

**EFFECTS OF SOCIAL MEDIA ON STUDENTS ACADEMIC PERFORMANCE IN
INSTITUTIONS OF HIGHER LEARNING IN MAKINDYE DIVISION –KAMPALA
DISTRICT**

BY

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**A DISSERTATION SUBMITTED TO THE COLLEGE OF HUMANITIES AND SOCIAL
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DECLARATION

I Mbabazi Racheal I declare that this dissertation on "Effects of social media on students' academic performance in institutions of higher learning in Makindye Division –Kampala District-Uganda" is my original work and has never been presented by any other person in any other University or institution for any kind of Award.

Signature. Mbabazi Racheal Date. 10th / 09 / 2018

76%

APPROVAL

This is to acknowledge that this report has been under my supervision as a university supervisor and is now ready for submission.

Signature.....

Date.....

MS. NANYONDO JANET

DEDICATION

I dedicate this piece of work to my beloved parents, brothers and uncles who have supported me financially, academically and morally during my research and the entire course of study.

ACKNOWLEDGMENT

First of all I would like to thank the almighty God for his provision, guidance and care upon our lives and My parents for their struggle to pay for me tuition

I would like to thank my supervisor Ms. Nanyondo Janet for his inspiration as I carried out this research work. My sincere gratitude to the students and my lecturers, thank you very much.

Finally I would like to thank my friends and classmates for our interactions and support they gave me.

May God Bless you all Amen!!

TABLE OF CONTENTS

DECLARATION	i
APPROVAL	ii
DEDICATION.....	iii
ACKNOWLEDGMENT.....	iv
LIST OF TABLES	viii
ABSTRACT.....	ix
CHAPTER ONE	1
INTRODUCTION.....	1
1.0 Introduction.....	1
1.1Background of the study	1
1.2 Statement of the problem	1
1.3 Purpose of the study	2
1.4 Objectives of the study.....	2
1.5 Research Questions.....	2
1.6 Scope.....	3
1.6.1 Geographical scope	3
1.6.2 Theoretical scope	3
1.6.3 Contextual scope.....	3
1.7 Significance of the study.....	3
1.8Operational of key terms.....	4

CHAPTER TWO	5
LITERATURE REVIEW	5
2.1 Theoretical perspective	5
2.2 Conceptual Framework.....	6
2.3 Social Networking Sites.....	8
 CHAPTER THREE	 13
METHODOLOGY	13
3.0 Introduction.....	13
3.1 Research Design.....	13
3.2 Target Population.....	13
3.3 Sample size	13
3.4Sampling Procedures	14
3.5 Methods.....	14
3.6 Research Instruments	14
3.7 Validity and reliability of the instruments	15
3.8 Data Gathering Procedures	15
3.9 Data analysis	15
3.10 Ethical consideration.....	16

CHAPTER FOUR.....	18
PRESENTATION, INTERPRETATION AND ANALYSIS OF THE RESULTS	18
4.0 Introduction.....	18
4.1 Description of Respondents	18
4.2 The impacts of time appropriateness on students' academic performance.....	19
4.3 The impact of nature of usage on students' academic performance	23
 CHAPTER FIVE	 26
DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS.....	26
5.0 Introduction.....	26
5.1 Discussions of Findings	26
5.2 Conclusions.....	27
5.3 Recommendations.....	27
5.4 Areas for Further Research	27
References.....	29
APPENDIX I: QUESTIONNAIRES	32

LIST OF TABLES

Table 4.1 Profile of respondents.....	18
<i>Table 4.2: The impacts of time appropriateness on students' academic performance</i>	<i>21</i>
<i>Table 4.3 The impact of health addiction on students' academic performance.....</i>	<i>24</i>
<i>Table 4.4 significant relationship between nature of usage and health addiction on students' academic performance.....</i>	<i>25</i>

ABSTRACT

The study was carried out with the aim of examining the impact of use of social media on students' academic performance in institution of higher learning. This research adopted descriptive and explanatory research design. It also employed the use of cross sectional survey method using survey questionnaires with a Likert Scale. The of sample 102 students from selected secondary schools selected using convenient sampling method. The data collected was analyzed using description means and regression via SPSS. The Pearson's correlation coefficients of four independent are correlated with student's academic performance while two are not. Thus considering the abnormal use of Social media platforms by students, it is expedient that Universities in Soroti educate their students to positively use these platforms for educational purposes which will eventually result in a positive impact on their academic performance. From the findings and the conclusions of the study, the researcher recommends that i) Students should be educated on the influence of Social media on their academic performance ii) Students should be monitored by teachers and parents on how they use these sites iii) Teachers should ensure they use the social media as a tool to improve the academic performance of students in schools iv) Students should better manage their study time in and prevent distractions that can be provided by the social media and v) There should be a decrease in the number of time spent by students when surfing on the net.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The use of social media among students has reached high levels and has affected their study time, poor grammar and wrong spellings when socializing on social media as well as diverting their attention from their studies (Ndaku, 2013). Students spend much of their study time on social networks than in their academic undertakings and it has affected their Grade Point Average (GPA). Investigation on impact of social media was done here in Malaysia which focused on student's academic performance in tertiary institution (Khan, 2009) just a few research has been done so far in the tertiary institution pertaining this topic and the researcher's respondent were information technology students (Helou & Rahim, 2014).

1.1 Background of the study

In Uganda, The new opinion poll will reveal the perceptions of Ugandans about their choice of candidates at the various levels of political leadership, starting with that of President. "In this project, we shall be giving the candidates a powerful message on what voters want from them. We shall air voters' questions and the challenges they face both nationally and in their localities. At the same time provide them with the highlights on the candidates' manifestos," Kaija said.

1.2 Statement of the problem

The world today is a global market in which the internet is the most important sort of information. Since the advent of social media sites in the 1990s, it is assumed in some quarters that the academic performance of students is facing a lot of neglect and challenges. The educational system in Nigeria is faced with so many challenges which have certainly brought about a rapidly decline in the quality of education. There is a deviation, distraction and divided attention between social networking activities and their academic work. It is observed that students devote more attention to social media than they do to their studies. Students' addictiveness to social networks, students' frequency of exposure to social network, social media network that the students are more exposed to and the influence of social media as a medium of

interaction between students has been part of discussion in recent times and which have imparted on their academic performance. Instead of students reading their books, they spend their time chatting and making friends via the social media and this might definitely have influence on their academic performance, because when you do not read, there is no way you can perform well academically. It is a common sight to see a student chatting in sensitive and highly organized places like church, mosque and lecture venues. Some are so carried away that even as they are walking along the high way, they keep chatting. In recent times social media have been a major stay in the minds of students and the world at large thereby causing a lot of drastic measure by students, teacher and even educational administrators at large. It is therefore of great importance to explore some of the trending issues facing students' academic performance as a result of social media. Students at all levels of learning now have divided attention to studies, as a result of available opportunities to be harnessed from social media. Whether these opportunities promote studies is a question that needs to be answered. Thus, the problem this study investigates is the influence of social media networks on the academic performance of the students in institution of learning Soroti District.

1.3 Purpose of the study

The purpose of the study is to examine the impact of the internet on the print media. A case study of vision group -Uganda.

1.4 Objectives of the study

- i) To examine the impact of time appropriateness on students' academic performance.
- ii) To examine the impact of nature of usage on students' academic performance.
- iii) To examine the impact of health addiction on students' academic performance.

1.5 Research Questions

- i) What are the impacts of time appropriateness on students' academic performance?
- ii) What are the impacts of nature of usage on students' academic performance?
- iii) What impact of health addiction on students' academic performance?

1.6 Scope

1.6.1 Geographical scope

This study was carried out at vision group that is to say Vision Group incorporated as the New Vision Printing & Publishing Company Limited (NVPPCL), started business in March 1986. It is a multimedia business housing newspapers, magazines, internet publishing, televisions, radios, commercial printing, advertising and distribution services. NVPPCL is listed on the Uganda Stock Exchange, with an expected turnover of over UGX 92 Billion (FY 2015/2016).

1.6.2 Theoretical scope

This study was based on behavioral theory of elections by Jonathan Bendor et al, (2011) which suggests that voters and political actors are fully rational. While these formulations produce many insights, they also generate anomalies--most famously, about turnout.

1.6.3 Contextual scope

The study intended to examine the influence of media on 2016 elections that is the challenges that were reported by media over 2016 elections, the media effects on 2016 elections and the extent does the media influence on elections in a country.

1.7 Significance of the study

The **Government** may use this research to develop policies which put into consideration on challenges are faced during elections.

To **citizens**, the findings of the research may provide information on the influence of media on elections hence understanding how authentic the information can be.

Other **researchers** who may attempt any topic closely related to this topic may have this research work as a source of insight. This knowledge could also be useful; in the development of policies and programs to prevent challenges experienced during elections.

1.8Operational of key terms

Media refers to the main means of mass communication (broadcasting, publishing, and the Internet), regarded collectively.

Social media. refers to facebook, watzapp, instagram and viber that that students use to surf.

Student is a person who is from age of 16-to 60 and above

Academic performance refers to how someone performs academically.

CHAPTER TWO

LITERATURE REVIEW

2.1 Theoretical perspective

Most theories of elections assume that voters and political actors are fully rational. While these formulations produce many insights, they also generate anomalies--most famously, about turnout. The rise of behavioral economics has posed new challenges to the premise of rationality. This groundbreaking book provides a behavioral theory of elections based on the notion that all actors--politicians as well as voter are only bounded rational. The theory posits learning via trial and error: actions that surpass an actor's aspiration level are more likely to be used in the future, while those that fall short are less likely to be tried later.

Based on this idea of adaptation, the authors construct formal models of party competition, turnout, and voters' choices of candidates. These models predict substantial turnout levels, voters sorting into parties, and winning parties adopting centrist platforms. In multiparty elections, voters are able to coordinate vote choices on majority-preferred candidates, while all candidates garner significant vote shares. Overall, the behavioral theory and its models produce macro implications consistent with the data on elections, and they use plausible micro assumptions about the cognitive capacities of politicians and voters. A computational model accompanies the book and can be used as a tool for further research.

In providing a bounded-rationality-based theoretical scaffolding for voting and party behavior, interpreting decades of research on these subjects, and charting directions for new systematic work, this book is a *tour de force*. This conclusion is reluctantly drawn by a reviewer who hesitates to stray very far from the straight-and-narrow path of rational choice, and thus doubted the prospects for this project at the outset. After reading these pages more than once, however, and struggling to wrap my mind around the subtle arguments they contain, I come away both impressed and distressed. Both are forms of praise. I give readers a glimpse of the basis for these in the following paragraphs.

Bendor, Diermeier, Siegel, and Ting (2012) are themselves trained in and contributors to rational choice research in political science and political economy. Their roots run deep in the soil of Rochester Political Science, Northwestern's Kellogg School, and Stanford's Graduate School of Business – all hotbeds of rational choice modeling. Their book acknowledges on the very first page the “intellectual revolution” in political science associated with the diffusion of rational choice theories in the discipline. “But,” as they note on the second, “nobody is perfect. Not even a research program.” Indeed, the authors suggest that, for all its salutary accomplishments, rational choice theory has run seriously off the rails in some highly visible ways, not least of which is the disconnect between theory and empirical regularities in the area of voting and other forms of political participation

There is a wide spread belief that there is a strong political bias in the media and while that may be true to some extent, it doesn't have a significant effect on shaping the voter's views. One area that newspapers do take a stand on is in editorials, which has largely dictated by how people view certain publications.

Page argues that various media outlets take distinctive stands, which can remain consistent over a period of time. The people's perception that certain publications are biased can have a negative effect on journalists as a whole. While the public demands that the press question politicians, Robinson says there is public discontent when bad news is reported due to the public's distrust in news and a “kill the messenger syndrome.”

At times, there is a wide – spread belief that there is a strong political bias in the media and while that may be true to some extent, it doesn't have a significant effect on shaping the voter's views. One area that newspapers do take a stand on is in editorials, which has largely dictated by how people view certain publications.

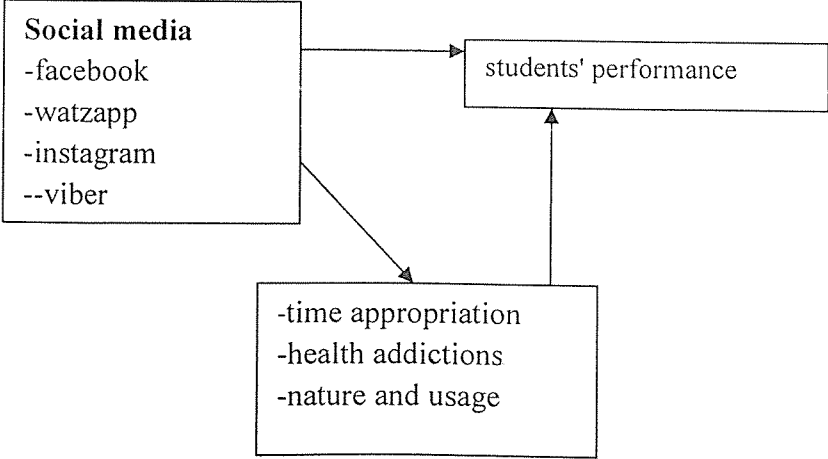
2.2 Conceptual Framework

According to the outcome, students' academic performance is affected the more they use Facebook. Social platforms are mainly used by students for socializing activities rather than academic purpose (Oye, 2012). In addition (Oye, 2012) said that majority of students feel that

social platforms have positive impact on academic growth. In a different research conducted by Shana (2012) it was ascertain that students use platforms mainly for chatting and making friends. ‘‘The consequences of internet and social platforms on students’ academic growth’’ a study than by Young (2006) it was seen that internet has spread its wings to reach teenager’s school life. It was also observed by Young that students are more dependent on internet to access info that pertain their academic life as well as entertainment. Additionally, Young said that internet, though take a lot of time, and have less impact on studies. It was observed by Wang (2011) that impact of social platforms rest on the degree of usage. Jeong (2005) observed that internet addiction is significantly and negatively related to students’ academic growth, as well as emotional attributes. Seo (2004) confirms Jeong statement when he opined that the negative influence of internet is only on excessive users and not on all users. Rather (2013, p.69) avers that: the social platforms which are being used today with great desire and enthusiasm have altered the way of using internets in this modern age by defining online tools and utilities which allow users for communication, participation and collaboration of information online. Today’s young generation, especially teens and youth are using technology through innovative ways due to which they are referred to as millennial and have changed the way they think, work and communicate even though they are in formative years of their life. Today’s youth because of social platforms have become technology addicts and are quite withdrawn.

Figure 1:

Conceptual framework



Source: Pariser, Eli. 2011. The Filter Bubble: What the Internet is Hiding from You. Penguin UK. Pew Center. 2016a. Social media and academic performance.

2.3 Social Networking Sites

It is used to describe any website that enables users to create public profiles within that website and form relationship with other users of the same website who access their profile.

It is used to describe community base website, online discussion forum, chat rooms and other social space online. Commonly, the phrase “social networking sites” is used as an umbrella term for all social media and computer-mediated communication, including but not limited to Facebook, Twitter, LinkedIn, and Myspace, as well as the inaugural social networking sites of Cyworld, Bebo and Friendster.

Ellison and Boyd (2007) define social network sites as web-based services that allow individuals to construct profiles, display user connections, and search and traverse within that list of connections. A social media is an online service or platforms that focus on facilitating the building of social network among people who share interest, activities and background on real life connections. It is a website that allows users to share information within a selected group. It is a great way to stay connected and a convenient way to share 15 photos from trips (Awake, 2012). It consists of a representation of each user (profiles), social links and a variety of additional services. For detailed analysis of social networking, the following terms will be discussed:

- ☐ Impact of Social Networking Site
- ☐ Features
- ☐ Social Networking and Education
- ☐ Constraints in Education

Impacts of Social Networking Sites

Through email and instant messaging, online communities are created where a gift economy and reciprocal altruism are encouraged through co-operation. 2go and other social networking tools are increasingly the objective of scholarly research. Scholars in many fields have begun to

investigate the impact of social networking site, investigating how such site may play into issues of identity, privacy, social, youth culture and education.

Several website are beginning to tap into the power of the social networking model for philanthropy. In 2011 HCL technologies conducted research that showed that 50% of British workers are banned from the use of social media during office hours. In this view, when one is chit-chatting, the content of the message reveal a lot about an individual. In chatting, comments, photos, and status should speak less of an individual. Kim in summary says: “if you are mindful of what you are doing, you can maintain a measure of privacy on a social network” (Awake, 2012); and, in reference to this, Proverbs 10:19, states that “In the abundance of words, there does not fail to be transgression, but the one keeping his in check is acting discreetly”.

“It’s a vortex that sucks one in and one has no idea you’ve been trapped. One of the ironies of the internet is that it keeps you apart from the most important things’. It is a great way to stay connected with people but you just have to know when to shut it down. Raquel concluded that it seems that when people go on a social network they lose their mind” (Awake, 2012).

Features of Social Networking Sites

According to the Boyd and Ellison (2007) article entitled “Why Youth Heart, Social Networking Site: the role of networked publics in teenage life?” It shares a variety of technical features that allows individuals to construct a public or semi-public office, articulate list of their users that they share connection with and view their list of connections within the system. In an article titled ‘social networking sites’ definition and scholarship, Boyd and Ellison adopt Sunden’s (2003) description of profiles as unique pages where one can type oneself into being a profile is generated from answer to question, such as age, location and interest. Some site allows users upload pictures’, add multimedia content or modify the look of their profile. For instance, 2go allows the user to update their status and change profile pictures and BB chat that allows them change display picture, name and status. They allow them search for users and share a list of contact and there are sections dedicated to comments from friends and other users. To protect their privacy, they have a control that allows users to choose who can view their profile, contact and add them to their list of contacts

Social Network and Education

The advent of social network platforms may also be impacting the way in which learners engage with technology in general. For a number of years, Prensky (2001) dichotomy between digital natives and digital immigrants has been considered a relatively accurate representative of the ease with which people of a certain age rate, in particular, those born before and after 1980, use technology.

Social networking and their educational uses are of interest to many researchers. Living Stone and Brake (2010) in their opinion said 'social networking site, like much else on the internet representing a moving target for researchers and policy makers'. Recent trends indicate that 47% of American adults use social network. A national survey in 2009 found that 37% of online teenagers use social networking site which increased to 55% three years later (Len Hart, Purcell, Smith and Zickuhr, 2010). It has also, shown that it provides opportunity within professional education but however, there are constraints in such areas.

Constraints of Social Networking in Education.

In the past, social networking were viewed as a distraction and offered no educational benefit. Blocking this social network was a form of protection for students against wasting time, bullying and privacy protection. In an educational setting, 2go and BB chat is seen by instructors and educators as frivolous time wasting and distraction from school work.

Cyber bullying has been an issue of concern with social networking site. An online survey based on 9-19 years old and above discovered that students received bullying comments online. Social networking, often include a lot of personal information posted publicly and many believe that sharing personal information and the easy communication vehicle that social networking opens the door to sexual predators.

The normative functions of the media are often based on the characteristics of representative or liberal democracies. These include serving as (1) a forum encouraging pluralistic debate about public affairs, (2) a guardian against the abuse of power, and (3) a mobilising agent encouraging public learning and participation in the political process (see Norris, 2000, for a detailed overview). Thus, transforming the media into fully democratic institutions is a challenging task mainly because (1) the relationship between government and the media is highly ambivalent, (2) reformed

media institutions will still retain elements of the logic and constraints of their predecessors, and (3) journalists in the newly transformed media organisations will still hold values that are rooted in their professional life under the old regime (Votmer and Rowsley, 2009).

These are often measured through global annual indexes such as the Freedom House Survey which looks at the degree to which each country permits the free flow of news and information considering the legal, political, and economic environments, or Reporters without Borders Worldwide Press Freedom Index, which assesses the state of press freedom based on violations directly affecting journalists and news media, taking into account the legal situation and behaviour of state authorities.

Other normative values that are highly regarded where public communication is concerned include equality, diversity, truth and information quality, and social order and solidarity (McQuail, 2005). disputed constitutionally and has been implemented in virtually all transition countries (Votmer and Rowsley, 2009). In democratising contexts, the media tasks are generally and usually subsumed under the 'accountability role' which the media have been normatively ascribed as one of their main functions in a democratic society (Gurevitch and Blumler, 1990).

The notion that the press should hold the government and political elites accountable that is, answerable to the electorate and subject to eventual punishment in case of wrongdoing is particularly strongly rooted in the liberal, Anglo American tradition of journalism, assigning the press the label of the fourth estate 'and expecting it to act as a 'watchdog', exposing the transgressions of the public officials and other power holders within the democratic system (Waisbord 2000). In addition to elections, the media are seen as instrumental for both the main dimensions of political accountability. Whitehead, (2002), vertical (the ability of citizens to oversee actions of the power holders) as well as horizontal (the system of 'checks and balances between state institutions, public agencies and branches of government). Simply, they serve as a means for voters to make decisions by disseminating information about government actions.

However, as a challenge to legislative democratisation, emerging democracies are thought to develop unique types of media systems that differ significantly from those in established democracies, and journalistic professionalism is argued to be embedded in the wider cultural traditions of a given country and to reflect the needs and expectations of audiences (McConnell and Becker, 2002). This creates several and larger gaps between the ideal and the reality of journalism than in established democracies.

During the transition period, the media may set the agenda for political debate, offer alternative interpretations of the ongoing events, and create support for emerging political parties. While previous research suggests that the media tend to be most supportive of democracy in the early stages of democratisation (Randall, 1998), their performance is vulnerable to political control which manifests itself in highly opinionated and politicised reporting during transition phases.

The media's role in the early stages of democratisation can be very influential because of its potential impact on political decisions (Salgado, 2009) and political orientations (Schmitt Beck and Voltmer, 2007). As far as the consolidation phase is concerned, the media are expected to sustain democratic discourse and guard against backsliding, whether institutional decay or individual corruption (Randall, 1998), a role often challenged by growing cynicism and decline of public trust in journalism.

CHAPTER THREE

METHODOLOGY

3.0 Introduction.

This chapter described the methodology that was used in addressing the set objectives of the study. The chapter was organized under the following subsections: research design, research population, and sample size, sampling procedure, research instruments, validity and reliability of research instruments, data gathering procedures, data analysis, ethical considerations and limitations of the study.

3.1 Research Design

The study used a cross-sectional study design using quantitative approach. The cross-sectional approach was used because the information on the influence of media on 2016 elections was collected at that point in time. The quantitative approach was used to offer numerical significance in order to describe current phenomenon and to investigate the influence of media on elections using information gained from the questionnaire.

3.2 Target Population

This study consisted 283 students. The researcher intends to select data from the different categories of respondents.

3.3 Sample size

The study sample consisted of 166 students. This sample size was arrived at using sloven's formula for calculating sample sizes stated as follows;

$$n = \frac{N}{1 + N(\partial)^2}$$
 Where n= the required sample size, N = target population and ∂ = significance level, given at 0.05.

Therefore: N = 283

$$n = \frac{283}{1 + 283(0.0025)}$$

s = 166 respondents

Source : (Guilford, J.P. & Frucher. B; (1973), Fundamental Statistics in Psychology and Education, New York: MC)

Table: 3.1 shows the population and sample size distribution

Respondents' location	Target population	Sample size
Male	130	76
Female	153	90
Total	283	166

3.4 Sampling Procedures

The purposive sampling was utilized to select the respondents based on these criteria that is to say basing on the age, working experience, title and reliable information about social media and academic performance. Stratified sampling was also used because of the different strata in the respondents and then simple random sampling was used to select respondents from each stratum.

3.5 Methods

The study was based on survey method which used closed ended questionnaire. This method was used the respondents can answer any question without bias, hence giving proper information about the social media and academic performance.

3.6 Research Instruments

There were four sections of researcher made questionnaires (RMQs) directed to students. The first questionnaire had the profile of the respondents in terms of gender, age, level of education, .

The second questionnaire involved questions on the impact of time appropriateness on students' academic performance, nature of usage on students' academic performance and the impact of health addiction on students' academic performance.

3.7 Validity and reliability of the instruments

Content validity of the instruments was ensured through use of valid concepts and/or words which measure the study variables. The instruments were given to content experts to evaluate their relevance, wording and clarity of questions or items in the instrument after which a content validity index was computed. A content validity index of 0.758 was obtained which was higher than the minimum of 0.70, as per Amin (2005) and so the instrument was declared valid.

The Cronbach alpha coefficient was ensured reliability of the instrument computed using SPSS. A Cronbach Alpha of 0.817 was obtained, which was higher than the minimum stated by Amin (2005) of at least 0.70 and so the instrument was considered to be adequately reliable.

3.8 Data Gathering Procedures

Before the administration of the questionnaires

An introduction letter was obtained from the College of humanities and social sciences for the researcher to ask for approval to conduct the study from respective respondents. Once approved, the researcher secured a list of the qualified respondents from the new vision. Simple random sampling technique was employed. The respondents were briefed about the study and were requested to sign the informed consent form.

During the administration of the questionnaires

The respondents were requested to answer completely and not to leave any part of the questionnaires unanswered. The researcher and assistants were emphasizing the retrieval of the questionnaires within five days from the date of distribution. On retrieval, all returned questionnaires were checked if all are answered.

After the administration of the questionnaires

The data gathered was collected, encoded into the computer and statistically analyzed using the Statistical Package for Social Sciences (SPSS).

3.9 Data analysis

Different statistical techniques were used, namely: Simple frequency counts and percentage distributions were used to analyze data on profile of respondents. Means, standard deviations and

rank were used to determine the the impact of time appropriateness on students' academic performance, nature of usage on students' academic performance ,the impact of health addiction on students' academic performance and the significant relationship, a Pearson's linear correlation coefficient was used. The following numerical values and response modes were used to interpret the means;

Mean range	Response range	Interpretation
3.26 - 4.00	strongly agree	very high
2.51 - 3.25	agree	high
1.76 - 2.50	disagree	low
1.00 - 1.75	strongly disagree	very low

3.10 Ethical consideration

The research process was guided by sound ethical principles which include the followings:-

Voluntarism: the research team ensured that respondents are not coerced or manipulated into participating in the study. Respondents were told the purpose of the study and their consent to participate in the study were sought.

Lack of co-operation by some respondents will be a possible constraint to this study. Its common under conflict situations for research to be are viewed in a negative way. This study however will emphasize to the respondents that the study is purely for academic purposes. Also where people still feel reluctant to participate in spite of the assurances the study will resort to willing and available respondents.

Limited time is already foreseen in this study. To overcome this constraint, a sample of 100 people will be chosen to participate in the study. Attempts will be made to stick to the deadlines that will be pre-set before the study is done.

Not all questionnaires will be retrieved but the researcher will ensure that no questionnaire is left to respondents.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND ANALYSIS OF THE RESULTS

4.0 Introduction

This chapter presents, interprets and analyses the findings. For this purpose the chapter is structured according to the research objectives. The chapter comprises: the profile of respondents, the impact of time appropriateness on students' academic performance, nature of usage on students' academic performance and the impact of health addiction on students' academic performance.

4.1 Description of Respondents

In this study, respondents were described according to age bracket, level of education, marital status and work experience. In each case, respondents were asked to declare their respective profile information in order to enable the researcher classify them accordingly. Close ended questionnaire were employed by the researcher in ascertaining information about their personal profiles and analyzed their responses using frequencies and percentage distributions as summarized in table 4.1 below.

Table 4.1: Profile of respondents

Profile of respondents	Frequency	Percent
Age bracket		
18-29	68	40.9
30-39	32	19.4
40-49	48	28.9
50 and above	18	10.8
Total	166	100.0
Level of education		
Certificate	12	7.2
Diploma	58	34.9

Degree	45	27.2
Masters	51	30.7
Total	166	100.0
Marital status		
single	4	2.4
Married	160	96.4
Divorced	2	1.2
Total	166	100.0

(Source, primary data 2017)

Table 4.1 results indicate that most of most of the respondents in the sample are between 18-29years 68(40.9%), and least were of the in the age bracket of 50 years-and above 32(19.4%). This implies that most of the workers in the sample are in early adult. This is so because, this age bracket most of them it's their first time to vote.

As regards the level of education, most of the workers have a diploma 58 (34.9%), followed by degree 45 (27.2%), and lastly master 12 (7.2%). This implies that worker's in terms of qualifications is relative low. This means that they need also to improve on their level education so that they can broaden on the influence of media on elections.

Pertaining the marital status, most of the workers are married 160 (96.4%), followed by single 4(2.4%) and lastly divorce 2(1.2%). This implies that workers not only face challenges but also it has an effect.

Regarding religion, most of the employed mothers that is to say 128 (77.1%) and Muslim were 38 (22.9%). This implies that managers and staff Christians dominated in the sample.

4.2 The impacts of time appropriateness on students' academic performance

The first objective in this study was to examine the impacts of time appropriateness on students' academic performance. To achieve this objective, nine quantitative questions were asked in the questionnaire and each had four possible responses ranging from 1= strongly disagree, 2=disagree, 3= agree and 4=strongly agree. Respondents in each item were asked to rate whether these are the impacts of time appropriateness on students' academic performance by indicating

the extent to which they agree or disagree with each item. students' responses were summarized using means as indicated in table 4.2. For interpretation of responses, the following numerical values were used;

<i>Answer Range</i>	<i>Response mode</i>	<i>Interpretation</i>
3.26-4.00	Strongly agree	Very high
2.51-3.25	Agree	High
1.76-2.50	Disagree	Low
1.00-1.75	Strongly disagree	Very low

Table 4.2: The impacts of time appropriateness on students' academic performance

The impacts of time appropriateness on students' academic performance	Mean	Std. Deviation	Interpretation	Rank
As a parent I always encourage verbal give and take whenever I feel that family rules and restrictions are unreasonable.	3.10	.512	High	1
As a parent I do not allow my children to question any decision I make.	3.08	.642	High	2
As a parent I do not view myself as responsible for directing and guiding the behavior of my children as they grow up.	3.07	.671	High	3
As a parent I feel that in a well run home children should have their way in the family as often as possible.	3.02	.460	High	4
As my children grow up I allow them to form their own point of view on family matters and I generally allow them to decide for themselves what they are to do.	2.95	.686	High	5
As my children grow up, I get very upset if they try to disagree with me.	2.95	.650	High	6
As my children grow up, I rarely give them expectations and guidelines for their behavior.	2.94	.569	High	7
As my children grow up, if I decide in the, family that which hurts I am not willing to discuss it the decision with them and strongly agree admit that I had made a mistake.	2.94	.639	High	8
As parent I give direction for my children's behaviour and activities as they grow up, and I expect diem to follow the direction.	2.93	.541	High	9

Even if my children do not agree with me, I feel that it is for their own good if I force them conform with what I think is good.	2.93	.701	High	10
I always feel that more force should be used in order to get my children behave the way they are supposed to.	2.87	.653	High	11
I direct activities and decisions in the family through reasoning and discipline.	2.87	.656	High	12
I do not feel that my children need to obey rules and regulations or behavior simply because some one is authority has established them.	2.86	.678	High	13
I feel that wise parents should teach their children early just who is boss in the family.	2.72	.599	High	14
Whenever I tell my children to do something I expect them to do it immediately with out asking any questions.	2.69	.648	High	15
Average	2.928	0.285	High	

(Source: primary data,2018)

The means in Table 4.3 indicated that employed mothers rated the impacts of time appropriateness on students' academic performance, on average 2.928 and standard deviation 0.285 high on the likert scale. The fifteen items had means and standard deviation ranging between 3.10 (0.512) -2.69(0.285). This means that despite the fact that students who use social media they tend to be using alot of time..

4.3 The impact of nature of usage on students' academic performance

The third objective in this study was to examine the impact of nature of usage on students' academic performance. To achieve this objective, nine quantitative questions were asked in the questionnaire and each had four possible responses ranging from 1= strongly disagree, 2=disagree, 3= agree and 4=strongly agree. Students in each item were asked to rate whether examine the impact of nature of usage on students' academic performance by indicating the extent to which they agree or disagree with each item. students' responses were summarized using means as indicated in table 4.2. For interpretation of responses, the following numerical values were used;

<i>Answer Range</i>	<i>Response mode</i>	<i>Interpretation</i>
3.26-4.00	Strongly agree	Very often
2.51-3.25	Agree	Often
1.76-2.50	Disagree	Rarely
1.00-1.75	Strongly disagree	Very rarely

Table 4.3 The impact of health addiction on students' academic performance

How often have you felt confident about your ability to handle your personal problems?	Mean	Std. Deviation	Interpretation	Rank
How often have you been not able to control irritations in your life?	3.30	.646	Very often	1
How often have you been angered because of things that were outside of your control?	3.25	.709	Very often	2
How often have you been upset because of something that happened unexpectedly	3.19	.396	Often	3
How often have you felt difficulties were piling up so high that you could not overcome them?	3.05	.369	Often	4
How often have you felt nervous and "stressed as far as work and home is concerned"?	3.02	.656	Often	5
How often have you felt that things were going well your way?	2.99	.486	Often	6
How often have you felt that you were unable to control the important things in your life?	2.97	.587	Often	7
How often have you found that you could not cope with all the things that you had to do?	2.95	.548	Often	8
How often have you felt confident about your ability to handle your personal problems?	2.93	.574	Often	9
Average	3.074	0.296	Often	

(Source: primary data, 2018)

The means in Table 4.4 indicated that students rated their responses to the impact of health addiction on students' academic performance. On average 3.074 and standard deviation 0.296 high on the likert scale. This implies students are affected by social media as far as health is concerned because they acquire a lot from the media, hence harboring negative behaviors. This is in line with (Major & Cleveland, 2003) ,One study found that when students have a day filled

with high workloads, they demonstrate more negative behavior when they arrive at home. Specifically, these mothers were more withdrawn from their children both in behavior and in their emotional connections with their children which brings about stress in the long run.

4.4 The nature of usage on students' academic performance and the impact of health addiction on students' academic performance.

The last objective in this study was to establish whether there is a significant relationship between nature of usage and health addiction on students' academic performance. It was hypothesized for which that the relationship of nature of usage and health addiction on students' academic performance. are not significantly correlated. To test this null hypothesis, the researcher correlated the mean indices on nature of usage and health addiction on students' academic performance.using the Pearson's linear correlation Coefficient (PLCC), and results are indicated in table 4.4.

Table 4.4 significant relationship between nature of usage and health addiction on students' academic performance.

Variables correlated	r = value	Sig value	Interpretation	Decision on H ₀
Nature and usage Vs Health addictions	.056	.138	Insignificant Correlation	Accepted

Source: primary data, 2018

The PLCC results in Table 4.5 indicated that there is no significant correlation between the significant relationship between nature of usage and health addiction on students' academic performance. $r=.056$ (sigs >0.05), the sig-value .138, greater than .05, the level of significance. That it only contributes 56% and 44% are other factors. Basing on the results, the null hypothesis was accepted and a conclusion was made that the nature of usage and health addiction on students' academic performance are not significantly correlated yet the results are significant at 0.05 level of significance.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this fifth chapter, summary of the key results are presented accordance with the study objectives, this followed by discussion in which conclusions are drawn. This chapter closes with recommendations drawn from the key findings.

5.1 Discussions of Findings

In this closing chapter, summary of the key results is presented in accordance with the study objectives. These results are then discussed and from this discussion, conclusions are drawn. The study sought to examine the impact of social media on students performance. It was guided by three specific objectives that included i) the impact of time appropriateness on students' academic performance ,ii) nature of usage on students' academic performance and (iii) the impact of health addiction on students' academic performance.

The impact of time appropriateness on students' academic performance

From the study the impact of time appropriateness on students' academic performance, according to respondents table 4.2, using means and standard deviations showed that students rated impact of time appropriateness on students' academic performance, on average 2.896 and standard deviation 0.2992 high on likert scale.

Nature of usage on students' academic performance

This results indicate, on average 2.928 and standard deviation 0.285 high on the likert scale in table 4.3. The fifteen items had means and standard deviation ranging between 3.10 (0.512) - 2.69(0.285). This means that the implies Nature of usage on students' academic performance, hence harboring negative behaviors.

The findings also indicated that there is no significant correlation between the significant relationship between Nature of usage on students' academic performance and health additives of students' academic performance, $r=.056$ (sigs >0.05), the sig-value .138, greater than .05, the

level of significance. That it only contributes 56% and 44% are other factors. Basing on the results, the null hypothesis was accepted and a conclusion was made that nature and usage and health additives are not significantly correlated yet the results are significant at 0.05 level of significance. At the theoretical level it can be argued that the when students use social media, they tend to harbor negative behaviors towards their children.

5.2 Conclusions

The Nature of usage on students' academic performance was high on the likert scale, this implies that students use alot of time.

The impact of health additives was often on the likert scale. This means that the working mothers harbor negative behaviors due to stress.

5.3 Recommendations

From the findings and the conclusions of the study, the researcher recommends the following:-

- Students should be educated on the influence of Social media on their academic performance.
- Students should be monitored by teachers and parents on how they use these sites.
- Teachers should ensure they use the social media as a tool to improve the academic performance of students in schools.
- Students should better manage their study time in and prevent distractions that can be provided by the social media.
- There should be a decrease in the number of time spent by students when surfing on the net.
- There is a need as a parent to view yourself as responsible for directing and guiding the behaviour of my children as they grow up and social media

5.4 Areas for Further Research

The research does not and cannot guarantee that the study was completely exhausted. In any case, the scope of the study was limited in accordance with the space and objectives. It is therefore, suggested that a national research covering the whole country be undertaken.

Also, prospective researchers and even students should be encouraged to research into the following areas:

Social media and behavior modification.

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APPENDIX I: QUESTIONNAIRES

SECTION A (DEMOGRAPHIC DATA)

Faculty: _____

Sex: Male [] Female []

Age: 16 – 20() 21 – 25() 26 and Above ()

SECTION B

SA- Strongly Agree, A- Agree, D- Disagree, SD- Strongly Disagree

STUDENTS ADDICTIVENESS TO SOCIAL NETWORK AND ACADEMIC PERFORMANCE

1. Addiction to online social networks is a problematic issue that affects my academic life.
2. Online social networks distract me from my studies.
3. Hours spent online can never be compared to the number of hours I spend reading.
4. There is no improvement in my grades since I became engaged into these social networking sites.

EXPOSURE OF STUDENTS TO SOCIAL MEDIA NETWORK AND THEIR ACADEMIC PERFORMANCE

5. I usually have unlimited access to Facebook and this has affected my academic performance negatively.
6. I engage in academic discussions on twitter and this has improved my academic performance.

7. I make use of whatsapp to disseminate knowledge to my class mate.
8. I Solely rely on information gotten from Wikipedia to do my assignments without consulting other sources.

USE OF SOCIAL MEDIA AND STUDENTS' ACADEMIC PERFORMANCE

9. The usage of Wikipedia for research has helped improve my grades.
10. Engaging in academic forums on yahoo reduces my rate of understanding.
11. I use materials gotten from blogging sites to complement what I have been taught In class.
- 12 I will not perform well in my academics even if I stop using social media.
- 13 Male and female students use social media networks differently in different frequencies.
- 14 Female students use social networking sites more to explicitly foster social connections.
- 15 Gender determines the level of social media network usage.
- 16 Males are more effective at using social networking sites for nonacademic purposes.