

**SOCIAL MEDIA AND CHILD ACADEMIC PERFORMANCE IN PRIMARY  
SCHOOLS IN IBANDA MUNICIPALITY, IBANDA DISTRICT**

**BY**

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**1153-07234-02291**

**A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF EDUCATION  
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OF KAMPALA INTERNATIONAL  
UNIVERSITY**

**MAY, 2018**

### DECLARATION

I **TWESIGYE JANEFRANCES** do hereby declare that this is my original work and it has never before been presented elsewhere for any academic award.

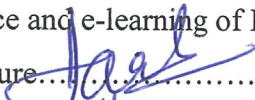
Sign: .....

Date: .....

**TWESIGYE JANEFRANCES**

## APPROVAL

This work has been supervised and is now ready to be submitted to the college of Education, distance and e-learning of Kampala International University with the approval of the supervisor.

Signature.....

Date.....

## **DEDICATION**

This research is dedicated to my beloved parents Mr. Twesigye Clement and Mrs. Nakate Angelica, Brothers Twesigye Fredrick and Twesigye Raymond, Sisters Twesigye Winfred, Twesigye Flavious, Twesigye Agnes, Twesigye Glorious, and Twesigye Bridget and Friends Kembabazi Daphin and Natukwatsa Bridget for moral spiritual and financial support. May Almighty God reward copiously.

### **ACKNOWLEDGEMENT**

I will like to extend my gratitude to those who have contributed to this research I really appreciate their effort and time towards achieving my academic success.

And to my hard working supervisor Mr. Laaki Samson thanks for your time and patience towards the research my deepest appreciation for guiding me throughout my research.

Also much appreciation to Kampala International University and to some of the lecturers who have contributed directly or indirectly to my studies special regards to all academic and non-academic staffs of the university.

Lastly to my family who if not for them by the help of God I won't be here. I will like to thank them for their efforts prayers and support.

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## **ABSTRACT**

Social media are web-based services that gives individual the opportunity to create either a public or semi-public profile within a bounded system, add a list of others to with they share a connection and view and transverse their list of connections and those made by others within the system. Therefore, this study was carried out with the aim of examining the impact of use of social media on students' academic performance in Ibanda municipality. In other to measure social media platforms a questionnaire was developed based on past literatures. The independent variables includes: time appropriateness, time duration, Nature of Usage, Health Addiction, Friend-People connection and security/privacy problems while the dependent variable was student academic performance. This research adopted cross-sectional and descriptive research design. It also employed the use of cross sectional survey method using survey questionnaires that contains 42 items with a Likert Scale (Disagree-1 and 5 for Agree). The sample of 45 respondents was used from Ibanda municipality schools was selected using convenient sampling method. The data collected was analyzed using description means and regression via SPSS 21. The Pearson's correlation coefficients of four independent are correlated with student's academic performance while two are not. However, using the regression analysis four variables is significant which include: causes, nature of Usage and solutions while Time duration and security/privacy problems are not significant. Thus considering the abnormal use of Social media platforms by students in Ibanda municipality Ibanda district

## **CHAPTER ONE**

### **1.0 Introduction**

This chapter introduced the first section presenting the background and rationale for the research, statement of the research problem, the significance of the study, objectives of the study, the research questions and limitation of the study.

### **1.1 Background of the study**

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).

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.

## **1.2 Statement of the Problem**

Social media are web-based services that gives individual the opportunity to create either a public or semi-public profile within a bounded system, add a list of others to with they share a connection and view and transfers their list of connections and those made by others within the system.

The advanced and improved usage of social media platforms such as Facebook has become a worldwide phenomenon for quite some time. Though it all started has been a hobby for several computer literates individual has changed to become a social norm and existence-style for students around the world (Nicole, 2007). According to Nicole, (2007), students and teenagers have especially recognized these social media platforms to be able to contact their peers, share information, reinvent their personas and showcase their social live thus students gives studies limited time since most of time are spent on social media this results to poor academic performance in class.

It has been noted that Face book users often experience poor academic performance. Also Karpinski (2009) stated that social media has a negative association with students' academic performance which is much greater than the advantages derived through the use of social media platforms. People around the globe have been addicted to the internet which has given rise to more students using social media more often than before. Nalwa & Anand (2003) advised and recommended that those who are addicted users love to use the internet to set back their personal and professional responsibilities in which the final outcome is poor academic performance.

## **1.3 General purpose of study**

The overall objective of the research was to investigate the social media impact on academic performance of Pupils in primary.

### **1.3.1 Specific objectives**

Precisely, the purpose of this study seeks:

- i. To examine the causes of social media on students' academic performance in primary schools.
- ii. To examine the impact of nature of usage on students' academic performance.
- iii. ☐To find out the solutions to bad use of social media to students' academic performance.

## **1.4 Research Questions**

- i. What are the causes of social media on students' academic performance in primary schools?
- ii. What is the impact of nature of usage on students' academic performance?
- iii. What are the solutions to bad use of social media to students' academic performance?

## **1.5 Scope of the study**

### **1.5.1 Content scope**

The study focused on social media and academic performance in primary schools a case study of Ibanda district.

### **1.5.2 Geographical scope**

The study was carried out in Ibanda municipal Ibanda district which is approximately 100 kilometers from Mbarara

### **1.5.3 Time scope**

The research study used materials ranging from 1980 -2018 to compile the report.

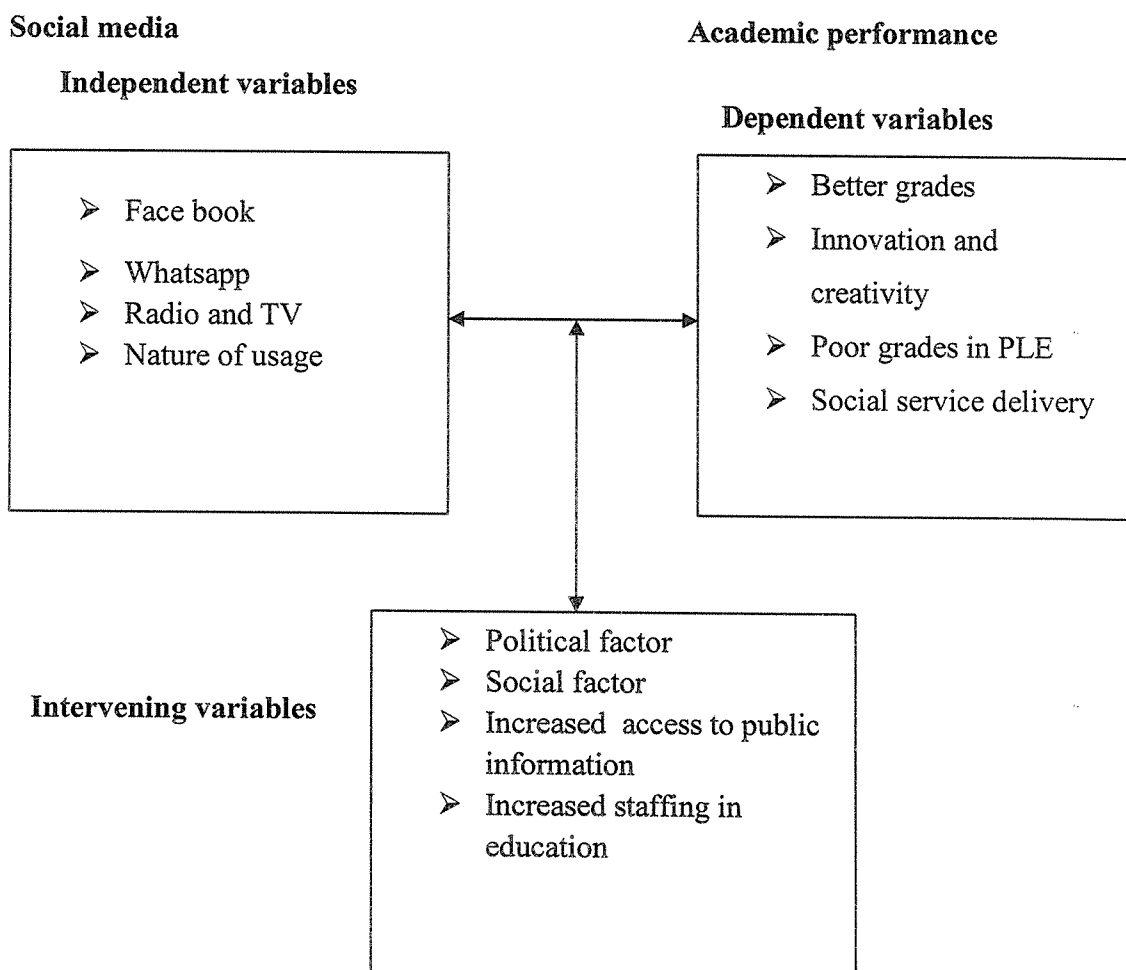
## **1.6 Significance of the study**

To the researcher; the study will avail the researcher with relevant information on the impact of social media on academic performance, the challenges of social media in promoting academic performance, and then the possible solutions to the challenges.

To other researchers; the study will be important to other researcher since it will lay down the impact and obstacles of social media on academic performance therefore this will enable future researchers to come up with counter measure to mitigate the challenges.

The study will provide source for further literature review to be used by other researchers

## 1.7 Conceptual Framework



### Source primary source

The figure above explains clearly relationships between independent variable which is social media and dependent variable which is academic performance, which include; better grade, innovation and creativity, service delivery, high turnover. It explains how social media like face book, whatsapp, radio and television they are influenced by intervening variable such as political factor, social factor and staffing in education.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter explained literature from different scholars/authors about study topic

#### **2.1 Impact of social media on academia performance**

The advanced and improved usage of social media platforms such as Facebook has become a worldwide phenomenon for quite some time. Though it all started has been a hobby for several computer literates individual has changed to become a social norm and existence-style for students around the world (Nicole, 2007). According to Nicole, (2007), students and teenagers have especially recognized these social media platforms to be able to contact their peers, share information, reinvent their personas and showcase their social live.

Facebook users often experience poor academic performance. Also Karpinski (2009) stated that social media has a negative association with students' academic performance which is much greater than the advantages derived through the use of social media platforms. People around the globe have been addicted to the internet which has given rise to more students using social media more often than before. Nalwa & Anand (2003) advised and recommended that those who are addicted users love to use the internet to set back their personal and professional responsibilities in which the final outcome is poor academic performance.

It was highlighted in the finding of Karpinski (2009) that social media platforms (Facebook, watzapp etc) users usually devote lesser time to their studies has to compared to nonusers did and subsequently has lower GPAs. It was also mentioned by Karpinski, & Duberstein (2009), that among the major distraction of current generation that social media platform (such Facebook, Watzapp etc.) remains a major distractions. According to Kubey, Lavin, and Barrows (2001), there is a correlation between academic performance and the dependency on social media platforms.

Researchers have conducted different studies to find out the influence of social platforms users, for instance a study on "impact of Facebook on undergraduates academic performance", stated that social platforms have negative impact on students.

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) 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.

This study contributes to the literature by analyzing the direct impact of child labor on the academic progress of students as measured by standardized achievement tests. Authors such as Gunnarsson et al. (2004), Psacharopoulos (1997), Heady (2003)

## **2.2 Related Literature**

In recent years, Brazil has experienced an impressive decline in child labor. According to the national household survey, the Pesquisa Nacional de Amostra por Domicilios (PNAD), in 1992, about 15 percent of Brazilian children aged 5 to 15 worked, compared to 8 percent in 2005 (IBGE 2005). With respect to educational indicators such as illiteracy rates and years of

schooling, Brazil still lags behind other Latin American countries. However, during the 1990s, school attendance increased, principally in primary school and for students aged 7 to 14. In 1992, 87 percent of the children aged 7 to 14 attended school. By 2005, this percentage reached 97 percent (IPEA 2005).

A possible reason why Brazil continues to lag other countries in school achievement despite the increases in school attendance is that a high percentage of students work while they attend school.

Gugler, J. & Gilbert, A. (1992). *Cities, poverty and development urbanization in the Third World*. New York: Oxford University Press. Ikiara, M. M. (1999). Sustainability, livelihoods, production and efforts supply in a declining fishery: The case of Kenya's lake Victoria Fisheries. The Netherlands: University of Amsterdam. Kamotho, K. (2000, November 11). Millions of girls still missing in schools. *The East African Standard*. Nairobi: The East African Standard Publishers, p. 13. Kayongo-Male, D. & Walji, P. (1984). *Children at work in Kenya*. Nairobi: Oxford University Press. Kayongo-Male, D. & Onyango, P. (1991). *The Sociology of the African Family*. New York: Longman Njue, L. (2000, July 28). Four million Kenyan kids in child Labour. *The East Africa Standard*. Nairobi: East African Standard Publishers, p. 4. Ochieng', J. P. (1999, September). Child labor as a social conflict in Africa. Paper presented at the meeting of the Historical Association of Kenya. Kisumu, Kenya. Ojwang', A. (2000, November 13). Trapped in lake Victoria. *The East African Standard* Nairobi: The East African Standard Magazine Publishers, p. 2. Oloo, M. & Ojwang', S. (1994): A summary statement reporting on drama activities in Homa-Bay addressing child labour. Unpublished Report. ANPPCAN.

Olweya, J. A. (1996). *Education wastage among girls secondary schools: A case of Homa Bay district, Kenya*, Unpublished master's thesis, Moi University, Eldoret, Kenya.

Onyango, P. (1988). *Combating child labour*. Geneva: ILO. Otieno, C. (1995). *Child labour in Kenya*. ANPPCAN magazine, 21, September. Shah, D. M. & Cantwell, N. (Eds.). (1985): *Child labour: A threat to health and development*. Geneva: Defence for Children International Press. Staff, (1997, January, 30). Child labor threatens the lives of hundreds. *Daily Nation*. *International Journal of Learning & Development*.

Onyango argues that in the work process, children can learn skills and social values that schools may not offer. A working child she asserts is not idle and thus is less likely to drift away and involve himself/herself in criminal and anti-social activities. On the contrary, Kayongo-Male and Walji (1984) argue that during the work process the child may learn deviant behaviours like lying, stealing, and even abusive language especially when working with careless adults who treat children like adults. As an exploitative activity, Onyango argues that child labour is a way by which children under the age of 16 years are exposed to conditions of work that may be harmful to their physical, emotional, mental, and moral welfare. In addition, Onyango notes that observations made among children working in factories show that work can stunt development during the period of growth, prevents children from going to school, and creates cheap labour.

The current study investigated whether or not fishing activities have an influence on academic achievement of primary school pupils. The child presence in the labour market carries many implications. The most important being his absence from school as observed by Dogramaci (as cited in Shah & Cantwell, 1985). Dogramaci notes that most ILO studies in different countries like Kenya, Thailand, India, and Bangladesh have shown that most working children do not go to school. Dogramaci asserts that lack of schooling perpetuates a bleak and hopeless status quo, barring the way to any sort of advancement, or better life. He adds that those who work and go to school may not succeed in education. This is because the long hours spent on the job result in fatigue, listlessness, and lack of concentration in class. This in turn leads to poor performance, failure, and high school drop out rates. However, such claims lack empirical evidence to support them. In the absence of this empirical evidence, people may not make informed decisions about the effects of child labour on education. This study aimed at providing such evidence to support or refute the claims that child labour has negative effects on education. There are reports that from early age, boys and girls are taught different skills and are assigned gender specific roles. In many cultures, female children have a lower ranking than male children and are generally denied educational opportunities {Government of Kenya, 1992}. Studies also show that when parents are faced with financial constraints, especially in rural areas, they give priority to boys' education. Implementation of cost sharing in education has surely made it very expensive for parents to educate their children. Given this tendency of parents to favour boys in education, girls are prone to be disadvantaged. Castle (as cited in Olweya, 1996) observed that some parents regarded girls as intrinsically inferior to boys. Because of this belief girls are more likely to drop

out of school when financial difficulties exist in families. Castle adds that domestic child labour keeps more girls than boys out of school and that many parents in many developing countries will give preference to boys' education and fail to appreciate the value of education for girls. Instead, they see the value of girl's labour in house and collecting firewood and water.

United Nations Educational Scientific and Cultural Organisation (UNESCO, 1975) states that girls clean the house, cook, fetch water, and help care for younger children especially when a mother dies, falls ill or is overworked. With all these chores done, girls may be too exhausted to concentrate on their studies, leading to poor performance. Kayongo-Male and Onyango (1991) notes that in rural areas, female children are often more burdened by after school duties than male children. They attribute this to the fact that most of the after school duties are largely female roles. Moreover, a female child's performance in education may not be as highly valued as that of a male child. Thus, while the male child is seen as needing time to do homework, this may seem to parents to be of secondary importance for the female child.

**Methodology** The study was carried out in two districts, which border Lake Victoria. These were Homa Bay and Suba districts. In these districts, Lake Victoria provides a good natural resource base for fishing. Majority of fishermen still use traditional methods of fishing. The catch is still mainly meant for subsistence. However, the introduction of Nile perch species into the lake has improved the industry, by providing both local and foreign markets with fish fillet. This study was a causal-comparative research investigating the effects of fishing activities on academic achievement by comparing the end term results of pupils who were involved in fishing activities to the results of those who were not involved in fishing activities. The dependent variable was academic achievement of primary school pupils while the independent variable was fishing activities. From the two districts, that is Homa Bay and Suba the researcher selected two beaches conveniently. This was done with the assistance of the District Education Officers (D.E.Os) of the two districts. The beaches were only selected if they were accessible. From Homa-Bay district, Oginga and Ngegu beaches were selected. From Suba district, Luanda Rombo and Kitawa beaches were selected. There were eight primary schools close to Luanda Rombo beach while there were six primary schools close to Kitawa beach. Primary Schools close to Ngegu beach were seven, while those close to Oginga beach were five. Once identified, the names of the primary schools close to each beach were written on pieces of paper.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.0 Introduction

The research methodology described the population of the study and the various instruments of data collection that were employed in conducting the research. The main sources of data that the researcher used to gather information are the primary and secondary sources of data.

#### 3.1 Research Design

The study employed across sectional survey design and descriptive correlation research design. The study adopted a survey research design because data was collected from respondents at a particular time. This survey research design according to Amin (2005) it was helpful to the researcher to attain systematic data from a sample. Correlation was necessary to explain relationship between variables. Purposive sampling was used to ensure that the respondents have equal chances of being selected to participate in this study. Quantitative and qualitative approaches were used because it helped to ensure that data collected was quantitatively analyzed and descriptively interpreted.

#### 3.2 Study population

The study population comprised of 50 participants purposively selected from the management of primary schools in Ibanda Municipality and community members

#### 3.3 Sample size

The sample size of the study was determined according to Slovene's formula of sample determination. Under this, a target population of 50 but it was zeroed down to a sample size of 45 respondents respectively as stated by Slovene's (1978). The Slovenes formula was used to determine the minimum sample size.

$$n = \frac{N}{1 + N(0.05)^2} = \frac{50}{1 + 50(0.05)^2} = 45 \text{ Respondents.}$$

$$n = 45$$

With                      n=number of sample

N=total population

$\alpha$ =level of significance 0.05

Using the formula above, the following sample was got as indicated above

### **3.4 Sampling Techniques and Procedures**

The participants in the study were selected using purposive sampling method and simple random. Purposive sampling was best because it involved selecting participants that possess the required characteristics and qualities as defined by the researcher (Gay, 2006).

### **3.5 Data Collection Sources**

The researcher used both primary and secondary data sources.

#### **3.5.1 Primary Data**

Primary data was source of data generated from respondents using questionnaires and interview guide to get opinions, views and suggestions of the respondents at Ibanda Municipality.

#### **3.5.2 Secondary Data**

Secondary data sources was kind of information that the research study used which was already published in regard to the study topic. It included all written, audio and visual information that was readily available on the study. This included information from text books, internet, newspapers, reports, brochures and news prints are used in the study.

### **3.6 Data Collection Methods**

The researcher used questionnaires, interviews as the major data collection methods used to get first hand information.

### **3.7 Research Collection Instruments**

#### **3.7.1 Questionnaire**

This was the main data collection tool. It consisted of questions that are set in relation to the research objectives so as to get the real answers to the set research questions. These were administered to the Management and community members of Ibanda Municipality. The questionnaires were used because they are easy and convenient to use in collection of data from busy respondents.

### **3.7.2 Interviews**

For the purposes of obtaining deep-rooted and concise data, the researcher used interviews. These were conducted in a period of 30 minutes per selected respondent. The researcher based on an interview guide.

### **3.8 Ethical consideration**

The researcher was given introduction letter from Department of Education, distance and e-learning Kampala international University and which she presented to the management of Ibanda municipality. To approval by the authorities at the sector, the researcher was given acceptance letter then started administering the research tools in their organization and community. The researcher fast conducted interviews and then distributed questionnaires to respondents. After 2 days she then collected, filled questionnaires.

### **3.9 Validity and Reliability**

#### **3.9.1 Validity**

Validity is the ability of the research instrument to measure what it aim or was supposed to measure. According to Amin (2005), the research instrument must be appropriate for the study objectives to be achieved. The researcher consulted and discussed validity of instrument with colleagues and supervisor to limit errors as much as possible.

Out of the total number of items of the questionnaire, the questions that were considered are very relevant and quite relevant are rated. The content validity indexes for the questionnaire indicated 0.7 to confirm them valid since it was 0.74790 it meant that the instrument was valid.

#### **3.9.2 Reliability**

Reliability of an instrument is the dependability or the trustworthiness of an instrument. According to Amin (2005), it is the degree to which the instrument consistently measures what it is supposed to measure. This method was picked on a single pre-test group and shows the degree to which the items in the questionnaire are inter-correlated. That is, a respondent who would have completed the questionnaire was again politely asked to complete another fresh questionnaire (retest) after two weeks to prove the answers earlier filled for consistence or how close they relate (Amin (2005)). Internal consistence of the items in the questionnaire was



established using Cornbach's formulae to computer the alpha co-efficiency of reliability. To get the reliability, the data were entered in the computer and analyzed using the statistical package for social scientists (SPSS), which are useful for providing a Cronbach Co-efficient Alpha test for testing reliability.

### **3.10 Data Analysis**

Data collected was edited and coded. It was summarized and analyzed so as to make sense of the data to ensure completeness and consistence.

Quantitative data was analyzed inform of percentages and frequencies. Qualitative data was analyzed through sketchy and generalized summary of the findings from observation and conclusion in the process of data collection.

### **3.11 Limitations to the study**

It was proposed that questionnaires were not all filled and others did not returned back

Some of the respondents had no time to respond to questions and so this limited process of data collection

Researcher had no enough funds required to fund entire research in terms of printing and other required to finish all research in time.

## CHAPTER FOUR

### PRESENTATION, DATA ANALYSIS AND INTERPRETATION OF FINDINGS

#### 4.0 Introduction

In this Chapter the presentation, data analysis, tables and figures were presented and interpretation made in accordance with the research objectives of the study. The chapter was divided into sub-chapter namely: Demographic characteristics of respondents and study objectives.

#### 4.1 Demographic characteristics of respondents

The respondents demographic characteristics include; Age, Gender, Level of education, Level of experience.

##### 4.1.1 Age of the respondents

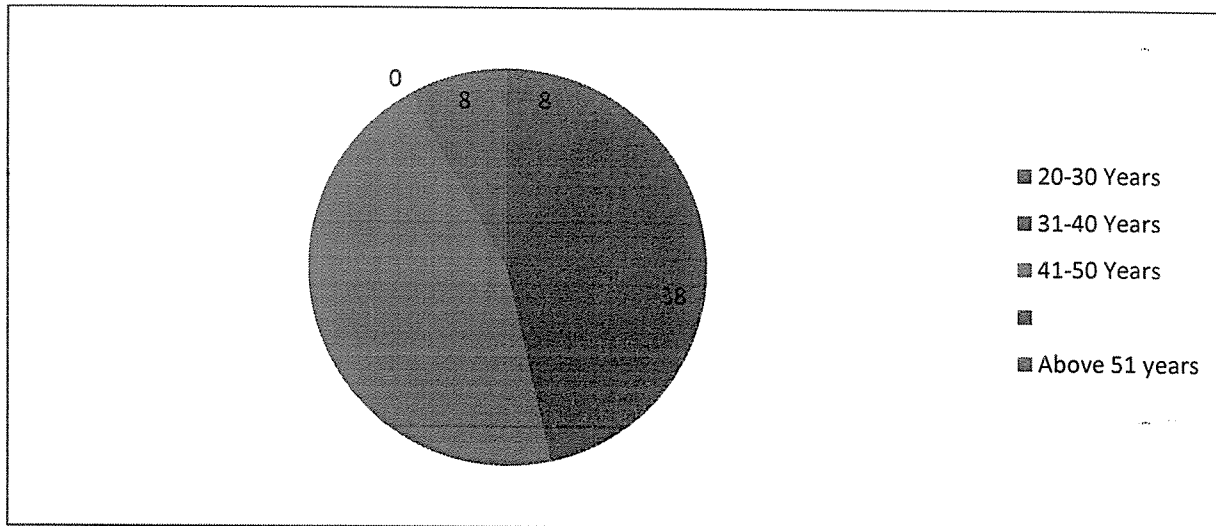
The distribution of the respondents by age was presented in the study as shown in table 1 and figures 2 Pie-charts below.

**Table 1: Showing distribution of age of the respondents**

Age	Frequency	Percentage (%)
20-30 years	04	08
31-40 years	17	38
41-50 years	20	45
above 51 years	4	08
<b>Total</b>	<b>45</b>	<b>100.0</b>

**Source: Primary data, 2018**

**Figure 1: Pie chart showing distribution age of the respondents**



**Source: Primary data, 2018**

From Table 1 and Figure 2, the respondents were required to indicate their ages and the study revealed that the largest numbers of respondents were in the age group of 41-50years 45%, these were followed by those in the range of 31-40years 38% who were closely followed by those in the range of 20-30 years 8%, those above 51 years were the smallest number. This age trend in the community is an indication that the majority of the students are challenged with social media addiction.

#### **4.1.2 Gender of the Respondents**

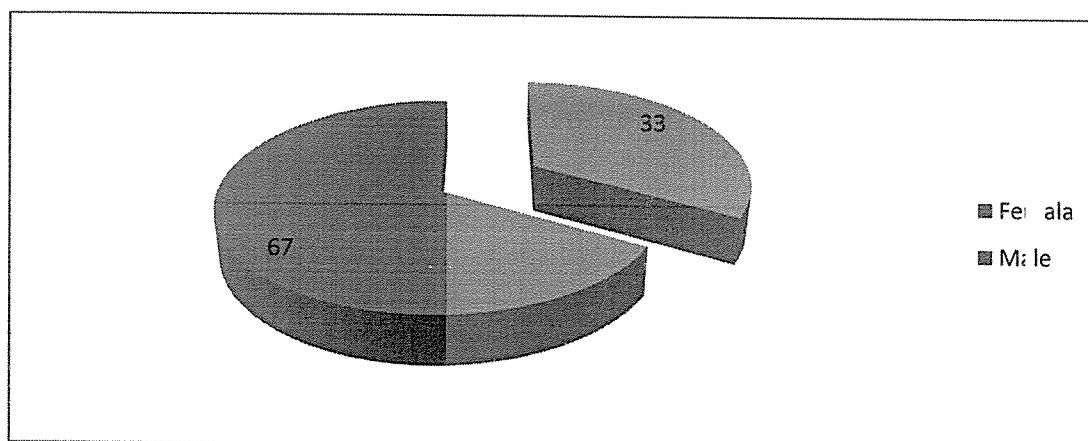
The study captured gender of the respondents in order to establish the most dominant working group of the employees with Ibanda Municipality. The respondents were asked to state their sex and the distributions shown in table 2 and figure 2 pie-charts below.

**Table 2: Gender of the Respondents**

Sex	Frequency	Percentage (%)
Female	15	33
Male	30	67
<b>Total</b>	<b>45</b>	<b>100</b>

**Source: primary data, 2018**

**Figure 2: Pie chart Showing sample size by gender of the Respondents**



**Source: Primary data, 2018**

According to the results for gender of the respondents on table 2 and figure 2. The total numbers of the respondents were 45 that the researcher targeted. The majority of the respondents were male with the percentage of 67%, while the female were 33%. This therefore implies that the most dominant working group of employees with Ibanda Municipality was males. The imbalance in the organization attributed to various factors existed in Uganda.

#### **4.1.3 Level of Education of the respondents**

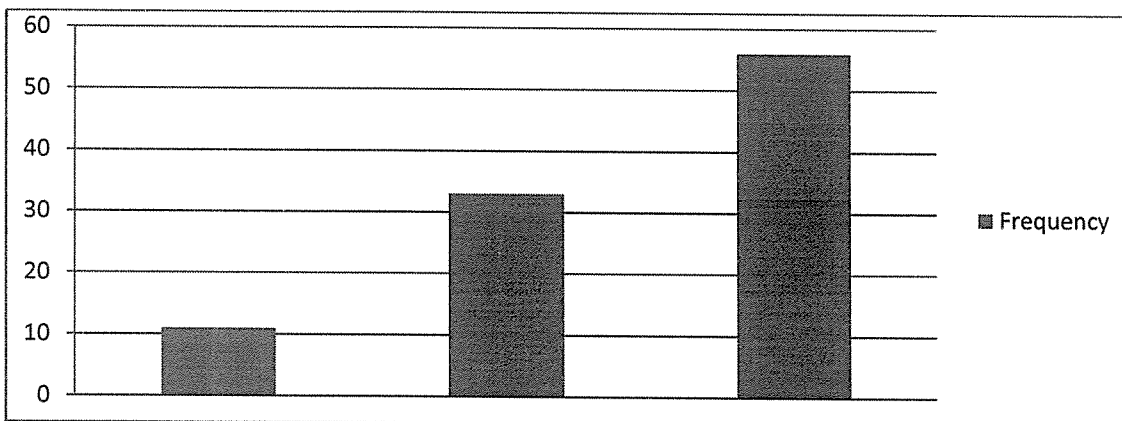
The researcher asked the respondents to state their level of education to find out whether the respondents could be able to interpret the questionnaires given to them by the researcher. The findings indicated some of the respondents in the targeted group have relevant knowledge to read, interpret and answer the questionnaires given to them by the research as presented in table 3 and figure 3 below.

**Table 3: Showing level of education of the respondents**

Level of Education	Frequency	Percentage (%)
Certificate	5	11
Diploma	15	33
Degree	25	56
<b>Total</b>	<b>45</b>	<b>100</b>

**Source: primary data, 2018**

**Figure 3: Bar graph for the Level of Education**



The study highlighted that the majority of the respondents were found to have attained degree level of education, with 25(56%), Diploma level of education were 15(33%) and Certificate level of education were only 5(11%) of the respondents. This implied that the highest percentage was picked from higher level of education because they were equipped with the information concerning the study topic they were able to interpreted and responded accurately on the questionnaire given to them by the researcher.

#### **4.1.4 Level of Experience**

The researcher asked the respondents the period they had spent on their jobs to find out their experience and knowledge about students and their influence on social media and academia performance in Ibanda Municipality and the findings resulted to a high level of experience on the jobs by the respondents as captured in table 4 below

**Table 4: Showing Time spent on the current job by the respondents**

<b>Period</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Less than 2years	03	6
2-3 years	07	16
3-4 years	25	56
4 years and above	10	22
<b>Total</b>	<b>45</b>	<b>100</b>

**Source: Primary data, 2018**

The findings on table 4 indicated that out of the 45 respondents who answered the questionnaires, majority had spent 3-4 years on their current job 25(56%), they were followed by those who had spent 4 years and above on their current job 10(22%), those who had spent 2-3 years were 7(16%) and the least number of respondents who had spent less than 2 years and above on their job were only 3(6%).Thus implies that they have relevant information and knowledge about the topic of study experience and performance in Ibanda Municipality Ibanda district.

#### **4.2 The causes of social media on academic performance in Ibanda Municipality**

The respondents were asked to state the causes of social media on academic performance. The findings on this objective were collected based on the required aspects of the study as presented below and their responses were below.

**Table 5: Showed the causes of social media on academic performance**

Causes of social media	Strongly Agree (%)	Agree (%)	Not Sure (%)	Disagree (%)	Strongly Disagree (%)	Total (%)
Peer groups	23(50)	7(15)	7(15)	2(5)	7(15)	100
Children's attitudes towards social media	20(45)	6(13)	5(10)	8(17)	2 (5)	100
Existence style for students around world	18(40)	7(15)	3(7.5)	9(20)	3(7.5)	100
Teaching methods in schools	17(37)	6(13)	7(15)	5(10)	11(25)	100
Management failure to counsel students about media issues	34(75)	5(10)	2(5)	2(5)	2(5)	100

**Source: Primary Data (2018)**

Study in Table 4.5 present findings on the responses about the causes of social media on students performance, 23(50%) of the respondents who strongly agreed, 7(15%) agreed 7(15%) were not sure, 2(5%) disagreed and 7(15%) strongly disagreed with peer groups.

Children's attitudes towards social media had 20(45%) of the respondents who strongly agreed, 6(13%) agreed, 5(10%) were not sure 8(17%) disagreed and 2(5%) strongly disagreed.

Existence style for students around world (dot.com world), had 18(40%) of the respondents who strongly agreed, 7(15%) agreed, 3(7.5%) disagreed 9(20%) were not sure and 3(7.5%) strongly disagreed

17(37%) of the respondents who strongly agreed 6(13%) agreed, 7(15%) were no sure 5(10%) disagreed and 11(25%) strongly disagreed with teaching methods in schools.

Management failure to counsel students about media issues 37(75%) of the respondents who strongly agreed, 5(10%) agreed, 2(5%) were not sure, 2(5%) disagreed and 2(5%) strongly disagreed.

### 4.3 The nature of usage on students performance

The second objective of the study was to examine the impact on nature of usage on student's performance in Ibanda Municipality Ibanda district.

**Table 6: showing the response on the nature of usage on student's academic performance**

Nature of usage	Strongly Agree (%)	Agree (%)	Not Sure (%)	Disagree (%)	Strongly Disagree (%)	Total (%)
Creating small groups of individuals to sensitize students	25(55)	11(25)	3(7.5)	0	6(13)	100
Offering scholarship to best performers to ensure effectively use media.	23(50)	12(27)	3(7.5)	1(2.5)	6(13)	100
Socializing activities	18(40)	14(30)	5(10)	7(15)	11(25)	100
Develop policy that addresses the use of social media.	17(37)	16(35)	6(13)	5(10)	0	100
Advertising via all media platforms.	23(50)	12(27)	6(13)	5(10)	0	100
Mobilize for more funding from government.	11(25)	11(45)	2(5)	5(10)	7(15)	100

**Source: Primary Data, 2018**

The findings on the nature of usage of social media on students performance involves; Creating small groups of individuals to sensitize students had 25(55%) of the respondents who strongly agreed, 11(25%) agreed, 3(7.5%) were not sure, and none disagreed while 6(13%) strongly disagreed.

23(50%) of the respondents strongly agreed with offering scholarship to best performers to ensure effective usage of social media, 12(27.5%) agreed 3(7.5%) were not sure, 6(13%) strongly disagreed and 1(2.5%) of the respondents disagreed.



Socializing activities had 18(40%) of the respondents who strongly disagreed, 14(30%) agreed 5(10%) were not sure, 7(15%) of the respondents disagreed and 1(2.5%) of the respondents strongly disagreed.

Develop policy that addresses the nature of usage needs had 17(37.5%) of the respondents who strongly agreed, 16(35%) agreed, 6(13%) were not sure, 7(15%) of the respondents disagreed and none strongly disagreed.

23(50%) of the respondents strongly agreed, 12(27.5%) Agreed, 6(13%) were not sure, 5(10%) disagreed and none of the respondents strongly disagreed with Advertising via all media platforms.

Mobilize for more funding from government had 11(25%) of the respondents who strongly agreed, 20(45%) agreed 2(5%) were not sure, 5(10%) disagreed and 7(15%) strongly disagree.

#### 4.4 The solutions to bad use of social media

The last objective of the study was to determine the solutions to social media to students academia performance

**Table 7: showing the response on the solutions to bad use of social media**

Challenges	Strongly Agree (%)	Agree (%)	Not Sure (%)	Disagree (%)	Strongly Disagree (%)	Total (%)
Tie rules on use of social media at schools	23(50)	10(23)	3(7)	5(10)	5(10)	100
Parents taking up their full responsibilities	19(43)	12(27)	5(10)	7(15)	2(5)	100
Participatory teaching methods in classroom	20(45)	14(30)	4(8)	3(7)	5(10)	100
Administrative responsibility to ensure proper use of social media at school	17(37)	16(35)	6(12.5)	5(10)	0	100
High charges on bundles thus making hard for some students to afford.	14(30)	26(57)	1(3)	2(5)	2(5)	100

**Source: Primary Data, 2018**

The findings on the solutions to bad use of social media in schools involves; tie rules on use of social media at schools had 23(50%) of the respondents who strongly agreed, 10(23%) agreed, 3(7%) were not sure, and 5(10%) disagreed while 5(10%) strongly disagreed.

19(43%) of the respondents strongly agreed with parents taking up their full responsibilities to groom good children God fearing, 12(27%) agreed 5(10%) were not sure, 7(15%) strongly disagreed and 2(5%) of the respondents disagreed.

Participatory teaching methods in classroom had 20(45%) of the respondents who strongly disagreed, 14(30%) agreed 4(8%) were not sure, 3(7%) of the respondents disagreed and 5(10%) of the respondents strongly disagreed.

Administrative responsibility to ensure proper use of social media at school had 14(30%) of the respondents who strongly agreed, 26(57%) agreed, 1(3%) were not sure, 2(5%) of the respondents disagreed and 2(5%) strongly disagreed.

14(30%) of the respondents strongly agreed, 16(35%) Agreed, 2(5%) were not sure, 5(10%) disagreed and none of the respondents strongly disagreed with High charges on bundles thus making hard for some students to afford.

## **CHAPTER FIVE**

### **CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter dealt with the conclusion and presents recommendations of the study. Conclusions are made on the study topic and suggested areas for further research.

#### **5.1 Conclusion**

The study assessed the impacts of social media on student's performance in Ibanda municipality Ibanda district. It answered three study objectives that included: To find out the causes of social media on students performance, to examine the nature of usage of social media and to identify solutions to bad use of social media.

Based on the empirical findings of the research, causes of social media on student's performance involves: peer groups, children attitudes towards use of social media, existing style for students around the world and management failure to perform their roles and methods of teaching.

The nature of usage of social media and these included; Effective sensitization and participation of the public, offering scholarship to best performers to encourage the use of social media, develop policy that addresses the use of social media and school management, mobilizing for more funds to support educational sector and advertising via media.

A number of factors were found to be challenges affecting educational sector in Ibanda Municipality and these included the following among other factors; Specialists within broad disciplines create confusion by focusing on single and inconsistent messages that in fact represent different sides, inadequate funds, illiteracy of parents, poor learning environment, long distance moved by both teachers and students. This implied that there are challenges which must be addressed to improve educational sector.

Education sector, in collaboration with other development stakeholders, is facilitating the social economic transformation of Uganda, as part of delivering on its huge mandate. Ultimately, achieving the goal of middle income status will require success at all the 3 level of service delivery namely; policy making, planning & implementation.

## **5.2 Policy Recommendations**

However, to realize above projected socio-economic in educational development in Ibanda municipality, the following recommendations have to happen;

### **Recommendation on causes of social media influence on student's performance**

There is need to share responsibility by all parents, teachers and students to implement Vision 2040 and to improve on education sector by performing to their best.

There is need to strengthen implementation effectiveness and efficiency in education sector and delivery services as required to people.

### **Recommendation on nature of usage of social media among students**

There is need to develop policies to ensure proper use of social media in schools to help students to focus on studies and not media thus better performance.

There is need to maintaining macro-economic stability in the country which creates favor atmosphere for students to perform extremely high

The human resource, administration and reporting procedures need to be enhanced this can be made possible by allowing further training for the staff in the planning, administration and close supervision of the classroom work

There is also need to change on management of institution to help in bring new ideas at work place that is based on information technology and innovations.

### **Recommendation on the solutions to bad use of social media**

There is need to develop strict rules against students use social media during classroom hours and during exams period

There is need to increase funding of the entire sector and emphasis should be made on educational development already in place this requires the active involvement of both stakeholders in Ibanda municipality, Ibanda district.

### **5.3 Areas for Further Research**

- (i) Domestic violence on Students performance
- (ii) Community based planning on education development
- (iii) Supervision on student's academic performance

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## APPENDICES

### APPENDIX A: Questionnaire for respondents

I am **Twesigye Janefrances** a finalist Bachelor in education of Kampala International University carry out a study on title. Your feedback is very important as your inputs will be used for academic purposes only. I greatly appreciate if you could take a few minutes to provide me with information. Your response will be kept confidential and it will not be divulged to any person or institution outside this corporation.

*Thank you in advance*

#### 1. SECTION A: GENERAL INFORMATION

##### 1. Gender

Male

Female

##### 2. In which age bracket are you?

20-30

40-50

30-40

50+

##### 3. Education level

Primary

Diploma

Secondary

Degree

Certificate

##### 4. Level of experience

1-4 years

10-14

5-9 years

15 and above

Direction: please respond to the options and kindly be guided with the scoring system below.

Rating	Score response	Description
1	strongly agree	(you agree with no doubt)
2	Agree	(you agree with some doubt)
3	Not sure	(you doubt)
4	Disagree	(you disagree with some doubt)
5	Strongly disagree	(you disagree with no doubt at)

Please evaluate the statement by ticking in the box with the number that best suits you.

**SECTION B: Causes of social media to student?**

NO	SCALE	1	2	3	4	5
1.	Peer groups					
2.	Existing style around the world					
3.	Students attitude towards social media					
4.	Socializing activities					
5.	Poor methods of teaching used by teachers at schools					

**SECTION C; Nature of usage on student performance?**

NO	Scale	1	2	3	4	5
1	Creating small groups of individuals to sensitize people in community					
2	Offering scholarship to best performers to encourage students					
3	Management as role on usage of media					
4	Develop policy that addresses the use of social media					
5	Advertising via all media platforms					

**SECTION D; What are the solutions to bad uses of social media on student performance**

NO	Scale	1	2	3	4	5
1	Strict rules and policy against use of social media at school					
2	Parents taking up their duties to groom up moral children					
3	Management as role on usage of media					
4	Develop policy that addresses the use of social media					
5	Huge charges on bundles thus making it hard for some students to afford					

Is there impact of security problems on student performance?

Yes ☐

No ☐