

THE MWALIMU NYERERE MEMORIAL ACADEMY



DIRECTORATE OF RESEARCH, CONSULTANCY AND PUBLICATION

**Proceedings of the 1st Academic Conference in Commemoration of
the Late Mwalimu Julius Kambarage Nyerere, the First President
of United Republic of Tanzania and Father of the Nation on
*The Legacy of Mwalimu Nyerere in Improving Human Welfare and Socio-
economic Development*
held at MNMA Kivukoni Campus, Dar es Salaam from 11th to 12th
October, 2022**

Edited by:

Dr. Philip Daninga
Dr. Bertha Losioki
Dr. Luzabeth Kitale
Dr. Adili Zella
Dr. Gideon Bulengela

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ISBN 978-9912-41-308-5



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Assessment of Socio and Psychological Impacts of Internet Among Youths in Dar es Salaam, Tanzania.

¹Jasson Lwangisa Domition, ²Kenneth Longo Mlelwa

¹The Mwalimu Nyerere Memorial Academy – Pemba, Zanzibar

²Department of Information and Communication Technology, The Mwalimu Nyerere Memorial Academy, Dar es Salaam, Tanzania

Corresponding author email: jasson.domition@mnma.ac.tz

Abstract

This study aimed to assess the socio and psychological impacts of internet use among youth in Tanzania. It examined the extent of internet use, socio effects, and psychological effects on this group. Data were collected from 88 respondents in the Kinondoni Municipal area using a convergent parallel design. The study found that while the internet and technology are important, they can become problematic when they replace human interaction. Online risks such as addiction, cyberbullying, and sexual solicitation were associated with negative consequences for youth. Furthermore, the study revealed an increase in psychological effects among youth due to internet usage. To address these findings, it is recommended that youth understand both the negative and positive effects of the internet. Parents should take steps to protect their children, utilizing technology to block access to inappropriate content. However, it is crucial for parents to supplement these measures with active supervision and guidance. By promoting awareness and responsible internet use, stakeholders can address the socio and psychological impacts of internet use among youth in Tanzania.

Keywords: *Internet, Internet impact, internet usage, Social and psychological impact.*

1. Introduction

In today's modern world, the internet has become an integral part of the lives of young people. In developed countries like the United States, a significant majority of teenagers use the internet on a daily basis, on which 92% of the youth in the age 13 to 17 uses internet daily also 71% of 313 million people are teens that use multiple social networking sites (Horrigan, 2009; Hilbert, 2011); Pew Research Center, 2018). This increased access has led to a growing number of teens reporting near-constant internet use and an inability to imagine life without it.

In Africa, there is a need to challenge the perception that the internet is inherently threatening to childhood. Like any technological advancement, the internet has both positive and negative effects on young people (Shu-sha and Kaveri, 2009; Legion, 2012). While some may criticize the overreliance on electronic communication and the potential impact on interpersonal skills, others appreciate the additional time and space for thoughtful expression that online communication provides.

Internet use has also seen significant growth in East African countries, facilitated in part by the widespread availability of smartphones and affordable internet access (Shaw and Eszter, 2018; Ybarra *et al.*, 2016; Socialbakers, 2018; Napolitano, 2019). In Tanzania, there is a notable number of youth internet users, with a considerable gender disparity (Murthy, 2011; Orsal, *et al.*, 2013; Guse *et al.*, 2012; Bishop, 2013; Giulia *et al.*, 2018; Irene *et al.*, 2020; Hong *et al.*, 2003; Koohang and Durante 2003). However, easy access to the internet, particularly through mobile devices and public Wi-Fi, puts adolescent students at risk of excessive internet use and addiction.

The benefits of internet use, such as access to information and communication, cannot be underestimated. However, there are also risks involved, including cyberbullying, internet addiction, exposure to inappropriate content, and various forms of online exploitation. It is important for parents and regulatory authorities to monitor and regulate internet use to ensure the safety and well-being of youth.

Despite efforts by the government and regulatory authorities, some negative side effects of internet use by youth have been observed. This study seeks to examine the socio and psychological impacts of internet use among youth in Tanzania, specifically focusing on the city of Dar es Salaam. By understanding these impacts, stakeholders can work towards developing strategies to promote safe and responsible internet use among youth in Tanzania.

2. Literature Review

Internet use is not equivalent to computer use, although there is an overlap in cognitive requirements. Like Internet use, computer use is interactive, with visual input and manual output; unlike Internet use, computer use is limited to available software and does not connect the user to others for purposes of communication. While “research suggests that computer use has changed the balance of cognitive skills from the verbal to the visual” (Subrahmanyam et al., 2001, p. 96), the cognitive consequences of Internet use are more complex than those associated with computer use. Additionally, the Internet is not like books or television “in the sense that it is used primarily for communication, information gathering, and games rather than for passively experiencing narrative stories” (Tarpley, 2001, p. 551). To formulate a theoretical framework of the effect of Internet use on cognitive development, differing online activities require distinct analysis. The most common Internet activities for children and adolescents include: playing games, navigating web sites, and communicating via chat rooms, email, and instant messaging (Roberts et al., 2004).

The most common online activities for children and adolescents include playing games, navigating web sites, and communicating with others (Roberts et al., 2004). While Internet technology evolves rapidly, current use is associated with visual input and tactile-kinesthetic output via manual manipulation of peripheral devices. During Internet use, language centers of the brain are active, particularly in online communication. Meta-cognitive abilities are required for a variety of online activities including playing games and navigating web sites. Internet games as well as synchronous communication increase cognitive processing speed (i.e., reaction time). Internet games require simultaneous processing; online communication requires successive processing. Internet games make extreme demands on visual and metacognition skills. Navigating web sites builds knowledge base and contributes to concept development.

Mussa (2018) investigated access and use of Internet in teaching and learning in teachers’ colleges (TCs), basing on two selected colleges in Tanzania. The results indicate that the majority (83.2%) of respondents used the Internet for academic purposes, 61.3% used it for searching news and 50% for communication, slightly more than a half (52%) of the respondents were using Internet for games and entertainments while only (43%) used it for social network. However, the frequency of using internet for academic purposes is not convincing as only 12.5% of the respondents used it daily. There is also limited access to internet and ICT facilities in these teachers’ colleges in Tanzania.

Ronald and George (2017) The purpose of this paper was to report results of a study on the investigation of the Internet access and usage by secondary school students in Morogoro municipality in Tanzania. The results found out that of 120 students involved in the study, 78 (87.6%) who were the majority indicated that they were using Internet services for playing and downloading music, 73 (82.0%) for searching for academic information, 72 (80.9%) indicated playing and downloading games, 55(61.8%) said browsing for fun, 51 (57.3%) use Internet for visiting different websites while 50 (56.2%) indicated that they use Internet to read online newspapers and 40 (44.9%) for instant messaging. On the issues of access and use, 58 (48.3%) respondents indicated that Internet accessibility in their schools was intermediate while only 26 (21.7%) stated that the Internet accessibility in their schools was high. It was also revealed that majority of students did not have enough skills for Internet browsing and Internet speed was slow.

Elias and Hosea (2019) investigated the impact of the use of smart-mobile phone by undergraduate students at the University of Dar es Salaam. Specifically, the study sought to establish the academic related purposes for which university students use smart-phones and the impact of such usage on their academic life. To achieve these objectives, the study employed a mixed methods research approach in which questionnaires and an interview guide were used to collect data from a sample size of 166 students. The results of the study revealed that the majority of undergraduate students own smart-phones which they used for different purposes, including for academic intentions such as reading lecture materials, and watching academic-related videos. The study findings also reveal that smart-phones to an extent enhance the undergraduate students' performance of academic activities.

Luambano, and Nawe (2004) determined if students were using the Internet for academic purposes. The study also investigated the level of students' access to the Internet, as well as the problems students faced in Internet use. The web site has specific information on faculties, institutes, and departments, including training programmes. The Online Public Access Catalogue (OPAC) has been installed at the Main Campus and UCLAS libraries, replacing the manual card catalogues. The OPAC has simple and advanced search options, using ADLID software. The study revealed that the level of students' access to the Internet was low, and the major reason was that at the time of the study, computers with Internet facilities were inadequate. The findings also revealed that the students who had access to the

Internet were not using it effectively. They used it mainly for communication with friends and relatives more than for academic purposes. The cause of this was found to be lack of skills required for effective use of the internet. The study recommends the provision of more computers with Internet facilities, increasing Internet access speed, as well as providing more chances of training in Internet use.

3. Methodology

3.1 Research design

Yin (2011) defines research design as the systematic plan or strategy adopted to gather data and provide answers to research questions. In this study, a descriptive research design used. This design allows the researcher to determine what aspects should be investigated, identify the target population, select the sample size, and establish contact with study participants for data collection. It also involves conducting data collection at least twice, at different time periods, on the same population. This design is suitable for the convergent parallel design, which requires multiple data collection points to support the study objectives.

3.2 Targeted population

According to Mugenda and Mugenda (2003), the population refers to the group of people from whom the researcher can obtain information about the research problem. In this study, the targeted population consists of 1823 parents/guardians. Parents have been selected as the targeted population because they play a crucial role in raising youths and are therefore likely to possess valuable information regarding the impacts of internet use on youth

3.3 Sample Size and Sampling Techniques

According to Kothari (2004), the sample size refers to the number of items selected from the universe to represent the entire population. In this study, a sample size of 95 will be used. To select the sample, the study will utilize a simple random sampling technique, as suggested by Singh (2018). This technique ensures that each individual in the population has an equal chance of being selected for the study. Random numbers will be assigned to members of the population, and the sample will be selected by collecting the random numbers. In addition to simple random sampling, the study will also employ purposive sampling technique. Purposive sampling is a selective method in which the researcher uses their own judgment to choose participants who possess specific traits or characteristics relevant to the research problem (Kothari, 2004). In this study, community development officials will be selected purposively to capture their

unique insights on the impacts of internet use on youth. By combining these sampling techniques, the study aims to obtain a representative sample that includes both randomly-selected individuals and individuals selected based on their expertise and relevance to the research topic.

3.4 Data Collection

According to Mugenda and Mugenda (2008), data collection methods refer to the techniques or methods used to gather data. In this study, the primary data collection method will be a questionnaire. A questionnaire consists of a set of questions that are submitted to respondents for their written responses (Creswell, 2012). The questionnaire designed in a Likert scale format, with closed-ended questions structured to align with the specific research objectives. The use of a questionnaire as the data collection method is advantageous for this study as it allows for efficient data collection from a large number of participants, such as youths and parents. By utilizing a Likert scale, the respondents can rate their agreement or disagreement with statements related to the socio and psychological impacts of internet use. Overall, the questionnaire provided a standardized and structured approach to data collection, enabling the researcher to gather relevant information from the participants in a systematic manner.

3.5 Data Analysis

Data analysis refers to the process of computing measures and identifying patterns of relationships among collected data (Kothari, 2004). In this study, both quantitative and qualitative approaches were employed, with separate coding and analysis for each type of data. Quantitative data obtained from the Likert scale questionnaire, were coded and analyzed using Statistical Package for Social Science (SPSS) Version 20. Descriptive statistics, such as frequencies, percentages, figures, and tables, were used to present the quantitative findings. Additionally, charts and graphs may also be employed for a visual representation of the data. Qualitative data, obtained from open-ended questionnaires and interviews were analyzed using thematic analysis. This involves identifying categories and themes within the qualitative data and integrating the information to draw meaningful conclusions. The analysis focused on identifying patterns, commonalities, and important insights related to the socio and psychological impacts of internet use on youth. By employing both quantitative and qualitative data analysis approaches, the study aims to gain a comprehensive understanding of the impacts of internet use on youth in Tanzania, utilizing statistical analysis for quantitative data and thematic analysis for qualitative data

3.5.1 Variable and Measurement Procedures

The study has independent and dependent variables, which can be described in the following subsections below:

Independent Variable

Independent variable can be defined as presumed cause in an experimental study (Campbell, 2014). Internet use will be adopted as independent variables in this study. All independent variables which will be measured in nominal scale. Validity of the variables will be tested using Cronbach's Alpha Coefficient.

Dependent Variables

According to Campbell (2014), dependent variable is presumed effect in an experimental study. It is an outcome that is brought forth by the prediction of independent variables and dependent variables including Adoption of New Life Styles, Engagement in bad behaviour, Misuse of time, Bad relationship with friends, Cyber bullying, Cyber-crimes, Internet Addictions. Ordinal scale was set as a measurement unit. 5 – Likert scale items were involved in data collection instruments. Before measuring estimates of significant association between dependent and independent variables assumptions of multiple regressions were tested to avoid Type I and Type II errors.

Multiple Regressions

Multiple regression is a modelling techniques used to determine simultaneously relationship of several independent variables and one continuous variable (Eberly, 2007). It is used to predict the values of outcomes variables Y_i , provided set of independent variable (X_1, X_2) (Trammer and Elliot, 2008). Before running the analysis, assumption of the multiple regressions was tested, this was due to the fact that the assumption may lead to wrong results of the analysis (Antonakis and Deitz, 2011). On the other hand, when assumptions are not met may result to Type I and Type II error or over – or – under estimation of the direction and strength of the relationship. Regression model was developed basing general equation of regressions from Regression model

$$y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \epsilon \dots 1$$

The socio-psychological Impacts of Internet use such as

$$Y = \alpha + \beta_1 X_1 + \beta_2 ABB + \beta_3 IA + \beta_4 MT + \beta_5 CB + \beta_6 CC + \epsilon \dots 2$$

ABB = Adoption Bad Behaviour

IA = Internet Addictions

- MT = Misuse of Time
- CB = Cyber Bullying
- CC = Cyber crimes
- α = Constant
- ϵ = Standard Error.

4. Results

4.1 Demographical information of Respondents

The study targeted 95 respondents but got response from 88 respondents who filled the questionnaires distributed. This section presents the demographical information. The respondents were asked to state their age, education, gender.

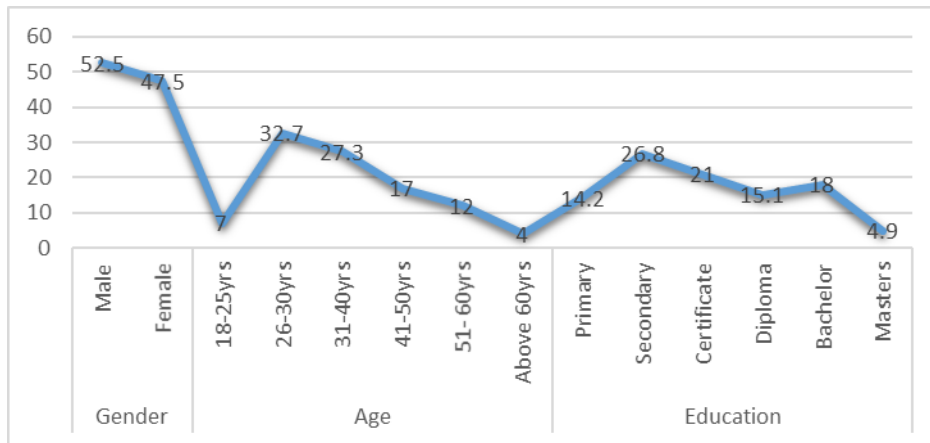


Figure 1: Respondents Profile

Source: Researcher, 2021

The results show that 52.5% of respondents were male while 47.5% were female. This implies that the researcher observed gender balance during the study. This indicates that the study was not biased as it included both genders. The results show both male and female were aware of internet services.

The results show that 7% of respondents had the age between 18-25years, 32.7% had the age between 26-30years, 27.3% had the age between 31-40 years, 17% had the age between 41-50, 12% had the age between 51-60 and 4% had the age above 60 years.

The results show that 14.2% of respondents had attained primary level of education, 26.8% of respondents had attained diploma level of education, 21% of respondents had attained certificate level of education, 15.1% of respondents had

attained diploma level of education, 18% had attained bachelor level of education, and 4.9% had attained a master’s level of education. This implies that most of respondents had attained bachelor level of education.

4.2 The extent of internet use on youth group

This section presents the response of respondents on the extent of internet use on youth group in Tanzania. The response below presented on a scale of 1 – 5: where 1 represents Strongly Disagree and 5 strongly agree.

Table 1: Extent of internet use on youth group in Tanzania

S/N	Statement	1	2	3	4	5
1	Internet is good to be used by youths	35.5	5	6	5.8	47.7
2	Internet is not good to be used by youth	51.7	6.3	8.8	7.3	26.3
3	I am not aware of it	6.3	8.8	27.5	26.3	31.1

Source: Researcher, 2021

The results show 35.5% of respondents strongly disagreed that Internet is good to be used by youths 5% of respondents disagreed, 6% of respondents were neutral, 5.8% of respondents agreed and 47.7% of respondents strongly agreed. The results show 51.7% of respondents strongly disagreed that Internet is not good to be used by youth, 6.3% of respondents disagreed, 8.8% of respondents were neutral, 7.3% of respondents agreed and 26.3% of respondents strongly agreed. The results show 6.3% of respondents strongly disagreed that they were not aware of it , 8.8% of respondents disagreed, 27.5% of respondents were neutral, 26.3% of respondents agreed and 31.1% respondents strongly agreed.

4.3 Socio effects of internet use on youth group

This section presents the response of respondents the socio effects of internet use on youth group in Tanzania. The response of respondents was presented on a scale of 1 – 5: where 1 represents Strongly Disagree and 5 strongly agree.

Table 2: socio effects of internet use on youth group

S/N	Statement	1	2	3	4	5
1	Internet use has led to the Socio interaction among youth	7.5	6.3	2.8	42.5	40.9
2	It enhances effective communication with families	48.8	8.8	6.8	2.5	33.1
3	It serves educational purpose of the youths	5	32.8	7.5	7.8	46.9
4	Internet helps adoption of new lifestyles	3.8	8	10.8	41.3	36.1
5	Engagement in bad behavior	8.6	8.8	7.5	51.3	23.8

Source: Researcher, 2021

The results show 7.5% of respondents strongly disagreed that review of Internet use has led to the Socio interaction among youth, 6.3% of respondents disagreed, 2.8% of respondents were neutral, 42.5% of respondents agreed and 40.9% of respondents strongly agreed. The results show 48.8% of respondents strongly disagreed that it enhances effective communication with families, 8.8% of respondents disagreed, 6.8% of respondents were neutral, 2.5% of respondents agreed and 33.1% of respondents strongly agreed. The results show 5% of respondents strongly disagreed that it serves educational purpose of the youths, 32.8% of respondents disagreed, 7.5% of respondents were neutral, 7.8% of respondents agreed and 46.9% of respondents strongly agreed. The results show 3.8% of respondents strongly disagreed that Internet helps adoption of new lifestyles, 8.8% of respondents disagreed, 1.8% of respondents were neutral, 41.3% of respondents agreed and 36.1% of respondents strongly agreed. The results show 8.6% of respondents strongly disagreed that Internet lead in engagement in bad behavior, 8.8% of respondents disagreed, 7.5% of respondents were neutral, 51.3% of respondents agreed and 23.8% of respondents strongly agreed.

4.4 Psychological effects of internet use on youth group

This section presents the response of respondents on the psychological effects of internet use on youth group in Tanzania. The response was presented on a scale of 1 – 5: where 1 represents Strongly Disagree and 5 Strongly Agree.

Table 3: Psychological effects of internet use on youth group in Tanzania

S/N	Statement	1	2	3	4	5
1	It lead to bad relationship with friends	1.8	3.3	5.8	56.8	32.3
2	It leads to the internet addictions	8.7	2.5	11.3	50	27.5
3	It causes the misuse of time	4.9	8.5	6.3	46.3	34
4	Internet use has led to the cyber bullying	8.8	7.5	8.8	50	24.9
5	It facilitates occurrence of cyber crimes	27.6	8.8	7.8	48.5	7.3
6	In some occasions it leads to the depression	15	12.5	6.3	46.3	20
7	It leads to pornography	15	17.5	13.8	45	8.8

Source: Researcher, 2021

The results shown 1.8% of respondent strong disagreed that internet lead to bad relationship with friends, 3.3% of respondents disagree, 5.8% of respondents were neutral, 56.8% of respondents agreed and 32.3% of respondents strongly agreed. The results shown, 8.7% of respondents strongly disagreed that that it leads to the internet addictions, 2.5% of respondents disagree, 11.3% of

respondents were neutral, 50% of respondents agreed and 27.5% of respondents strongly agreed. The results show 4.9% of respondents strongly disagreed that they internet causes the misuse of time, 8.5% of respondents disagreed, 6.3% of respondents were neutral, 46.3% of respondents agreed and 34% of respondents strongly agreed. The results show 8.8% of respondents strongly disagreed that Internet use has led to the cyber, 7.5% of respondents disagreed, 8.8% of respondents were neutral, 50% of respondents agreed and 24.9% of respondents strongly agreed. The results show 27.6% of respondent strongly disagree that it facilitates occurrence of cyber-crimes, 8.8% of respondents disagree, 7.8% of respondents were neutral, 48.5% of respondents agreed and 7.3% of respondents strongly agreed. The results show 15% of respondents strongly disagreed that in some occasions leads to the depression, 12.5% of respondents disagreed, 6.3% of respondents were neutral, 46.3% of respondents agreed and 20% of respondents strongly agreed. The results show 15% of respondents strongly disagreed that internet leads to pornography, 17.5% of respondents disagreed, 13.8% of respondents were neutral, 45% of respondents agreed and 8.8% of respondents strongly agreed.

4.5 Strategies to deal with the socio-psychological effects internet use

This is another section whereby respondents were asked to state the strategies can be adopted to deal with the socio-psychological effects internet use. The results is shown in table below. The response of respondents is shown with the following statements on the scale from 1 to 5, where 1 = strongly disagree to 5 = strongly agree.

Table 4: Strategies can be adopted to deal with the socio-psychological effects internet use

S/N	Statement	1	2	3	4	5
1	Provision of education about effect on internet use	8.8	20	16	22.5	32.5
2	Provision of time management skills to youth	17	16.3	8.8	41.3	16.3
3	Effective parental and guardian control	17.5	16.3	17.5	23.8	25
4	Effective supervision of internet use	26.3	8.8	17.5	16.3	31.3

Source: Researcher, 2021

The results show 8.8% of respondents strongly disagreed that provision of education about effect on internet use, 20% of respondents disagreed, 16.3% of respondents were neutral, 22.5% of respondents agreed and 32.5% of

respondents strongly agreed. The results shows 17.5% of respondents strongly disagreed that they should be provision of time management skills to youth, 16.3% of respondents disagreed, 8.8% of respondents were neutral, 41.3% of respondents agreed and 16.3% of respondents strongly agreed. The results show 17.5% of respondents strongly disagreed that they should be effective parental and guardian control, 16.3% of respondents disagree, 17.5% of respondents were neutral, 23.8% of respondents disagreed and 25% of respondents strongly agreed.

The results show 26.3% of respondents strongly disagreed that they should be effective supervision of internet use, 8.8% of respondents disagreed, 17.5% of respondents were neutral, 16.3% of respondents agreed and 31.3% respondents strongly agreed.

5. Discussion of Findings

5.1 Extent of internet use on youth group in Tanzania

The results of the study indicate a mixed response from the respondents regarding the use of the internet by youth. While some respondents believe that the internet is beneficial for young people, others believe that it is not suitable for youth. Additionally, some respondents may not have a clear opinion on the matter. Shusha and Kaveri (2009) argue that the internet can have positive impacts on cognitive, social, and physical development, and can even be used for therapeutic interventions. However, Borca (2015) suggests that internet use can also have negative effects on social relationships and community participation. The research mentioned by Borca shows that spending more time online is associated with decreased communication with family members and a smaller social circle, which can lead to increased feelings of depression and loneliness.

These findings highlight the complex nature of the impacts of internet use on youth. While there are potential benefits, such as access to information and opportunities for personal growth, there are also risks and negative consequences, such as social isolation and mental health issues. It is important to consider a balanced perspective and develop strategies to maximize the benefits while minimizing the negative impacts of internet use among youth.

5.2 Socio effects of internet use on youth group

The findings of the study suggest that internet use among youth in Tanzania has had various socio effects. Majority of the respondents believe that internet use has led to increased social interaction among youth and serves educational purposes.

It is also seen as a tool for the adoption of new lifestyles, though it may also facilitate engagement in negative behaviors. However, a significant majority of respondents believe that internet use enhances effective communication with families.

Lu (2011) argues that the internet provides an opportunity for youth to explore and experiment with important aspects of adolescence, such as identity, autonomy, and sexuality. This aligns with the findings of the study, indicating that the internet plays a role in the exploration of personal, social, and sexual identities among youth.

It is important to note the complex nature of the socio effects of internet use on youth. While it can have positive impacts such as increased social interaction and educational benefits, it can also present risks, such as engagement in negative behaviors. Therefore, it is crucial to promote responsible internet use and provide guidance to youth in navigating the online world. Additionally, efforts should be made to strengthen family communication and support positive interactions within the family unit.

5.3 Examined the psychological effects of internet use on youth group in Tanzania

The findings of the study indicate that the majority of respondents believe that internet use among youth in Tanzania has significant psychological effects. These effects include detrimental impacts on relationships with friends, internet addiction, time mismanagement, cyberbullying, cybercrime, potential for depression, and exposure to pornography. Arefand (2020) highlights the advantages of internet use for young people, such as access to a vast amount of information. However, the risks associated with exposure to violent or pornographic content, as well as racist or hate materials, can have negative psychological and social consequences for children. Pednekar and Tung (2017) note that limited research is available on the role of adolescents' attachment to parents and peers in relation to their psychological profiles and internet use. Developmental Psychopathology suggests that psychological difficulties in adolescence are influenced by various protective and risk factors, including individual vulnerability and the quality of relationships with parents and friends.

These findings underscore the need to address the psychological effects of internet use on the youth in Tanzania. It is crucial to raise awareness about responsible

internet use, mitigate risks, and promote healthy relationships and support systems in adolescents' lives.

6. Conclusion and Recommendations

6.1 Conclusion

Extent of Internet Use on Youth Group in Tanzania: The study indicates that Internet use among youth in Tanzania is prevalent and widespread. The majority of youth are accessing the Internet for various purposes, including education, communication, and entertainment. This highlights the importance of understanding the impact of Internet use on this demographic.

Socio Effects of Internet Use on Youth Group: The study reveals mixed opinions regarding the socio effects of internet use on youth in Tanzania. While some respondents believe that it enhances social interaction and educational opportunities, others express concerns about the adoption of new lifestyles and engagement in negative behaviors. However, effective communication with families is seen as a positive outcome of internet use.

Psychological Effects of Internet Use on Youth Group: The study uncovers several psychological effects of internet use on youth in Tanzania. Majority of respondents believe that internet use leads to adverse outcomes such as bad relationships with friends, internet addiction, time mismanagement, cyberbullying, cybercrime, potential for depression, and exposure to pornography. These findings highlight the need to address the potential risks and promote responsible internet use among youth.

6.2 Recommendations

6.2.1 Extent of Internet Use on Youth Group in Tanzania:

- a. Increase digital literacy programs: Provide youth with the necessary skills to navigate the internet safely and responsibly, including understanding privacy settings, identifying reliable sources, and practicing online etiquette.
- b. Improve access to online educational resources: Ensure that youth in Tanzania have equal access to quality educational materials online, bridging the digital divide and promoting educational opportunities for all.

6.2.2 Socio Effects of Internet Use on Youth Group:

- a. Promote responsible internet use: Educate youth about the potential risks and benefits of internet use, emphasizing the importance of making informed decisions and practicing good digital citizenship.

- b. Strengthen family communication: Encourage open dialogues within families about internet use and its impact, fostering understanding and collaboration between parents and youth.

6.2.3 Psychological Effects of Internet Use on Youth Group:

- a. Develop psychological support programs: Establish programs that offer counseling and support for youth who may be affected by the psychological consequences of internet use, such as internet addiction or cyberbullying.
- b. Raise awareness on online safety: Conduct campaigns and workshops to raise awareness about online dangers and provide strategies for protecting psychological well-being, including avoiding exposure to harmful content and practicing self-care.

Overall, it is crucial to strike a balance between the benefits and risks of internet use among youth. By implementing these recommendations, stakeholders can help create a safer and more positive internet environment for youth in Tanzania.

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