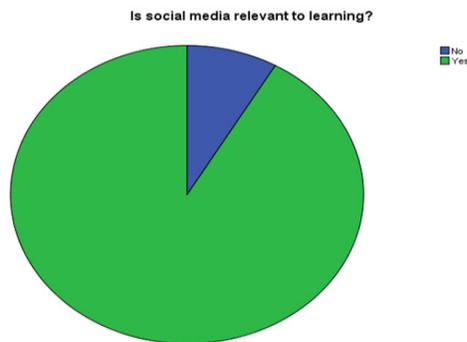
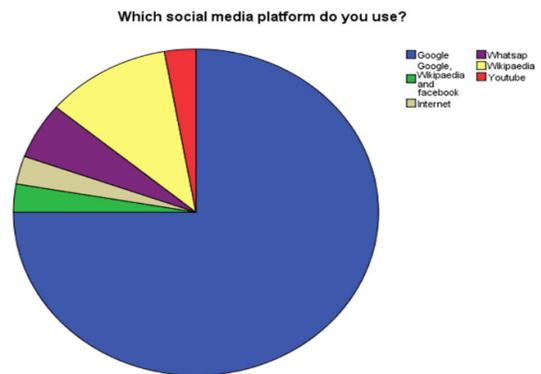


Figure 1 A sample showing responses on whether social media was relevant to learning



Reasons why social media is relevant to the enhancing of teaching and learning

The following were the reasons given by the respondents to the questionnaires on why social media is relevant to the enhancing of teaching and learning;

The survey response rates are shown in table 1. Out of the thirty six (36) questionnaires which were received, four (4) students were for the view that social media encourages laziness, resulting in a response rate of 11.1%. Seven (7) were for the view that social media is a fast and easy way of accessing material resulting in a response rate of 19.4%. One (1) student responded that social media helps in communication while another student was for the view that social media helps in teaching representing response rate of 2.8% for both responses. Meanwhile, seventeen (17) students responded that social media increase knowledge resulting in a response rate of 47.2%. One (1) student viewed social media as one which has negative effect on teachings while two (2) students where happy that social media promote positive learning representing a response rate of 2.8% and 5.5% respectively. That social media provides good influence is another reason which was given by two students representing a response rate of 5.5% and last but not the least one (1) student responded that with social media teachers do not teach enough representing a response rate of 2.8%.

received.

Reasons for using chosen social media platform

The following reasons were given as to why some students use chosen social media platforms. The following were the responses and are shown through table 3 and in pie chart (figure 2). Out of the thirty six (36) questionnaires received two (2) students said that they like using their chosen social media platform because it is educative, which represents a response rate of 5.5%. Seven (7) out of the thirty six (36) questionnaires mentioned that they had chosen a certain social media platform because it was fast and easy to get information, giving a response rate of 19.4%. Two (2) out of the thirty six (36) questionnaires which were received mentioned that they had chosen a certain social media platform because it helps in communication resulting a response rate of 5.5%. Ten (10) out of the thirty six (36) questionnaires which were received said that they had chosen a certain social media platform because it provides information, representing a response rate of 27.8%. Three (3) out of thirty six (36) questionnaires received had chosen a certain social media platform because it provides word meanings representing a response rate of 8.3%. Meanwhile, out of the thirty six (36) questionnaires received twelve (12) students had chosen a certain social media platform because it has vast options for research resulting in a response rate of 33.3%.

Table 3: Distribution of reasons for using chosen social media platform
 Purpose for which social media platform is used

		Frequency	Percent	Valid Percent
Valid	Educative	2	5.5	5.5
	Fast and easy to get information	7	19.4	19.4
	Helps communication	2	5.5	5.5
	Provides Information	10	27.8	27.8
	Provides word meanings	3	8.3	8.3
	Vast options for research	12	33.3	33.3
	Total	36	100	100

Table 4: Distribution of purpose for which social media is used

		FREQUENCY	PERCENT	VALID PERCENT
VALID	EDUCATION	7	19.4	19.4
	EDUCATION AND ENTERTAINMENT	1	2.8	2.8
	EDUCATION AND OTHERS	11	30.5	30.5
	NO RESPONSE	1	2.8	2.8
	OTHERS	16	44.4	44.4
	TOTAL	36	100	100

ENCOURAGEMENT OF USE OF SOCIAL MEDIA FOREducation BYTEACHERS

To determine whether teachers encourage the use of social media for education purposes, the following responses were given through the questionnaires and are shown in table 5 and pie chart 6. Out of the thirty six (36) questionnaires received two (2) students responded that teachers do not encourage the use of social media for education purposes resulting in a response rate of 5.5%. Thirty three (33) out of the thirty six (36) questionnaires received said that teachers do encourage them to

Out of the thirty six (36) questionnaires which were received seven (7) students responded that they used social media for education representing a response rate of 19.4%. One (1) out of the thirty six (36) questionnaires received uses it for education and entertainment resulting in the response rate of 2.8%. Using social media on education and other had eleven (11) students out of the thirty six (36) questionnaires received which represents a response rate of 30.5%. One (1) student out of the thirty six (36) questionnaires received did not give a response to the question resulting in a response rate of 2.8%. Meanwhile sixteen (16) out of the thirty six questionnaires received responded that they use social media for other purposes representing a response rate of 44.4%.

use social media for education purposes resulting in response rate of 91.7%. Only one (1) student out of thirty six (36) questionnaires received said teachers do not encourage and at the same time said that teachers do encourage the use of social media for education purposes representing a response rate of 2.8%.

Table 5: Distribution on whether teachers do encourage social media for education

		FREQUENCY	PERCENT	VALID PERCENT
VALID	NO	2	5.5	5.5
	YES	33	91.7	91.7
	YES AND NO	1	2.8	2.8
	TOTAL	36	100	100

Reasons to why teachers do not encourage social media

The following reasons were given as to why teachers do not encourage social media and are shown in table 6). Out of the thirty six (36) questionnaires received three (3) students responded that teachers do not encourage the use of social media because it encourages laziness representing a response rate of 8.3%. Thirty (30) out of thirty six (36) questionnaires received did not give a response resulting in a response rate of

83.3%. One (1) of the thirty six (36) questionnaires received responded that research should be book based resulting in a response rate of 2.8%. Two (2) students out of the thirty six (36) questionnaires received responded that social media corrupts morals representing a response rate of 5.5.

Table 6: Distribution on why teachers do not encourage social media

		FREQUENCY	PERCENT	VALID PERCENT
VALID	IT ENCOURAGES LAZINESS	3	8.3	8.3
	NO RESPONSE	30	83.3	83.3
	RESEARCH SHOULD BE BOOK BASED	1	2.8	2.8
	SOCIAL MEDIA CORRUPTS MORALS	2	5.5	5.5
	TOTAL	36	100	100

Whether social media has improved learning at Regina Pacis Catholic School?

Two (2) out of thirty six (36) questionnaires received said that social media has not improved learning at Regina Pacis Catholic School representing a response rate of 5.5%. One (1) out of thirty six questionnaires received did not give a response to the question resulting in response rate of 2.8%. Meanwhile, thirty three (33) out of thirty six (36) questionnaires received gave an affirmation that social media has really improved learning at Regina Pacis Catholic School, resulting in a response rate of 91.7%.

Discussion of the findings

Forty (40) questionnaires were administered and only thirty six (36) were collected representing ninety percent (90%) response rate. The data is presented in table form and pie charts as follows: Social media relevance: The majority of

respondents (91%) believe social media is relevant and less than 10% (only 8%) believe it is not relevant. As it can be seen from the analysis the majority emphasized the fact that social media increases knowledge (47%) followed by the fact that it is fast and an easy way of accessing data (19%) others (6%) feel that it is relevant because teachers do not teach enough.

Social media used

In terms of the social media used it has been found that the majority (75%) use Google, and interestingly few (2%) use Facebook and YouTube. It was found that the majority use chosen platforms for their vast options for research (33%), provide information (28%) and fast and easy to get information (19%). Surprisingly very few respondents pointed the fact that their chosen platforms are educative (6%) and help communication (6%).

Purpose for social media

The analysis revealed that many respondents (44%) stated that other unknown purposes rather than education and entertainment is the purpose of social media. Even when 30% stated that the purpose is education, they still combined it with other unknown purposes. The majority (92%) of respondents noted that teachers encourage them to use social media. Very few (6%) experience teachers discouraging them from using social media. The fact that very few respondents noted that they are discouraged from using social media, 83% of respondents declined to give reasons. However those who chose to give reasons, mostly those who feel teachers discourage use of social media stated that social media encourages laziness (8%) and yet others noted that research should be book based (3%) and that it corrupts morals (6%). It appears there is some consistency in giving reasons the fact that the majority don't believe that teachers discourage use of social media.

This gave way to a combination of a number of positives. The majority (33%) cited ease of access and (19%) being informative, and download music and informative. What was amazing is the fact that

the analysis further. The aspect of it being informative was prevalently combined with other positives.

The majority (67%) of respondents believe that social media corrupts morals and encourages laziness; followed by 17% whose view is that it is addictive, 8% that it misinforms, and 3% that it is a time waster. It is interesting also to note that only 6% of respondents found nothing to cite as negatives. Social media such as improvement of learning at ReginaPacis catholic school whilst the majority (92%) of the respondents believe social media has improved learning at Regina Pacis Catholic School only about less than 6% hold the view that social media has not improved learning at this school. It is quite a small number (3%) of respondents who seem not to know whether it has or not improved learning.

Conclusion

It can be concluded that despite the several critique over the use of social media, how it promotes cultural imperialism, the majority of the people especially those in education do not just believe but also aware that social media is relevant in today's life, and its relevance extends beyond the education sector but also in our everyday lives. Based on the research findings it is concluded that it is a widely held view that social media will be with us for a long time to come because of the fact that it increases knowledge, simplifies academic as well as social lives and reduces the capability gap on knowledge between people of different ethnicities and cultures.

With regards to social media contribution to the improvement of learning at Regina Pacis Catholic School, it can be concluded that there is no doubt, it has impacted positively upon this school to a point that only less than 6% hold the view that it has not improved learning, however the practicality of this analysis will be very much seen by how many students have no difficulty when it comes to the use of social media in education and how the use of social media will affect the results and the overall learning of the children at Regina Pacis Catholic School. Apart from the noted improvement of

learning at Regina Pacis Catholic School, it can also be concluded that with the advent of social media, the world is better and it keeps getting better everyday as we have more and more people starting to use social media everyday. The number of social media users keeps on increasing everyday

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