

The Relationship Between Teachers' Social Media Use and Teaching Effectiveness in Secondary Schools of Lyantonde District, Uganda

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Abstract

The study assessed the influence of teachers' social media use on teaching effectiveness in secondary schools of Lyantonde District. It was guided by the following objectives examining the different social media platforms used by teachers, assessing the level of teaching effectiveness in secondary schools, and establishing the relationship between teachers' social media use and Teaching effectiveness in Secondary Schools. The study employed a cross-sectional design. The study involved the use of both quantitative and qualitative approaches. This study targeted; teachers, head teachers, DEO, students' representatives, and members of parents' teacher associations. The study findings found that the majority of the respondents (73.5%) often use Facebook, (82.4%) rarely use twitter, (88.2%) rarely use Instagram, and all the respondents (100.0%) always use Whatsapp. It was also found that the majority of the respondents (87.3%) always prepared when holding classes, (74.5%) display authority when teaching, (88.2%) are approachable with students. It was further found that there was no statistically significant relationship between teachers' social media use and teaching effectiveness in secondary schools of Lyantonde District at ($P=0.798>0.001$, $r=0.026$). It was concluded that most teachers use Facebook, Whatsapp, zoom and youtube. It was concluded that there is a high teaching effectiveness in secondary schools. It was concluded that there was no statistically significant relationship between teachers' social media use and Teaching effectiveness in Secondary Schools of Lyantonde District. The researcher recommends that teachers should get much involved in all social media platforms including twitter, Instagram, Skype and Linkeldn. The Ministry of Education and Sports should sensitize teachers on how to use social media platforms for teaching effectiveness in secondary schools.

Key words: *Relationship, Teachers, Social Media use, Teaching Effectiveness, Secondary Schools.*

INTRODUCTION

Larsson & Svensson (2018) observed that 72% of all Ugandans had mobile phones in their homes. In connection with this, mobile phones are rivaling

radio and television as the most accessible communication media and entertainment platforms in Uganda. Social networking has become a trend among young people. Having computers and

advanced cell phones has enabled easy access to emails, chat rooms, Facebook, and Twitter services which are facilitated by the internet. This means people do not need televisions and computers since everything can be watched using the smartphone in their pocket.

Lyantonde secondary school teachers have abused social media which resulted in their teaching ineffectiveness, the implications for teachers' misuse of social media like Facebook, Twitter, Instagram, Whatsapp, smartphones, internet, computers, and ear phones make them to abandon their work. They also watch videos, and pornographic movies, and listen to music even when classes are ongoing. There seems to be a little published study done on teachers' social media use and its impact on teaching effectiveness in secondary schools of Lyantonde District.

The researcher believes this study would add a new dimension to teaching effectiveness and obtain essential data on the issue of social media as described above which would lead to establishing measures that can help teachers improve teaching effectiveness. It is with this respect that the researcher carries out this study on social media and Teaching effectiveness in secondary schools of the Lyantonde District.

Teaching effectiveness enables sustainable attention on all kinds of tasks in the use of social media which leads to self-confidence and self-esteem (Nakame et al., 2019). Teaching effectiveness leads to positive outcomes in the education sector. Teaching effectiveness leads to active participation and better learning due to positive interaction between teachers and students (Peace, 2017). Recognizing the importance of teaching effectiveness, the school administrators view social media as one other “virtual” space for interacting, learning, teaching, and

exchange of ideas, and the Ministry of Education implemented online learning.

However, teachers are abusing the use of social media (Osharive, 2015). The above challenges have limited Teaching effectiveness due to abuse of social media use, if the current problem of poor Teaching effectiveness is not urgently addressed, there would be low content delivered and skills gained by learners thus low teachers' performance. To address the gap, the current study would assess the influence of teachers' social media use on teaching effectiveness in secondary schools of Lyantonde District.

Purpose of the study

The purpose of the study was to influence of teachers' social media use on teaching effectiveness in secondary schools of Lyantonde District.

THEORETICAL REVIEW

The theoretical framework in the study is based on the social learning theory of Bandura & Hall (2018). The theory explains how media influence people's thinking, actions, and behaviors as spelled out by Bandura's social learning theory. Secondly in the study, Social learning theory explains how teachers teach from direct experience or from observation and modeling. Some key elements in this theory are attention, retention, motor reproduction, and motivation. According to Bandura's learning theory, three concepts are important in the learning process. The first core concept is modeling which is an integral part of the social learning process and models serve as an important source for observational learning. This is supported by Bandura & Hall (2018) who emphasized that people's comprehension and conduct are impacted by

perception and interactions with peers and situations. Deming & Johnson (2019) suggested that social learning theory gives insights into this study that; teaching content can be influenced by what teachers observe on television, Twitter, Facebook, Instagram, WhatsApp linkedn, and skype for long-range informal communication. Through this, communication is an extremely exceptional manner with the media henceforth may wind up mimicking activities performed or communicated in the media, both great and terrible to a reach out of meddling with their feelings, practices, and state of mind towards learning.

METHODOLOGY

Research Design: The study employed a cross-sectional design. This design enabled collecting data at one single time and allowed researcher to compare independent and dependent variables at the same time. The study involved the use of both quantitative and qualitative approaches. The quantitative approach involved descriptive and inferential statistics for generalization while the qualitative approach involved the use of explanations of data collected through interviews. Cross-sectional design was used because it provided an overall snapshot of the characteristics, frequency, or occurrence of the targeted data point, at any given time, within the population group being studied.

Target Population

Target population refers to all members of a real or hypothetical set of people, events, or objects to which

a researcher wishes to generate results from the study (Silverman, 2005). This study targeted; teachers, head teachers, DEO, students' representatives, and members of parents' teacher associations. However, due to time and cost constraints, the researcher selected a sample to represent the entire population. Teachers participated in the study because they are responsible for teaching effectiveness. The head teachers participated in the study because they are responsible for the full management of schools, teaching, and learning processes. DEO participated in the study because he/she was responsible for implementing effective teaching and learning in the whole district. Students' representatives participated in the study because they participate in social media use during teaching and learning. PTA members represented the parents since the researcher cannot meet all the parents due to the limited time, therefore these participated in the study because parents are part of enablers of social media use. Therefore, the above study population had enough knowledge about teaching effectiveness in secondary schools of Lyantonde District (Lyantonde District Education Officer's report, 2019).

Sample Size Determination

There are six government aided secondary schools in Lyantonde District. Therefore the sample size was 165 respondents from a population of 190 which was determined using the Table for Sample Determination by Krejcie and Morgan (1970). The sample from each of the categories of the secondary schools were determined using proportionate sampling as shown in table 1.

Table 1: Sampled Population Sample Size

| Category of Respondents | Population Size | Sample Size | Sampling Technique |
|---------------------------|-----------------|-------------|------------------------|
| Teachers | 140 | 102 | Simple random Sampling |
| Head teachers | 6 | 4 | Purposive Sampling |
| DEO | 1 | 1 | Expert Sampling. |
| Students’ representatives | 23 | 10 | Simple Random Sampling |
| PTA members | 20 | 10 | Simple Random Sampling |
| Total | 190 | 127 | |

Data Collection Instruments

In order to acquire the necessary information from participants, two types of data-collecting instruments were used. These were;

Questionnaire: The closed-ended questionnaire was employed to collect quantitative data from sampled teachers. This was because an item was convenient to conduct survey and acquire necessary information from a large number of study subjects within a short period of time. Furthermore, it makes possible an economy of time and expenses and also provides a high proportion of usable response. The questionnaire was prepared in English language because all of the samples are teachers and could read and interpret the concepts that were incorporated. The questionnaire involved biographic data of respondents, and questions about study objectives. The questionnaire was set in form of 5 Likert scale questions.

Interview Guide: Semi-structured interview was used to gather qualitative data from head teachers, DEO, PTA members, and students’ representatives. Because interview has greatest potential to release more in-depth information, provide opportunity to observe non-verbal behavior of respondents, gives opportunities for clearing up misunderstandings. to draw better conclusions for the study.

Additionally, it could be adjusted to meet many diverse situations. The data through interview was collected by researcher.

Data Analysis

Quantitative Data Analysis

At the end of data collection, all the completed questionnaires were thoroughly edited, organized, and processed by the researcher. The researcher coded the responses especially those on a 5 Likert-scale (such as 5 strongly agree (very good), 4 =Agree (good), 3=undecided (moderate), 2 =Disagree (poor), 1 = strongly disagree (very poor). The researcher used the Statistical Package for Social Sciences (SPSS) version 28 to help in managing the data. Univariate data were presented in table form by use of descriptive statistical tools (frequency and percentage). Descriptive statistics is a tool that provides information about conditions, situations and event that occurs and is presented using statistical measures through frequency and percentage. Whereas, bivariate data was analyzed by the Pearson correlation coefficient to determine the level of significance of the relationship between the independent (Social Media) and Dependent (Teaching effectiveness) Variables.

Qualitative Data Analysis: Qualitative data was organized into themes and patterns, categorized through content analysis, and then tabulated. The procedure involved presenting information and summarizing such data into categories or themes for valid inference and interpretation

RESULTS

Table 2: Respondents responses regarding the use of media platforms in teaching content during teaching effectiveness

| Items | | 5 | 4 | 3 | 2 | 1 | Total |
|---|---|-----|-----|------|------|------|-------|
| I use social media platforms in assessing learners | F | 0 | 5 | 7 | 80 | 10 | 102 |
| | % | 0.0 | 4.9 | 6.9 | 78.4 | 9.8 | 100.0 |
| I always use social media platforms to explain teaching content to learners | F | 2 | 3 | 7 | 78 | 12 | 102 |
| | % | 2.0 | 2.9 | 6.9 | 76.5 | 11.8 | 100.0 |
| I use social media platforms in marking students | F | 1 | 4 | 6 | 78 | 13 | 102 |
| | % | 1.0 | 3.9 | 5.9 | 76.5 | 12.7 | 100.0 |
| I use social media platforms to make student follow-ups | F | 2 | 6 | 10 | 68 | 16 | 102 |
| | % | 2.0 | 5.9 | 9.8 | 66.7 | 15.7 | 100.0 |
| I use social media platforms to make roll calls of students | F | 0 | 10 | 13 | 68 | 11 | 102 |
| | % | 0.0 | 9.8 | 12.7 | 66.7 | 10.8 | 100.0 |
| I use social media platforms to supervise students' learning progress | F | 0 | 0 | 5 | 89 | 8 | 102 |
| | % | 0.0 | 0.0 | 4.9 | 87.3 | 7.8 | 100.0 |
| I use social media platforms to record the marking of learners | F | 0 | 7 | 9 | 76 | 10 | 102 |
| | % | 0.0 | 6.9 | 8.8 | 74.5 | 9.8 | 100.0 |
| I use social media platforms to grade learners' performance | F | 6 | 10 | 12 | 66 | 8 | 102 |
| | % | 5.9 | 9.8 | 11.8 | 64.7 | 7.8 | 100.0 |
| I conduct discussions with learners on social media platforms | F | | | 2 | 96 | 4 | 102 |
| | % | 0.0 | 0.0 | 2.0 | 94.1 | 3.9 | 100.0 |
| I normally give tests via social media platforms to students | F | | 3 | 6 | 84 | 9 | 102 |
| | % | 0.0 | 2.9 | 5.9 | 82.4 | 8.8 | 100.0 |

1=strongly disagree (I don't use it); 2=disagree (twice a week); 3=undecided (3 times a week); 4=Agree (4 times a week); and 5=strongly agree (every day)

The majority of the respondents 80 (78.4%) disagree about the use social media platforms in assessing learners. The majority of the respondents 78 (76.5%) disagreed about always use social media platforms to explain teaching content to learners. The majority of the respondents disagreed about the statement on use social media platforms in marking students. Most of the respondents 68 (66.7%) disagreed on statement about the use social media platforms to make student follow-ups. Most of the respondents 68 (66.7%) disagreed on the statement about the use social media platforms to make roll calls of students. The majority

of the respondents 89 (87.3%) disagreed about the use social media platforms to supervise students' learning progress. The majority of the respondents disagreed about the use social media platforms to record the marking of learners. Most of the respondents 66 (64.7%) disagreed about the use social media platforms to grade learners' performance. Most of the respondents 96 (94.1%) disagreed about the discussions with learners on social media platforms. Most of the respondents 84 (82.4%) disagreed about giving tests via social media platforms to students (Table 2).

Similarly from interviews, one of the respondents said that;

“Teachers mostly use “mobile instant messaging tools” among social media networks. Facebook and Instagram are also popular social media networks

among teachers, however teachers are not using these media platforms for delivering content in teaching and learning. This is because teachers are not trained how to use social media platforms during teaching and learning”.

Table 3: Respondents responses regarding the level of teaching effectiveness in secondary schools of Lyantonde District

| Items | | 5 | 4 | 3 | 2 | 1 | Total |
|--|---|------|------|------|-----|-----|-------|
| I am always prepared when holding classes. | F | 10 | 89 | 3 | 0 | 0 | 102 |
| | % | 9.8 | 87.3 | 2.9 | 0.0 | 0.0 | 100.0 |
| I display authority when teaching. | F | 20 | 76 | 4 | 2 | 0 | 102 |
| | % | 19.6 | 74.5 | 3.9 | 2.0 | 0.0 | 100.0 |
| I am approachable with students. | F | 12 | 90 | 0 | 0 | 0 | 102 |
| | % | 11.8 | 88.2 | 0.0 | 0.0 | 0.0 | 100.0 |
| I exhibit fair treatment of students. | F | 28 | 46 | 19 | 7 | 2 | 102 |
| | % | 27.5 | 45.1 | 18.6 | 6.9 | 2.0 | 100.0 |
| I welcome comments from students. | F | 12 | 88 | 2 | 0 | 0 | 102 |
| | % | 11.8 | 86.3 | 2.0 | 0.0 | 0.0 | 100.0 |
| I observe the proper dress code. | F | 9 | 90 | 3 | 0 | 0 | 102 |
| | % | 8.8 | 88.2 | 2.9 | 0.0 | 0.0 | 100.0 |
| I report to work on time. | F | 28 | 38 | 18 | 10 | 8 | 102 |
| | % | 27.5 | 37.3 | 17.6 | 9.8 | 7.8 | 100.0 |
| I observe norms of conduct in the teaching profession. | F | 20 | 70 | 11 | 1 | 0 | 102 |
| | % | 19.6 | 68.6 | 10.8 | 1.0 | 0.0 | 100.0 |
| I always make learners the center of learning. | F | 14 | 65 | 11 | 8 | 4 | 102 |
| | % | 13.7 | 63.7 | 10.8 | 7.8 | 3.9 | 100.0 |
| I always explain complicated lessons well. | F | 7 | 88 | 5 | 2 | 0 | 102 |
| | % | 6.9 | 86.3 | 4.9 | 2.0 | 0.0 | 100.0 |
| I always reward positive behaviors. | F | 5 | 96 | 1 | 0 | 0 | 102 |
| | % | 4.9 | 94.1 | 1.0 | 0.0 | 0.0 | 100.0 |
| I always acknowledge positive behaviors. | F | 30 | 60 | 12 | 0 | 0 | 102 |
| | % | 29.4 | 58.8 | 11.8 | 0.0 | 0.0 | 100.0 |
| I always correct inappropriate behavior. | F | 20 | 56 | 16 | 10 | 0 | 102 |
| | % | 19.6 | 54.9 | 15.7 | 9.8 | 0.0 | 100.0 |

1= strongly Disagree, 2=Disagree, 3=Uncertain, 4=Agree, 5= Strongly Agree.

The majority of the respondents 89 (87.3%) agreed that they

are always prepared when holding classes. The majority of the respondents 76 (74.5%) agreed that they display authority when teaching. The majority of the respondents 90 (88.2%) agreed that they are approachable with students. Most of the respondents 46 (45.1%) agreed that they exhibit fair treatment of students. The majority of the respondents 88 (86.3%) agreed that they welcome comments from students. The majority of the respondents 90 (88.2%) agreed that they observe the proper dress code. Most of the respondents 38 (37.3%) agreed that they report to work on time. The majority of the respondents 70 (68.6%) agreed that they observe norms of conduct in the teaching profession. The majority of the respondents 65 (63.7%) agreed that they always make learners the center of learning. The majority of the respondents 88 (86.3%) agreed that they always explain complicated lessons well. The majority of the

respondents 96 (94.1%) agreed that they always reward positive behaviors. Most of the respondents 60 (58.8%) agreed that they always acknowledge positive behaviors. Most of the respondents 56 (54.9%) agreed that they always correct inappropriate behavior (Table 3).

From interviews, it was observed that; *“Teachers are well trained and qualified. They have good experience in the profession of teaching. Teachers are effective because they come to school in time, they participate in staff meetings, they take classroom rollcalls, they mark exercise books, among others”*

The above study findings imply that there is a high level of teaching effectiveness in secondary schools of Lyantonde District.

Table 4: The relationship between teachers’ social media use and Teaching effectiveness in Secondary Schools of Lyantonde District

| Correlations | | | |
|----------------------------|---------------------|----------------------------|------------------------|
| | | Teachers’ social media use | Teaching effectiveness |
| Teachers’ social media use | Pearson Correlation | 1 | 0.026 |
| | Sig. (2-tailed) | | 0.798 |
| | N | 102 | 102 |
| Teaching effectiveness | Pearson Correlation | 0.026 | 1 |
| | Sig. (2-tailed) | 0.798 | |
| | N | 102 | 102 |

** . Correlation is significant at the 0.01 level (2-tailed).

Findings in table 4.8 above indicate that there was no statistically significant relationship between teachers’ social media use and Teaching effectiveness in

Secondary Schools of Lyantonde District at (P=0.798>0.001, r=0.026).

From interviews one of the respondents mentioned that

“Teachers use social media networks for other purposes other than teaching. In addition teachers’ social media use affect their teaching effectiveness negatively”.

engaging in academic activities at the same time were found to be detrimental educationally. In the present study, the researcher was interested in investigating whether social media used by teachers in secondary schools in Lyantonde has the same effects which were found in the previous study.

Discussion

The study findings indicated that there was no statistically significant relationship between teachers’ social media use and Teaching effectiveness in Secondary Schools of Lyantonde District. The above study findings are in line with Huang et al., (2014) who showed that the extent of social media network usage is high among university tutors in Jordan. The findings of the research were that social media is negatively associated with Teaching effectiveness. Two-thirds of the teachers reported using electronic media while in class, studying, or doing homework. Consequently, this decreased concentration is detrimental to Teaching effectiveness.

In a similar way Moshi (2019) noted that social media usage has a significant negative impact on grades. Two-thirds of the teachers reported using electronic media while in class, studying, or doing homework. There is a Positive and significant relationship between social networking sites and Teaching effectiveness. Facebook and Twitter are mostly used by teachers.

However the above study findings are in disagreement with Lambic (2016) who indicated that there was a strong relationship between the use of Facebook for learning purposes and academic grades achieved. However social network browsing and

Conclusions

It was concluded that most teachers use Facebook, Whatsapp, zoom and youtube. However, very few teachers are using twitter, Instagram, Skype and Linkeldn. In addition it was observed that social media platforms are not used for teaching in secondary schools of Lyantonde District. It was concluded that there is a high teaching effectiveness in secondary schools. It was further concluded that there was no statistically significant relationship between teachers’ social media use and Teaching effectiveness in Secondary Schools of Lyantonde District.

Recommendations

The Ministry of Education and Sports should find out why teachers do not use social media platforms for teaching effectiveness in secondary schools. The researcher recommends that teachers should maintain high level of teaching effectiveness. The government and other stakeholders should organize rewards to teachers to motivate them in teaching effectiveness. The headteachers and the ministry of education and sports should organize conferences for teachers and learners to findout the challenges and solutions towards using social media platforms a channel for effective teaching and learning in secondary schools.

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