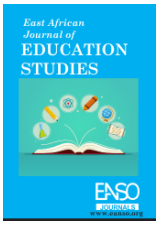
Article DOI: https://doi.org/10.37284/eajes.7.2.1901



East African Journal of Education Studies
eajes.eanso.org
Volume 7, Issue 2, 2024
Print ISSN: 2707-3939 | Online ISSN: 2707-3947
Title DOI: https://doi.org/10.37284/2707-3947

Original Article

Exploring the Role of Social Media in Transforming Learning to Children: A Case of Selected Private Pre-Primary Schools in Tabora – Tanzania

Johnas Amon Buhori, PhD[1*] *& Flora Nashon Nyaisa*[1]

[1] The Open University of Tanzania, P. O. Box 1204, Tabora Regional Centre-Tanzania.
[*] Author for Correspondence ORCID ID: https://orcid.org/0000-0003-2103-0623; Email: johnasbuhori@gmail.com

Article DOI: https://doi.org/10.37284/eajes.7.2.1901

Date Published:

30 April 2024

Keywords:

Social Media, Learning, Imparting, Quality.

ABSTRACT

Globally, technological advancements, particularly the use of social media in transforming learning, significantly impact the effectiveness of children's success in educational settings. This study explores social media's role in transforming children's learning, focusing on private pre-primary schools. It intends to assess the quality of content and the accessibility of social media. Social learning theory by Albert Bandura guides this study, which, in its natural setup, allows descriptive cross-sectional design. A total number of 200 children and 36 teachers were selected to inform this study. The observation checklists were prepared to collect data from teachers, children, and schools, such as St. Francis, Greenlane, Themihill, Ipuli Holly Family, and Matumaini Pre & primary schools. Data were analysed using descriptive statistics. The findings revealed that transformation in learning using social media depends on the well-established environment. Further, the findings reveal that children accessed the same content from local television and TV cables apart from website sources such as Ubongo Kids and Kilimani Sesame. It was observed that the schools had computer laboratories with computer facilities, electricity sources, and teachers with social media skills. The study recommends that parents and teachers guide children to access information resources relevant to their cognitive development.

APA CITATION

Buhori, J. A. & Nyaisa, F. N. (2024). Exploring the Role of Social Media in Transforming Learning to Children: A Case of Selected Private Pre-Primary Schools in Tabora – Tanzania *East African Journal of Education Studies*, *7*(2), 181-193. https://doi.org/10.37284/eajes.7.2.1901

CHICAGO CITATION

Buhori, Johnas Amon and Flora Nashon Nyaisa. 2024. "Exploring the Role of Social Media in Transforming Learning to Children: A Case of Selected Private Pre-Primary Schools in Tabora – Tanzania". *East African Journal of Education Studies* 7 (2), 181-193. https://doi.org/10.37284/eajes.7.2.1901

HARVARD CITATION

Buhori, J. A. & Nyaisa, F. N. (2024) "Exploring the Role of Social Media in Transforming Learning to Children: A Case of Selected Private Pre-Primary Schools in Tabora – Tanzania", *East African Journal of Education Studies*, 7(2), pp. 181-193. doi: 10.37284/eajes.7.2.1901.

IEEE CITATION

J. A., Buhori & F. N., Nyaisa "Exploring the Role of Social Media in Transforming Learning to Children: A Case of Selected Private Pre-Primary Schools in Tabora – Tanzania" *EAJES*, vol. 7, no. 2, pp. 181-193, Apr. 2024.

MLA CITATION

Buhori, Johnas Amon & Flora Nashon Nyaisa. "Exploring the Role of Social Media in Transforming Learning to Children: A Case of Selected Private Pre-Primary Schools in Tabora – Tanzania". *East African Journal of Education Studies*, Vol. 7, no. 2, Apr. 2024, pp. 181-193, doi:10.37284/eajes.7.2.1901.

Article DOI: https://doi.org/10.37284/eajes.7.2.1901

INTRODUCTION

Technological advancements, particularly the use of social media in transforming learning, significantly impact the effectiveness of children's success in educational settings. Social media in educational contexts necessitates that children and teachers become instrumental in developing learning opportunities that align with the application of social media. It significantly enhances students' academic and non-academic skills and talents. Complementing traditional learning with technology has allowed children to interact with various learning materials before the teacher imparts them. The use of technology through social media has embraced the learner-centered aspect (Kumar & Nanda, 2022). Children are informed before the class session of the content to be delivered. Technological advancement through social media has challenged the traditional way of transforming learning for children at pre-primary schools.

Global technological advancement, which has compelled the education sector to utilize social media platforms, has also benefited pre-primary schools in Tanzania (Oreku, 2022). Despite this significance, few studies have been conducted to embrace the significant role of social media in transforming knowledge among private pre-primary schools in Tabora Municipal. This being the case, the current study aims *to assess the accessibility of social media in transforming learning for pre-primary children, and to assess the quality of content obtained from social media*. Private pre-primary schools have invested immensely in teaching using technology partly to attract more children and align with 2030 sustainable development goals, particularly goal four, target two, that is, by 2030, ensure that all girls and boys have access to quality early childhood development, care, and pre-primary education so that they are ready for primary education (UNICEF, 2018). With this in mind, the study would focus on selected private pre-primary schools in Tabora Municipality. The nature of the study allows for the use of social learning theory.

Background of the Study

In Indonesia, digital technology is an essential factor that influences the learning environment. The inclusion of digital technology in the context of learning has necessitated that children achieve various developmental stages (Fadilah, 2018). Arguing in favor of technology, social media has contributed to the efficiency and effectiveness of transforming learning and life skills through edu-entertainment. For instance, children exposed to quality social media are acquainted with the life skills of their surrounding environment (ibid). Cementing on the value added of social media in transforming learning for children in pre-primary schools while drawing attention from Singapore, Malaysia, Thailand, and the Philippines, Unantenne (2014) noted that the utilization of television, Internet, iPods, and iPads have increasingly influenced the interaction between teachers, parents, and children in pre-primary schools. Through social media, homework is given, which demands interaction between parents, teachers, and children on specific platforms. Similarly, Fadilah (2018) acknowledged using technology such as computers, smartphones, or tablets to impart knowledge to their children.

In the learning process, particularly for children under six years, sound and virtual stimuli have immeasurable influence; Alia and Irwansyah (2018) noted that children exposed to this technology can learn a wide range of content in a specified time. With the competition in private schools, there is a considerable investment in pre-primary schools to the extent that every child interacts with tablets in some circumstances. To support the school environment and ensure children continue interacting with social media, parents have secured smartphones for their children to complement the learning process. The technology invested in children in pre-primary schools has helped parents recognize various talents such as creative drawing, mixing colours, singing and playing drums, and designing various features.

Article DOI: https://doi.org/10.37284/eajes.7.2.1901

Drawing attention from Arabic countries, Abu Dhabi in particular, Badri et al. (2017) pointed out that parents know the importance of investing in children's technology skills. In recognition of these efforts, most homes with children have a computer with various learning programs intending to contribute to the content covered at pre-primary schools. With this advancement in technology, the statistics show that 23% of children in pre-primary school have access to the Internet or their appliances are connected to the Internet; about 20.5% spend their time playing games, while 11.7% spend on homework. Generally, in Asia, young children under four are more likely to use technological appliances, such as smartphones, tablets, iPods, and iPads enhanced with an internet connection to watch educative video clips (Childwise, 2012; Teuwen et al., 2012).

Digital technologies and appliances in the UK are rapidly expanding in homes and other environments. Social networks and chat rooms interact with children's interests, and young people use social networks as an essential interaction tool. The spread of electronic devices is one of the reasons for children's increased use of social networks. 25% of children in the 0-2 age range and 36% of the children in the 3-5 age range have their tablets. Moreover, the percentage of children who use social media increased during COVID-19+, whereby 83% of children from 5 to 7 years old use smartphones, tablets, and laptops to access online educational platforms (Lupton, 2020).

In Kenya, the use of digital media trends revolves around their functions. Although it is believed that information technology, including digital media, could add a powerful punch to the modern educational environment, many educators insist on the proper use of available instructional technology instead of the presence of that technology in learning (Musyoka et al. 2018). Moreover, at the beginning of the 21st century, the growth of information and communication technology (Nanda & Kumar, 2022) has provided the ability to use the latest trends in social media, such as Facebook, as an alternative learning medium, even though it was initially developed for socializing (Milosevic et al., 2015). In the context of the current study on social media, Facebook allows teachers in pre-primary schools to share with parents the content covered in class, sharing various objects, pictures, and drawings that intend to impart specific knowledge to children.

Emphasizing the advantage offered by Facebook, Pihlainen et al. (2021) pointed out that teachers can learn better means of teaching, guiding, and coaching children on life skills sessions, which they have also obtained through friends they have met on the same platform. It is also a platform where teachers can challenge their approaches when dealing with children. It is also a platform for teachers and educators to share their experiences, which entails achievements made using technology and the challenges brought by technology. The challenges are linked to children without access to social media's benefits, particularly Facebook.

In Tanzania, where less than half of children receive formal education before entering primary school at six, early childhood education is a critical developmental issue that must be addressed. With so many obstacles to delivering early education in Tanzania (and across Africa), mass media offers a once-in-a-lifetime opportunity to reach tens of millions of families with educational media for their young children. Ubongo is a Tanzanian social venture that offers interactive educational content for African learners using technology they already own. Ubongo Kids discovered the need for and gaps in caregiver awareness-raising and behaviour change while working with caregivers and early childhood development (ECD) partners in Tanzania (The Citizen, March 29,2021).

The Tanzanian government acknowledged the significance of digital technologies in improving education delivery and quality, as well as teacher training, and contributing to students' capabilities and preparedness for a global labor market that is rapidly changing. The first National Information

Article DOI: https://doi.org/10.37284/eajes.7.2.1901

and Communication Technology (ICT) Policy was enacted by the Tanzanian government in 2003 to facilitate the implementation of digital technologies in the education sector (Manyengo, 2021). Despite the Tanzanian government's efforts to guarantee the proper implementation of pre-primary education, there is limited control over the scope of information due to the vastness of social media. Such situations can cause children to come upon obscene, harmful, or graphically offensive websites, harming their cognitive abilities. Therefore, concerning the above argument, the current study focused on assessing the accessibility of social media to pre-primary children and the quality of content obtained from social media.

THEORETICAL FRAMEWORK

Social learning theory by Albert Bandura emphasizes that children learn new behaviors, attitudes, and values by observing and imitating others. Bandura states that imitation involves reproducing observed motor behaviors (Bandura, 1977). This theory is applied to studying the media and its effects on society and individuals. Albert Bandura's research on the relationship between model observation and subsequent behavior paved the way for the development of social learning theory. His work with children led to his theory of observational learning. Bandura believed that a person's behavior is the models they observe and the consequences they endure for their actions. A person may learn not to steal after witnessing a criminal apprehended and incarcerated. This theory is valuable for studying the far-reaching effects of particular media types.

According to the social learning theory, media can significantly impact individuals' behaviors, attitudes, and values. The media, including television, movies, music, and social media, frequently exaggerate the prevalence or acceptability of certain behaviors, attitudes, and values. Through children's interaction with social media, they may imitate or adopt these behaviors, attitudes, and values, even if they do not reflect the diversity of human experience. Media can have two sociological effects on its audience in general. It can both normalize and stigmatize certain behaviors.

MATERIALS AND METHODS

The study employs a cross-sectional design, with the sample size formulae of Morgan & Krejcie (1970) used to calculate the representation of 200 children and 36 teachers. Using an observation checklist, children were observed on their preference for accessing educational entertainment sites, their accessibility, source of power, and the quality of content.

Tabora Municipal has eleven (11) private pre-primary schools. The selection of five schools to inform this study was guided by the following criteria: number of children enrolled during data collection, diversifying power supply sources, internet connectivity, and availability of computer sets.

The five (5) pre-primary schools selected as per the criteria stated were Matumaini, Ipuli Holly Family, St Francis, Themihill, and Greenlane. The selected schools were among the schools in Tabora Municipality that implemented Sustainable Development Goal 4, which is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all through the use of technology in teaching in line with the second objective of the child development policy to educate the community on a child's fundamental rights, including the right to education through creating a conducive learning environment that attracts children in accessing the quality and primary education for future benefits. Furthermore, only teachers with the necessary qualifications were allowed to participate in this study. Dealing with children demands adherence to ethical considerations such as seeking verbal consent from their parents and the principle of confidentiality and not harm (Creswell & Creswell, 2018).

Data to inform this study were collected through an observation checklist of 200 children; each school represented forty (40) children. Further, semi-structured interviews were administered to thirty-six (36) teachers, as indicated in *Table 1*.

Article DOI: https://doi.org/10.37284/eajes.7.2.1901

Table 1: Number of Research Subjects

School Name	No of Children	No Of Teachers
Matumaini	40	2
Ipuli Holy Family	40	4
St. Francis	40	13
Themihill	40	8
Greenlane	40	9
Total	200	36

Source: Field Data, 2023

The data collection process took six (6) months, from May to November 2023. After that, data were analyzed using thematic and SPSS. During the study, with a clear understanding of the involvement in the study of children, the research ethics were observed accordingly.

PRESENTATION OF FINDINGS

The section on the findings is presented using demographic information, Findings of Observable Features from School Environment, Features Observed from Teachers, and Features Observed from Children. More details are provided,

Demographical Information

The significance of demographic information cannot be overemphasized in any research work; it reveals the ability of the research subject to comprehend the topic under study while interplaying with their age and gender (Hammer, 2011). With the specific objective of the current study on the accessibility of social media platforms and the quality of content obtained from social media, it is worth considering the age and gender of the research subjects, namely children and teachers.

Table 2: Demographical Information for Research Subjects

Age and Gender for Children				Age and Gender of Teachers			
Children	**Per cent**	**Male**	**Female**	**Teachers**	**Per cent**	**Male**	**Female**
3 Years	10%	8%	5%	25 -29	10%	1%	14%
4 Years	25%	12%	8%	30 -34	25%	3%	17%
5 Years	45%	25%	20%	35 – 39	40%	2%	46%
6 Years	20%	10%	12%	40 +	25%	1%	16%
Total	100%	55%	45%		100%	7%	93%

Table 2 shows that in the context of Tanzania, Tabora municipal in particular, age three represented 10% of all children who participated in the study, with 8% of males and 5% of females; age four (25%) had 12% of male and 8% of females. Further, five years (45%) was presented with 25% of males and 20% of females; moreover, age six (20%) had 10% of males and 12% of females.

The findings revealed from *Table 2* that males at 55% were more numerous than their counterparts' females (45) despite the varying scores of numerous age cohorts. The findings imply that male children are more given access to social learning media than their female counterparts.

The features in *Table 2* were observable during data collection, using eight features for five private pre-primary schools. The findings show that the availability of computers and computer labs', availability of electricity supply was a remarkable observable variable in all five private pre-primary schools, which scored an average of 57.5%; on the other hand, computer lab accessibility, availability of generators and computer useability was a setback observed with an average of 42.5%. Dealing with specific schools using observable Features, Greenlane scored 75%, St. Francis and Themihill scored 62.5%, while the lowest was Matumaini with 50% and Ipuli with 37.5%.

Article DOI: https://doi.org/10.37284/eajes.7.2.1901

The presented findings show that, with an average of 57.5%, the school contexts have facilities that accelerate learning among children using social media. Improvements in computer usability, generators, reliable internet connections, and solar panel availability were noted. Responsible schools must prioritize investing in these four observed Features for social media to become a reality in transforming learning among children.

The findings from *Table 3* show the features observed from teachers within the five private pre-primary schools, which revealed teachers' social media competencies, teaching using social media content, and ownership of smartphones with social media content, which scores an average of 68.57%. On the other hand, the finding revealed that adherence to timetables, availability of environmental print, smartphone ownership among teachers, and interactive teaching approach scores averaged 31.42%. Focusing on the specific schools, using the observable Features, Greenlane scored 85.71%, followed by St. Francis, which scored 71.42%, while Themihill, Matumaini and Ipuli accounted for 57.14% each.

Further, the presented finding shows that the average score was 68.57% for teachers competent with social media content to transform children's learning. Moreover, it was observed that teachers should adhere to class timetables for computer lab teaching. They should involve children to enable them to capture the expected content during learning through social media.

Distinguished achievement was observed among children, and the score ranged between 60% and 100% among the observable features. For instance, the ability to access social media fodders and switch on and off for a power source and computer was observed as a routine and simple task among all children who participated in this study as it scored 100% respectively. Other observable Features, such as the ability to search for relevant social media content, switch from one social media to another, observe and imitate the social media content, and read and write each scored 60% respectively. Consequently, the observed achievement, the following setbacks were observed: the ability to search for relevant social media content, the ability to switch from one social media to another, the ability to observe and imitate the social media content, and the ability to read and write each of them scored 40% respectively.

The findings from *Table 4* imply that 73.33% of children from the five private pre-primary schools admitted to have been transformed by social media and its interaction with learning. Despite the noted achievement brought by social media, the remaining 26.67% who also participated in the study showed some weakness in using the same platform, which has benefited their counterparts and cannot be ignored.

Article DOI: https://doi.org/10.37284/eajes.7.2.1901

Table 3: Findings of observed features from the school environment

Observed Features	St Francis		Matumaini		Ipuli		ThemiHill		Greenlane		Total % Yes	Total % No
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
Availability of Computers	v		v		v		v		v		100%	0
Availability of reliable Internet	v			x		x	v		v		60%	40%
Availability of electricity supplies	v		v		v		v		v		100%	0
The available computers are usable	v			x		x		x		x	20%	80%
Availability of generators		x		x		x		x	v		20%	80%
Available Solar Panel		x	v			x	v		v		60%	40%
Computer lab available	v		v		v		v		v		100%	0
Computer Lab accessibility		x		x		x		x		x	0	100%
Total	5/8	3/8	4/8	4/8	3/8	5/8	5/8	3/8	6/8	2/8		
Total Percent	62.5%	37.5%	50%	50%	37.5%	62.5%	62.5%	37.2%	75%	25%	57.5%	42.5%

Table 4: Features Observed from Teachers

Observed Features	St Francis		Matumaini		Ipuli		ThemiHill		Greenlane		Total	Total
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	% Yes	% No
Teacher's social media competencies	v		v		v		v		v		100%	0
Adherence to timetable	v			x		x	v			x	40%	60%
Teaching using social media content	v		v		v		v		v		100%	0
Availability environmental print	v			x	v			x	v		60%	40%
Ownership of smartphones among teachers		x		x		x		x	v		40%	60%
Ownership of smartphone with content of social media	v		v		v			x	v		80%	20%
Teaching approach (interactive)		x	v			x	v		v		60%	40%
Total	5/7	2/7	4/7	3/7	4/7	5/7	4/7	3/7	6/7	1/7		
Total Percent/Variable	71.42	28.57	57.14	42.85	57.14	42.85	57.14	42.85	85.71	14.28	68.57	31.42

Article DOI: https://doi.org/10.37284/eajes.7.2.1901

Table 5: Features Observed from Children

Observed Features	St Francis		Matumaini		Ipuli		ThemiHill		Greenlane		Total	Total
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	% Yes	% No
Ability to access social media content folders	v		v		v		v		v		100%	0
Ability to search for relevant social media content	v		v			x	v			x	60%	40%
Ability to switch from one social media to another	v			x	v			x	v		60%	40%
Ability to observe and imitate the social media content	v			x	v			x	v		60%	40%
Ability to read and write		x	v		v			x	v		60%	40%
Ability to switch on & off sources of power & computer	v		v		v		v		v		100%	0
Total	5/6	1/6	4/6	2/6	5/6	1/6	3/6	3/6	5/6	1/6		
Total Percent/Variable	83.33	16.67	66.67	33.33	83.33	16.67	50	50	83.33	16.67	73.33	26.67

Article DOI: https://doi.org/10.37284/eajes.7.2.1901

DISCUSSION

The section on results discussion is presented using demographic information, Findings of Observable Features from School Environment, Features Observed from Teachers, and Features Observed from Children. More details are provided,

Demographic Information

The learning process and context of Sub-Sahara Africa and Tanzania, in particular, is still attached to the socialization process, where a girl child is still expected to be a naive and passive partaker of all aspects of technology, mainly social media. A girl child does not even have an opportunity to explore observable features, as per the findings of this study. On the other hand, their counterparts, boys, are allowed to explore various learning opportunities related to social media through the socialization process, which is the case for the findings of this study.

This view is discussed by Akyar and Sapsaglam (2019), whereby the study shows that male children spend more time on screen than girls. Their time exposure to social media content has been linked with the social and cultural norms within the community and the negativity that adults have towards exposing media content to girls. Further, the study by Lu (2021) finds that boys are more interested in and motivated to use various mobile apps than girls; girls prefer to mimic the dance movement and roles watched by TV shows rather than social media content.

Findings of Observable Features from the School Environment

With the advancement of the fourth information and technological revolution, social media has significantly transformed learning among children in pre-primary schools. Several private pre-primary schools are attached with computer facilities that facilitate learning and teaching activities. With the availability of computers, people become more creative in preparing animations and Edu-cartoon content relevant to transforming children's learning. The school environment ensures that the computer laboratories have access to reliable Internet connected to the computers, which helps teachers direct children to search for the relevant Edu-cartoons and animations on various websites. The availability of reliable Internet allows children to access social media content from various YouTube channels but not limited to Akili and Me, Kilimani Sesame, Dr Panda Toto time, Peekable, Babybus, and Tom and Jerry, which help children acquire relevant skills such as emotional, reasoning, social and physical development.

Social media is a prominent platform used in a pre-primary education setting, as is shown by Basil and Ndijuye (2019) that pre-primary schools use computer facilities to enhance learning and teaching among pre-primary children, further, the available computers in the computer labs are not well functioning. Further, Alia and Irwansyah (2018) added that many private schools compete to invest in technological advancement in the pre-primary environment. In contrast, pre-primary classes are connected to computer facilities, and in some circumstances, each child has access to personal tablets that help facilitate learning. Furthermore, Chung et al. (2019) added that primary setting teachers use projectors to display social media content to their children. Moreover, Yel and Donmez (2022) added that pre-primary schools have access to various computer facilities attached to reliable Internet to facilitate learning easily. For instance, in a pre-primary environment, children can watch Edu cartoons with their class teachers, translate the observed content, and, where necessary, imitate the observed behavior.

Social learning theory demands the availability of a role model who deserves to be observed, which is the case of the study; the school environment among five private pre-primary schools has observed that having a computer, electricity supply, and computer lab is instrumental in transforming learning among children using social media. Having the observed features in place would contribute significantly to children's cognitive development, ultimately using social

Article DOI: https://doi.org/10.37284/eajes.7.2.1901

media. Hence, this study has shown the significance of the environment in enhancing learning using social media.

Features Observed by Teachers

The study shows teachers are competent in using social media content to transform learning among children in pre-primary schools. Pre-primary teachers increasingly use social media to acquire content and collaborate with fellow teachers to get insights into effective teaching methods employed in pre-primary education. For example, several teachers have joined different Facebook groups that focus on offering training to teachers in various locations in Tanzania. These groups provide guidance on preparing learning materials, teaching strategies, addressing different questions from children, and assessing children. Some accessible Facebook groups include; "group la waalimu wa chekechea," "waalimu wa chekechea, msingi, sec, Tanzania," "chekechea kids," and others. Social media help capture children's attention, increase interest in learning, and motivate them to learn new things within learning hours. Further, teachers use social media to guide children on which social media platform is suitable for acquiring relevant content. For instance, the study found that teachers create a folder from a computer or smartphone containing relevant Edu cartoons and animations.

The study done by Aydogmus et al. (2023) on teachers' experiences regarding using social media for educational purposes concurs with the findings from this study by showing that teachers use social media while guiding children on the valuable social media platform. Further, teachers are competent in using social media platforms such as Facebook, WhatsApp, YouTube, and TikTok in school settings since it is helpful in self-improvement, lesson preparation, gaining the attention of children when introducing lessons, reinforcing learning outside the lesson and making follow-up *(ibid)*. Akkaya and Kanadli (2019) added that teachers commonly use social media to collaborate and interact with colleagues and quickly transform learning among children through knowledge sharing. Moreover, Okumus (2019) added that teachers' competence in social media platforms has been directly connected to using social media content in teaching. For instance, teachers use social media before the lesson, that is, in preparing the lesson, informing and drawing attention, and social media is also used during the lesson visualization, enrichment, exhibition, and discussion. Again, social media is also used after the lesson, whereas teachers often use it for reinforcing, providing homework, evaluation, and providing feedback.

Using the lens of social learning theory, not only do children learn by observing, but teachers also have learned to acquire social media competencies by preparing social media content and installing quality social media content in their smartphones to enhance transforming learning among children.

Features Observed from Children.

The study shows that technological innovation has allowed children to access various social media platforms that are useful in their education. For instance, children can easily access various Edu cartoons and animations specifically created to facilitate learning among children. This being the case, today's children generation are more likely to master relevant skills before entering formal education and can access and search for the relevant folder with Edu-cartoon and animation content. Thus, the role of the teacher is to guide children to watch relevant content from the social media platform; this will help reduce the child's risk of watching irrelevant content. The accessibility of various social media platforms such as Akili and Me, Kilimani Sesame, Dr Panda Toto time, Peekable, Babybus, and Tom and Jerry help children acquire relevant content, including literacy skills, social skills, emotional and relational skills through observing and imitating the social media content. Further, the above-mentioned social media platforms help children understand their potential talents.

The study by Imaniah et al. 2020 revealed that children are highly exposed to social media platforms such as YouTube, which directly and significantly promote their cognitive, social,

Article DOI: https://doi.org/10.37284/eajes.7.2.1901

emotional, and physical development. Children's access to social media content has also been discussed by various researchers claiming that early exposure to social media content stimulates brain development in young children (Borzekowski, 2018; Yel and Donmez, 2022; Watson et al., 2021; Komba and Ndinagwe, 2016). However, Yel and Donmez, 2022 further added that children should be given guidance as to what media content they are exposed to; for instance, in their study, they show some of the aspects that should be considered when children watch cartoons, they identified that children should access the cartoons that have educational values. Moreover, adapting Edutainment for classrooms with the Silverlief school's program shows that teachers exposing children to social media platforms, for instance, are directed and guided to watch the social media content through direct connection of the projectors in their classroom (Ubongo, 2022).

In social learning theory, when children have access to observable learning Features, they can acquire the required skills and letters to imitate the observed Features related to social media.

CONCLUSION

The study findings have revealed that transformation in learning using social media depends on the well-established environment and recruitment of competitive teachers who are ready and willing to transform the learning process among children. The findings recognize the role of social learning theory, which helps children transform their old view on social media, and its significance in fastening their learning process. It is therefore, the investment in social media, particularly the uses of Akili and me, Kilimani Sesame, Dr Panda Toto time, Peekable, Babybus, and Tom and Jerry, have proven to transform the learning process among children in the selected five private pre-primary schools.

Recommendation

The findings recommend that a comprehensive study on social media's role in transforming children's learning should be conducted in the broader area, covering all private pre-primary schools in Tanzania. Precisely, the comprehensive study may consider focusing on the ability of children to search relevant social media content, the ability of children to switch from one social media to another, the ability of children to observe and imitate the social media content, and the ability of children to read and write.

Further, the study recommends that schools should ensure that the available computers are usable and the computer laboratories should be accessible to children during school hours. In some instances, some schools, due to electricity problems, are forced to have alternative sources of electricity supply. From this point of view, the study recommends that the government, through the Ministry of Finance and Planning, waive tax when buying generators and solar panels for schools that have invested in social media.

The study recommends that pre-primary teachers adhere to the class timetable and use an interactive teaching approach to enable children to acquire relevant information from social media facilities. Through the Ministry of Finance and Planning, the government should consider subsidizing smartphones to transform learning using social media. At least each pre-primary school has access to five smartphones.

REFERENCES

Akkaya, B., & Kanadlı, S. (2019). Teachers 'views on using social media as an educational tool. *Journal of Advanced Education Studies*, 1(2), 115- 127. http://dergipark.org.tr/tr/pub/ejaes/issue/50702/620027

Akyar, B. & Sapsaglam, O. (2019). The Effects of Preschoolers' Media Usage Habits on Their Daily Life and Sustainability: *Discourse and Communication for Sustainable Education*, 10(2): 112-128

Alia, T., & Irwansyah. (2018). Penndampingan, orang Tua Panda Anak Usia Dini Dalam Penggunaan Teknologi Digital: *A Journal of Languagae, Literature, Culture and Education*, 14(1): 65-75.

Article DOI: https://doi.org/10.37284/eajes.7.2.1901

Aydogmus, M., Tut, E. & Karadag, Y. (2023). Teachers' Experiences Regarding the Use of Social Media for Educational Purpose: *International Journal of Psychology and Educational Studies*, 10(1), 69-82.

Badri, M. A., Alnuaimi, A., Rashedi, A., & Yang, G. (2017). School Children's Use of Digital Devices, Social Media and Parental Knowledge and Involvement, The Case of Abu Dhabi: *Education and Information Technologies*, 22(5): 2645-2664

Bandura, A. (1977). Self-efficacy Toward a Unifying Theory of Behavioral Change. *Psychological Review*, 84(2), 191.

Basil, P. & Ndijuye, L. (2019). Pre-primary Teachers' Preparedness in Integrating Information and Communication Technology in Teaching and Learning in Tanzania: *Information and Learning Sciences*, 121(1/2): 79-94

Borzekowski, D. (2018). A quasi-experiment examining the impact of educational cartoons on Tanzanian children. *J. Appl. Dev. Psychol*. 54, 53–59

Childwise. (2012). The Monitor Pre-school Report 2012: Key behaviour patterns among 0 to 4-year-olds. Norwich.

Chung, A., Yunus, M., & Suliman, A. (2019). Using Social Media in Writing among Primary School Children: *Religaciano;* 4(21)

Creswell, J. W., & Creswell, J. D. (2018). *Research Design*. London: Sage Publication.

Fadilah, A. S. (2018). The Influence of Social Media on Early Childhood Growth in the Era of the NET generation: *Advances in Social Science, Education and Humanities Research*, 249: 250-256

Hammer, S.C. (2011). The Importance of Participant Demographics: *American Journal of Speech-Language Pathology*. 20(4): 261

Imaniah, I., Fitria, N., Dewi, K., & Zakky, A, (2020). YouTube Kids Channels in Developing Young Children's Communication Skills in English: Parenta' Beliefs, Attitudes and Behaviours: *International Journal of Language Education and Culture Review* 6(1): 21-30

Komba, S. C., & Ndinagwe, D. D. (2016). The Use of Computers by Primary School Children in Morogoro, Tanzania: *International Journal of Research Studies in Educational Technology*; 5(1): 63-75

Krejcie, R. V., & Morgan, D. W. (1970). Determining Sample Size for Research Activities. Educational Psychological Measurement.

Kumar, V. & Nanda, P. (2022). Social Media as a Learning Tool: A Perspective on Formal and Informal Learning: *International Journal of Education Reform*, 3(33); 1-26

Lu, J. (2021). Exploring the Adoption of Social Media in Self-Paced Physical Activity in Early Childhood Education: A Case in Central China: *Education Tech Research Dev*. 70: 321-338

Lupton D (2020) The Internet of Things: social dimensions. *Sociology Compass* 14(4): 1277 0. Available at: https://onlinelibrary.wiley.co m/doi/abs/10.1111/soc4.12770.

Manyengo, P.R. Background Report: Digitalization in Teaching and Education in the United Republic of Tanzania: Digitalization, the Future of Work and the Teaching Profession Project; *International Labour Organization*: Geneva, Switzerland, 2021; pp. 12–13

Milosevic, I., Zivkovia, D., Arsia, S., & Manasijevia, D. (2015). Facebook as Virtual Classroom- Social Networking in Learning and Teaching Among Serbian Students: *Telematics and Informatics*, 32(4): 576-585.

Musyoka, H., Marima, E., Mwangi, S. 2018). Effects of Digital Media on Teaching and Learning of Pre-school Children's Reading Skills: A Case of Mavoko Sub-Country,

Article DOI: https://doi.org/10.37284/eajes.7.2.1901

Kenya: *International Journal of Social Sciences and Humanities Research*, 6(3): 124-136.

Nanda, P., & Kumar, V. (2022). Social Media in Business Decisions: Practices and Challenges: *International Journal of Decision Support System Technology*, 14(1): 1-12

Okumuş, O. (2019). History teachers' opinions about the use of social media in teaching history. *Turkish History Education Journal*, 8(2), 499- 535. https://doi.org/10.17497/tuhed.607642

Oreku, S. G. (2022). ICT in Education: Mapping Digital Learning Initiatives in Tanzania: *Literacy Information and Computer Education Journal*, 13(1): 3684-3703

Pihlainen, K., Kristiina, K., & Karna, E. (2021). Perceived Benefits from Non-Formal Digital Training Sessions in Later Life: Views of Older Adult Learners, Peer Tutors and Teachers: *International Journal of Lifelong Education*, 40(2): 155-169

Teuwen, J., De Groff, D., & Zaman, B. (2012). Flemish Preschoolers Online: A mixed-method approach to explore online use, preferences and the role of parents and siblings. Retrieved from: https://lirias.kuleuven.be/bitstream/123456789/350708/1/Flemish+Preschoolers+Online_English+version.pdf Accessed on 4th Feb 2024.

The Citizen. (March, 29, 2021). *Innovation in Education*: The Case of Ubongo Kids. Retrieved from: https://www.thecitizen.co.tz/tanzania/news/business/tanzania-works/innovation-in-education-the-case-of-ubongo-kids-2593302 Accessed on 05th Feb 2024

Ubongo, (2022). Adopting Edutainment for the Classroom with Silverlief. Retrieved from: https://www.ubongo.org/case-study/adapting-edutainment-for-the-classroom-with-silverleaf/ Accessed on 4th Feb 2024.

Unantenne, N. (2014). *Mobile Device Usage among Young Kids*: A Southeast Asia Study. Southeast Asia: Tickled Media Pte Ltd.

UNICEF, (2018). *The Sustainable Development Goal 4*. Retrieved from https://tanzania.un.org/en/sdgs/4, Accessed on 20th Feb 2024.

Yeli, S. & Donmez, T. (2022). Use of Cartoons in Children's Right Education: *International Journal of Progressive Education*, 18(2).

