

**THE IMPACT OF SOCIAL MEDIA ON STUDENTS' ACADEMIC PERFORMANCE
IN HIGHER INSTITUTIONS OF LEARNING. A CASE STUDY OF CAVENDISH
UNIVERSITY, UGANDA.**

BY

TAYEBWA PAUL

BMC/37727/123/DU

**THIS DISSERTATION IS SUBMITTED TO THE COLLEGE OF HUMANITIES
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DECLARATION

I **Tayebwa Paul** declare that this is my original work and has never been submitted to any institution of higher learning for any award.

Signature.....

Date 8th/09/2015.....

TAYEBWA PAUL

(RESEARCHER)

APPROVAL

This research dissertation by Tayebwa Paul entitled “**the impact of social media on student’ academic performance**” has been done under my supervision

Signature..... *Otanga Rusoke*

Date..... *8th September 2015*

DR. OTANGA RUSOKE

(SUPERVISOR)

DEDICATION

This piece of work is dedicated to my good friend Denis Naimuli, my mum and all my lecturers in the department of mass communication. Thank you for the efforts that you advanced toward s accomplishment of my bachelor's degree.

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My sincere gratitude goes to the supervisor Dr. Otanga Rusoke for the tireless support he provided to me during the preparation and the execution of the research tasks. I would like to most sincerely thank my classmates for the moral support and encouragement that they accorded me during my entire time stay at the university

May God Bless You All

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DEFINITION OF KEY CONCEPTS

Social media: These are forms of electronic communication which facilitates interactive base interests. Social media sites include face book, twitter, Skype, you tube among others

Social networking sites: These are websites where information canbe posted and can be sent to others.

Social networking: this is use of the internet to post information about yourself and share it with other people you share interests with.

Media: are all those technologies that reach a much larger audience

Academic: it is concerned with studying both practical and theoretical aspects

Student: a person who studies at a particular institution or school

Computer: this is a machine that has the capacity to process, create and store information about a particular subject

LIST OF ABBREVIATIONS

GPA:	Grade Point Average
SMS:	Social Networking Sites
BBS:	Bill Board System
IRC:	InternetRelay Chat
TV:	Television

ABSTRACT

This study was carried out in Makindye division, Kampala district. It was carried out for a period of 2 months. This study arose because of the increased adoption and use of social networking sites for example Facebook, twitter, whatsApp among others;

a behavior that many social science researchers believe has an impact on students' academic performance in higher institutions of learning

The researcher carried out the study using questionnaires and observations. It also included the review of existing literature. It was guided by the objectives such as the impact of excessive use of social networking sites, establishing the various social media sites that students used frequently and ascertaining if social media had an impact on students' academic performance

Survey research designs were employed during the study where the data was collected by use of semi-structured questionnaires and observations. Random sampling was the sampling strategy used to select the respondents from the university, and all the responses were aimed at establishing the impact of social media on student's academic performance in Cavendish University

The research findings showed that the use of social media by the different students in higher institutions of learning raises both positive and negative effects on students' academic performance. The positive effect of social media revealed by this study was that social media aided academic research thus improved academic performance while the negative impact was that the frequent use and addiction of social networking sites ate up revision and concentration time for most students in higher institutions of learning

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CHAPTER ONE

THE PROBLEM AND ITS SCOPE

1.0 Introduction:

This chapter involves the back ground, statement of the problem, research objectives, research questions, research hypothesis, research scope, and the significance of the study

1.2 Back ground of the study

Social media or social networking begun in 1978 with the bulletin board system. The BBS was hosted on certain computers requiring that the user sails in through the modem of the host computer, exchanging information over the phone lines with all other people or users. This was the first system that allowed users to sign in and interact with others although it was quite slow since only one user could be logged in at a time. Later in the year, the very first copies of the web browser were distributed using the bulletin, Usenet. Usenet was created by Jim Ellis and tom Truscott and it allowed users to post news, articles or posts which were referred to as news. The difference between usenet and the other BBS and forums was that it didn't have a dedicated administration or central server. (Wikipedia)

In the contemporary world, there are modern forums that use the same idea as the usenet including Yahoo and other Google groups. The first version of the instant messaging came about in 1988 with internet relay chat. (IRC).IRC was Unix-based for link and file sharing, and generally keeping in touch with one another. The first meaningful social network cites sixdegrees.com. It was launched in 1997. It allowed users to create profiles, list their friends and surf their friends. Each of these features existed in some form before the six degrees; of course profiles existed on most major dating sites and many community sites. AIM and ICQ buddy lists supported lists of friend s although although those friends were not visible to the others. Classmates.com allowed people to affiliate with their high school fellows and surf the network for the others who were not affiliated but users could not create profiles or list friends until years later. Six degrees was the first to combine these features; it promoted its self as atool to help people connect with and send messages to others. While six degrees attracted millions of users,it failed to become sustainable to business organizations and in 2000, the service closed. Its propoudersbelieved that six degrees was simply ahead of time, while people were already flocking to the internet. Most did not have extended networks of friends who were on line. Early adopters complained that there was little to do after accepting

the friend requests and most users were not interested in meeting strangers. From 1997 to 2001, a number of community tools begun supporting various combinations of profiles and publicly articulated friends. Asian avenue, black planet and migente allowed used to create personal profiles, professions and dating profiles. In 2003 and over, various social networking sites had been invented like facebook had been invented though relatively lower numbers of followers and as time advanced many social media plat forms like Skype, twitter, flirchi and many others which have since been embraced by mostly students and other groups of people across the globe.

Social media research in Africa has been given little attention. Researchers have concentrated mostly on the positive effects of social media and therefore ignoring the negative impacts that the use of social media sites imposes on our societies today. (Bandura A 1997) Research carried out in Malaysia revealed that the increased use and addiction to social media sites has a profound impact on the academic performance of the students in Malayisa. Researchers pointed out that the increased use of social media by students has since caused a number of students to fail exams in their various academic institutions. They have premised this on the behavior by students to prioritize social media interactions at the expense of their academics. Shana, L.B. (2012). The study further pointed out that the increased dominance and use to social media sites has also led students in Malaysia into becoming addicted to pornography and many other harmful practices.

1.3 Statement of the problem

Although social media has significantly increased and ease the mode of interaction and integration among the various groups of people across the globe, it has been subject to criticism by different communication scholars in the universe due to the fact that many youths and other groups of people including students in secondary and higher institutions of learning spend a lot of time on these social networking sites creating profiles, updating their status(s) during class time while some just use it to chat with friends, post latest pictures of the event they last attended, sharing pictures and videos, indicating their religious affiliations, marital status and their political orientations on the internet.(Zwart, M. d., Lindsay, D., Henderson, M., & Phillips, M. (2011). Such increased use and addiction to the social networking sites likeface book, twitter among others has for so long been perceived to have a profound impact on student's performance since most studentsprioritize social media interactions at the expense of their academics thus the researcher demonstrated interest in

investigating the impact of social media on the academic performance of students in Cavendish university, Uganda.

1.4 General objectives of the study

To investigate the influence of social media on student's academic performance in Cavendish university, Uganda.

1.4.1 Specific objectives of the study

To find out the various social media sites that most students use frequently

To investigate if social media have an impact on student's academic performance

To ascertain the impact of excessive usage of social media on students' academic performance

1.5 Research questions

What type(s) of social media do most students use frequently?

Do social media have an impact on student's academic performance?

What is the impact of excessive usage of social media on students' academic performance?

1.6 Scope of the study

1.6.1 Geographical scope

The study carried out at Cavendish University located at Nsambya on Ggaba road. The study entailed distributing questionnaires to the various students at Cavendish University.

1.6.2 Content scope

The study was conducted specifically to investigate the impact of social media on students' academic performance in Cavendish University.

1.7 Research hypothesis

The researcher assumes that there is a positive correlation between high level of usage of social media and student's academic performance. Frequent use of social networking sites has an impact on students' performance. To explain it more clearly, the more time students spend on social media, the lower his or her overall performance will be in class. It means that engaging in these sites limits students' time for studying and therefore affects their grading

1.8 Significance of the study

The study will be of great significance to students both in Cavendish University and other universities since it seeks to improve or boost academic performance of students through the use of the social media. The study will also be a guide to students on the use of social media platforms in the right time and at the right places. It will relevant assist students understand the diversity of media. It will also provide relevant material to other researchers, government and other policy makers undertaking similar research.

1.9 Conceptualization

Social media: Social media such as Facebook, twitter or instagram are web- based sites that enables us to create our own profiles , to invite old friends or accumulate new ones for different purposes for example, chatting with colleagues and friends, looking for job opportunities, getting news, wasting time etc.

Academic performance is the numerical score of students' knowledge, understanding, skills and concepts that illustrates their adaption level to education system. It indicates how effectively students meet standards which is set by the university

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction: this chapter discusses and analyses all the literature relevant to the study.

2.1 The concept of social media

Social media are computer-mediated tools that allow people to create, share, or exchange information, ideas and pictures or videos in virtual communities and networks. Social media is defined as a group of internet-based applications that build on the technological and ideological foundations of web 2.0 and that allows creation and exchange of user-generated content. Furthermore, social media depends on mobile and web-based technologies to create highly interactive platforms through which individuals and communities share, co-create and modify user generated content. They introduce substantial and pervasive changes to communication between business organizations, communities and individuals. These changes are the focus of the emerging field of techno self-studies. Social media is different from the traditional media in many ways as regards the frequency, usability, immediacy, quality and performance however there are many effects that stem from the internet usage. According to Niesen, internet users continue to spend more time with social media sites than any other type of type. At the same time the total time spent on the social media across the computers and the mobile devices increase on daily basis.

The increased use of the social networking has become a global phenomenon in the past few years. What started out as a hobby for some computer literates has become a social norm and the way of life for people around the globe (Boyd 2007). Teenagers and youths especially the students have embraced these sites as a way to connect with their friends, make new friends, share information, photos of their activities such as birth day, photos with friends in class etc. and showcase their social lives. With the increase of technology used for communicating with the spread of the Internet, social media has become an activity that is primarily done on the internet with sites like Facebook, Skype, twitter etc. (Coyle et al 2008). Many people especially students spend a lot of time creating profiles, updating or doing research concerning their academic carriers while some just use it to chat with friends, post latest pictures of the events they attended e.g. (young et al 2009) have examined their profiles to determine why and to what extent they are keen on posting their entire identity, sharing pictures and videos, and indicating their religious affiliations, marital status, and political orientations on the internet. These users interact with others, exchange information about

their interests, and raised discussions about new topics, follows news about specific topics on different social networking sites

With the advent of social networks, it has become easy to get information on nearly every issue across the globe. Before now, it is not easy getting information. You may need to buy a news paper, stay closer to your TV set or radio to get information. Internet has changed everything and social networks have made it flexible (Lewis 2008) .according to the questionnaires used for this project, everybody who answered the questionnaires has access to the internet and they are connected to the social network.

According to Tuckman (2000), academic performance is the illustration of our knowledge,skills and describes GPA as a clear indicator of the students' performance. He mentions that academic performance of students must be effectively managed and therefore, factors that can affect their performance should be clearly analyzed to reveal whether these factors influence them negatively or positively. Accordingly, if students' involvement in networking sites comes with disadvantages it must be kept away from academic life but if used as an instrument in knowledge and spreading, it should be considered in constructing knowledge. Additionally, Musek and Kopal (2001) defines academic performance as the numerical scores of students' perception, understanding and concepts which their adaptation level to the education system

2.1 The various types of social media sites commonly used by students

Today, social media is a social term rather than a communicational term. The general public use the term as frequently as communication experts and public relations practitioners. Liu, Austin, and Jin (2011) defined social media using a quotation from Pew Internet and American Life (The Pew Internet Research Center, 2010) as an umbrella term that is used to refer to a new era of Web-enabled applications that are built around user-generated or user-manipulated content, such as Wikis, blogs, podcasts, and social networking sites. The authors pointed out that social media encompasses various digital tools and applications to communicate and exchange content among individuals, publics and organizations

2.1.1 Blogs

A blog is an informational site on which single or multiple authors publish on the Web and permit people or publics to share commentaries on posts. Word Press, Tumbler, and Blogger are representative blog services. Students share their ideas about different products, services, experiences, and involvement, and the blog provides a voting tool for those ideas.

In the transition of media, websites have been effective tools for public relations practitioners in determining when and how to make announcements without interference of traditional media outlets. Many students in higher institutions of learning use designated spaces, such as bulletin board systems (BBSs) and message boards, on their websites to announce and offer promotions and products, in addition to a news release for traditional media. However, today, the position of websites has gradually shifted toward social media because of faster feedback and more active two-way communication characteristics. Not only do blogs operated by students themselves provide information space for their publics, but blogs operated by students of those particular organizations also provide such space. Therefore, blogs might display representative opinions of the public to researchers.

2.1.2 Twitter

Twitter is a micro-blogging service that allows users to create individual statements of 140 characters or less, called “tweets.” “Users can “follow” a person or organization, and they can be alerted via their mobile device when a new tweet is posted, creating nearly instantaneous information distribution. Twitter was first created in 2006 and entered the social consciousness at the annual South by Southwest festival/conference in Austin, Texas, where the average daily tweets reached over 60,000” (Miller & Vega, 2010, p. 313). According to the official blog of Twitter, more than 140 million people are active users and 340 million tweets are posted every day (2013). Most student users post news about their company’s new products, services and stories about themselves and link the content to other social media.

In some way, the dramatic popularity of Twitter has led to its importance as a communicational tool in public relations. Choi and Kim (2011) explained that students can satisfy their desire to communicate and be connected with someone else with a real-time communication tool. They suggested that Twitter is a distinct social network service that helps to build student relationships through convenience of producing messages, simplicity of building relationships, following, and the ripple effect of re-tweets. First, messages on Twitter are restricted to 140 characteristics, so twitterstudent users can express their opinions and interests more easily than in other blogs. In addition, on Twitter, users can readily extend their relationships by using “following” without complicated cumbersome processes. Finally, re-tweet is the function to connect from tweets that users are following to the followers. Re-tweets (RTs) mean that messages are distributed in the blink of an eye. However, researchers have pointed out that this function might result in uncontrolled media as a tool of public relations (Choi & Kim, 2011, pp.11-12). Meanwhile, Choi (2012) advanced “user-disseminated messages as the advantage of Twitter, which gives Twitter users, including

businesses and individuals, the ability to build relationships by communicating quickly and efficiently with friends, relatives and organizations. In addition, Twitter users express their own interests on Twitter and progressively communicate about them with other Twitter users throughout the world. Therefore, not only students, but also global businesses, can easily communicate with Twitter users everywhere. Twitter is also considered an efficient communication tool in political public relations. Specifically, research into young voters' use of social media, including Twitter, is an emerging topic of study. Park and Kim (2012) pointed out that Twitter's technological characteristics, such as speed, brevity, and interactivity, are related to its becoming an important medium in political communication.

2.1.3 Facebook

Facebook is a social networking service; it has over 91 million followers, which has made it one of the fastest-growing sites in history" (WallStreet Journal, October 4, 2012). Using Facebook, university students and many other groups of people expand relationships from the real world into the cyber world. These relationships, based on the concept of "friendship," also apply to relationships between potential key publics, including consumers, users and audiences, and the non-profit organizations in which they are interested, as well as relationships between individuals. Many students and organizations operate Facebook pages to communicate with their customers and potential customers. One characteristic of Facebook is that users are inclined to expand their relationships in reality to the online cyber world. In particular, distinctive terms such as "like" and "friend" influence of the expandability of friendly relationships of users in comparison to Twitter, through which users can communicate with strangers. In addition, Twitter has the limitation of 140 characters, but Facebook allows users to post more content than Twitter. Many researchers have pointed out that Facebook users consider it an emotional and familiar tool to use to communicate with organizations, fellows, relatives and friends in which they are interested, and it influences the relationships among the publics and organizations. Like other social media, non-profit organizations' public relations practitioners also use Facebook to share information with their stakeholders (Waters & Lo, 2012). Meanwhile, through an online survey, Vesnic-Alujevic (2012) suggested that highly educated students were active in using social media, including Facebook, to communicate and share information with others.

2.2 Effect of Social Media on Students' academic Performance

The issue of whether social media helps or hurts students' academic performance often depends on the larger issues identified with the overall use of the social networking sites e.g.(Its psychological effects, individual self-discipline and self-regulation concerns).The benefits of using the social media include, creating room for creativity, encouraging social interaction via electronic mediums, it provides greater access to information and information sources; it gives individuals a sense of belonging among the users of the same networking sites; reduces barriers to group interaction and communication such as distance and social economic status and increasing the technological competence levels of frequent users of social media (Zwart, Lindsay, Henderson and Phillips 2011) .

Social media usage has grown rapidly over the last few years. Students are able to build a network of connections that they can display as a list of friends. These friends may be people they have never met in their life. Most people have more friends on social networks than they do in real life. It is important to note that the term friend as used in social networking sites is different from the way we approach it in real life. In this study, we will use the term as it is used on the various social networking sites. The use of social networking sites is very common today. Facebook alone has over 750 million members, twitter having over 177 million tweets a day and about 3 billion people views each passing day.(Chen and Byer 2012). The use of social networking sites has been repeatedly found to be highest among those between the ages of 18 and 29 (Raine 2011); while the first growing segment utilizing social media since 2008 has been among those aged 35 and older. On overall, it has been found that women use social networking sites more than men to communicate and exchange information. According to the research carried out during this study, more females responded than the males. So this study will look at the impact of social networking sites on students, does it affect their studies negatively or it helps in increasing their performance academically

Sound quality education produces productive students who lead to the prosperity of their respective education institutions and subsequently are proved as strong contributors to the national well-being (Tuckman 1995) defined performance as the apparent demonstration of understanding concepts, skills ideas and knowledge of a person and proposed that grades clearly depict the performance of a student hence their academic performance must be managed efficiently keeping in view all the factors that can positively or negatively affect their educational performance. The use of technology such as the internet is one of the most

important factors that can influence educational performance of students positively or adversely. Shah et al proposed that student users are affected by the internet and this impact is determined by the type of internet usage. They are positively affected by the informative use of the internet while having a drastic impact on the recreational use of the internet on them. Also Oskouei 2010 proposed that the internet is advantageous to both teachers and students if it is used as a tool of knowledge creation and dissemination

The effect of social media usage will greatly depend on the type of social media that the person is using. If the student uses this internet for purpose of leisure activity that interferes with academics, then it will affect the student's performance negatively. The University of New Hampshire believes and agrees that current college students grew up in the technology era and the social networking is now just part of the students' daily routine. Their research showed that 63% of heavy users received high grades compared to 65% of light users. The University of New Hampshire said that the majority of the students use social networking for connections and social entertainment but are also using it for education and other professional reasons. Kirscnera revealed that students who multi task between social networking and home work are likely to have 20% lower grades than a student who does not have a social networking site in visual range. Kirscnera even believes that running a social networking site on the background on student's personal computer while studying or doing homework could lower a student's grade. He believes that the problem is that most people have face book or their social networking sites, their emails and may be instant messaging constantly running in the background while they are carrying out their tasks (Enriquez, 2010)

A study carried out by the American education research association declared on its annual conference in San Diego that, California (2009) that social media users study less and generated lower grades eventually. (21st century scholar.org) .Similarly Banquil et al, (2009) found a continuing grade of students among student users of social media however many researchers found a positive association between the use of the internet and social media, and academic performance of students. Students who used internet frequently scored higher in reading skills and had higher grades as well. (Linda et al 2006)

The prevalence of social media has integrated into our daily lives and academic life and people spend significant amounts of time on social networks. It is clear that there are both positive and negative effects of using social networking sites. Taking into account that the usage of social media by students is increasing day by day, my research investigates whether

frequent usage of social media influences their academic performance or not . Students use social media for different purposes for instance chatting with friends, getting news, wasting time, acquiring new friends, seeking for job opportunities and for academic purposes etc.

Moreover, the availability of smart phones allows them to get access to social media and therefore increasing the time spent. Students even use these sites in classes, by sitting in the last row, not listening to the lecturer and as a result not engaging in discussed subjects can cause un successful exam results or fail. Although spending most of the student's time on social media is sufficient cause for failing exams, it is not necessary because little is known if social media affects students' performance positively or negatively.

In addition, the research carried out by Johnson (2004) in tertiary institutions of Ghana illustrates high usage of time on social media by students and indicates that little is known about the intensity of usage and its influence on student's grades. The research tries to seek for possible impacts of social networking sites and students' academic performance. In another study, the relationship between face book use and academic performance was examined, research reveals that wide spread usage of face book by students' limits their time deteriorating their performance consequently affecting their GPA. The paper finds a positive correlation between the use of social media and the student's grades. Analysis hasit that students who involved in face book had lower GPA in comparison with students who did not see these sites. There is a regression in the academic performance which means time spent of face book considerably influences the GPA of the students (Narayan 2010). The research conducted nearly on 880 students in various universities of Nigeria, indicated that students spent much time on social networking hub that has detrimental effects on their studies. Results showed that even involving in social media became an obsession for many students and social networking sites had already integrated intotheir daily and academic life significantly affecting their grades.

CHAPTER THREE

RESEARCH METHODOLOGY

1.0 Introduction

This chapter deals with the research designs, area of study, the description of the population, the sample size, data collection methods, instruments for data collection, validity of research instruments, data quality control, data processing procedures, data analysis procedures, anticipated problems and ethical procedures

1.2 Research design:

Survey research designs were used during the study where data was collected using questions. The survey research designs were chosen to assist the researcher to effectively establish the impact of social media on the academic performance of students. Using the survey, data collection involved designing and issuing questionnaires to the different respondents in Cavendish University, Uganda. During the survey, 140 questionnaires were distributed to the respondents and later returned with all the questions answered.

1.3 Study area:

The study was carried out at Nsambya-based Cavendish University located on Ggaba road in Kampala district. The research targeted students studying at Cavendish University, Uganda who are assumed to be spending a lot of time on social media sites and therefore impacting their academic grades

1.4 Population description

The study targeted 500 students pursuing their carriers at Cavendish University in Uganda. These included those who were taking diplomas, certificates, degrees in the various disciplines.

1.5 Sample size

The study engaged 140 students taking bachelors, diplomas and certificates in the various disciplines taught at the university. The researcher believed 140 students would provide a good representation of the rest of the students studying at Cavendish University and other universities.

The sample size was obtained using Slovine's formula of calculating the sample size as below

$$n = \frac{N}{1 + N(\alpha)^2}$$

Where n is the sample size

N is the target population

And α is the coefficient of validity which is 0.05

Therefore,

$$n = \frac{500}{1 + 500(0.05)^2}$$

$$n = 140$$

1.6 Sampling procedures

The study employed the use of simple random sampling where the respondents were selected randomly. In this sampling procedure, all the students studying at Cavendish University had equal chances of being selected.

1.7 Data collection methods

The researcher obtained an introductory letter from the college of humanities and social sciences, department of mass communication. The process of data collection involved the use of primary and secondary sources. The primary sources of data were the respondents to which the questionnaires were directed while the secondary sources included the use of the internet publications, books, magazines, newspapers among others.

1.8 Data collection instruments

The study employed the use of questionnaires. The questionnaires were designed in line with objectives and research questions of the study. The questionnaires were redesigned to specifically investigate the impact of social media on the academic performance of students in Cavendish University, Uganda. The respondents were given some time to effectively fill the questionnaires and then return them to the researcher.

1.9 Data quality control.

Data quality was attained by hiring senior lecturers and professors in the college of humanities and social sciences and the outside world who worked jointly with the supervisor to ensure the data collected by the use of questionnaires had a correlation with the variables under investigation.

1.1.0 Validity and reliability of the research instrument.

The research questionnaires were designed jointly in consultation with the supervisor and the senior professors in the college of humanities and social sciences. The questionnaires were tested to be in line with the objectives of the study.

1.11 Data processing procedures.

The data that was be collected using the questionnaires that was distributed to the different respondents studying at Cavendish University, was entered into the computer, previewed and finally edited to eliminate un necessary errors that a arise when the respondents failed to spell certain words

1.12 Data analysis procedures

The data was calculated and converted into percentages. The results were then tabulated and summarized using average scores. The information was eventually be interpreted to establish the impact of social media sites on the academic performance of students

1.13 Ethical considerations

The researcher obtained a letter from the head of department of mass communication as an introductory letter to the respondents; he then proceeded to the field for the research. The research assistants were informed about the procedures of the research. The information gathered was observed and identification of the information was made available to anyone who will not be directly involved in the study and at the end all the respondents will be kept anonymous.

CHAPTER FOUR

PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter presents the interpretation, analysis and the discussion of the field results. The results are presented in tables, graphs and pie charts as are inform of percentages. The results and the discussions are centred on the objectives of the study

4.1 Bio data of the respondents

The different respondents to whom the questionnaire were issued had disparities in age groups, marital status, sex, and the education level

4.1.1 Age of the respondents

The result on the ages of the respondents were tabulated as in the table below

Table 4.1: the age of the respondents

Age	Frequency	Percentage
19-30years	128	91.4%
31-35 years	10	7.1%
36 and above	2	1.5%
TOTAL	140	100

Source: primary data 2015

Figure 4.1 shows the age of the respondents

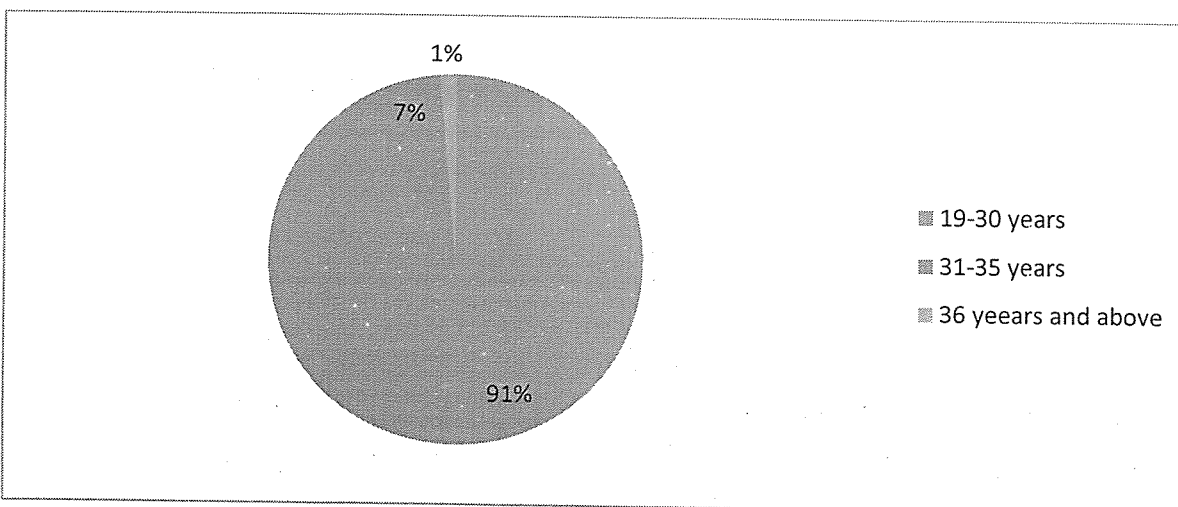
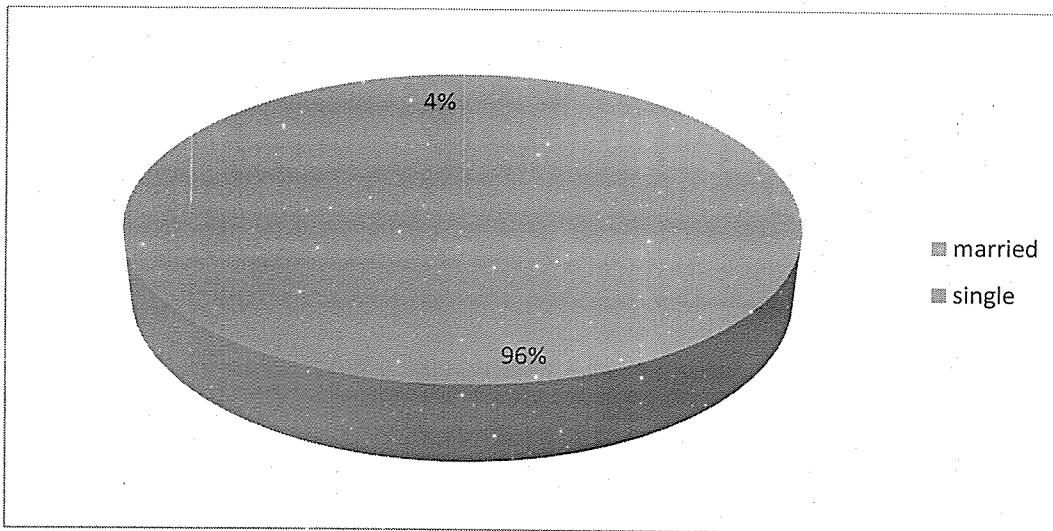


Figure 4.2 shows the marital status of the respondents



4.1.4 Education level of the respondents

The table below shows the educational level of the different respondents. The education level of the respondents determined one's capacity to respond to the questions that were asked.

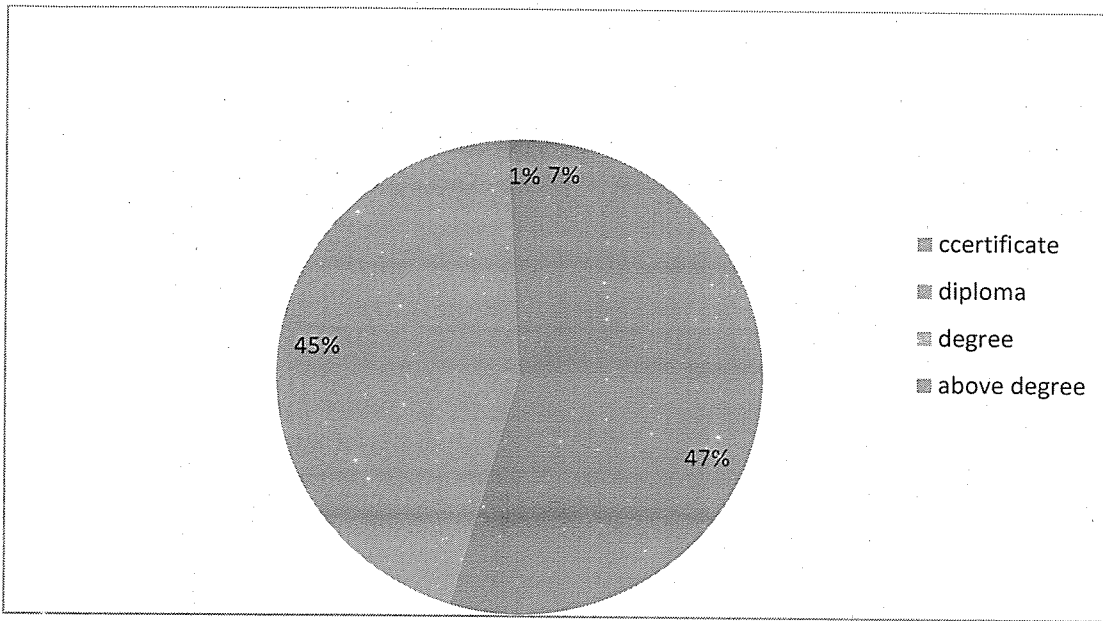
Table 4.4 :The education l level of the respondents

Education level	Frequency	Percentage
Certificate	10	7.1%
Diploma	67	47.9%
Degree	63	45%
Above degree	0	0
TOTAL	140	100

Source: primary data 2015

The table above shows that out of the 1140 respondents, 10 were doing certificates represented by a percentage of 7.1. 67 out of the 140 respondents were pursuing diplomas represented by a percentage of 47.9 while 63 out the 140 respondents were pursuing bachelor's degrees at Cavendish University represented by a percentage of 45.

Figure 4.3 shows the educational level of the respondents



4.2 Responses on whether the respondents used social media sites or not

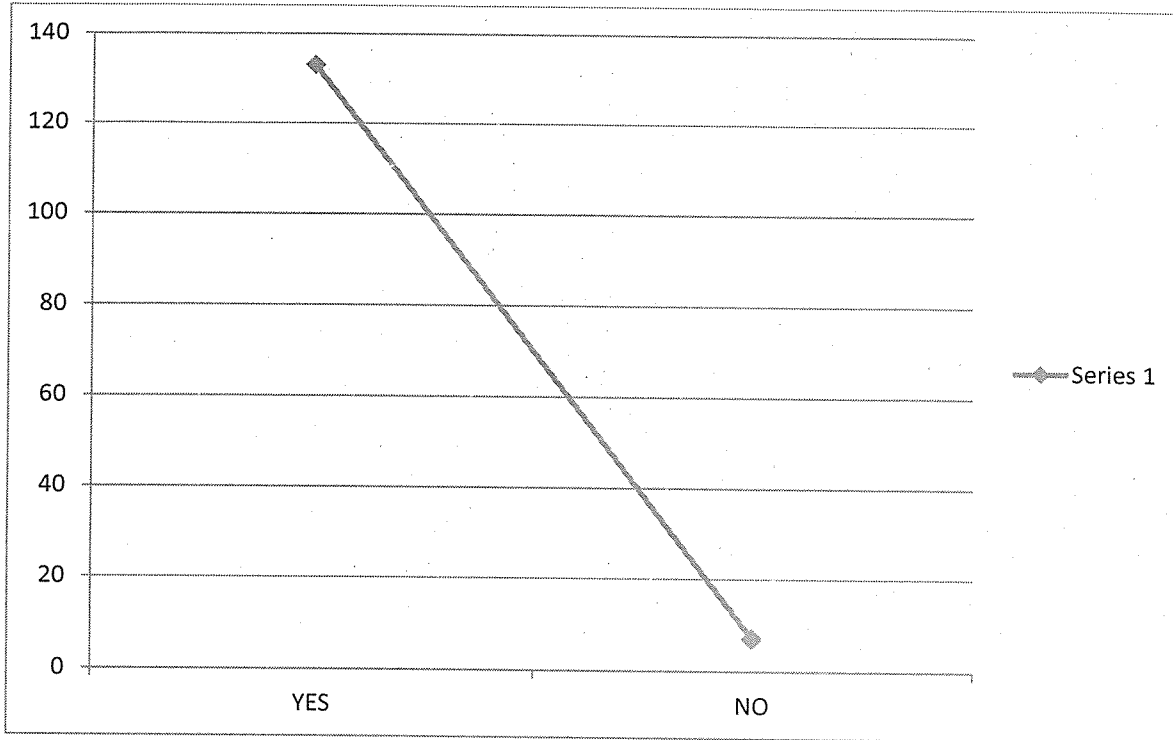
The table 4.5 the responses on the usage of social media by the respondents.

Response	Frequency	Percentage
Yes	133	95%
No	7	5%
TOTAL	140	100

Source: primary data 2015

The table above shows that the majority of respondents used social media contributing to a percentage of 95 while only 5% of the respondents did not use social media sites

Figure 4.4 shows responses on whether the respondents used social media or not



4.3 Responses on the type(s) of social media that the respondents used frequently

The responses on the type(s) of social media that the respondents used frequently were tabulated as follows in table 4.4

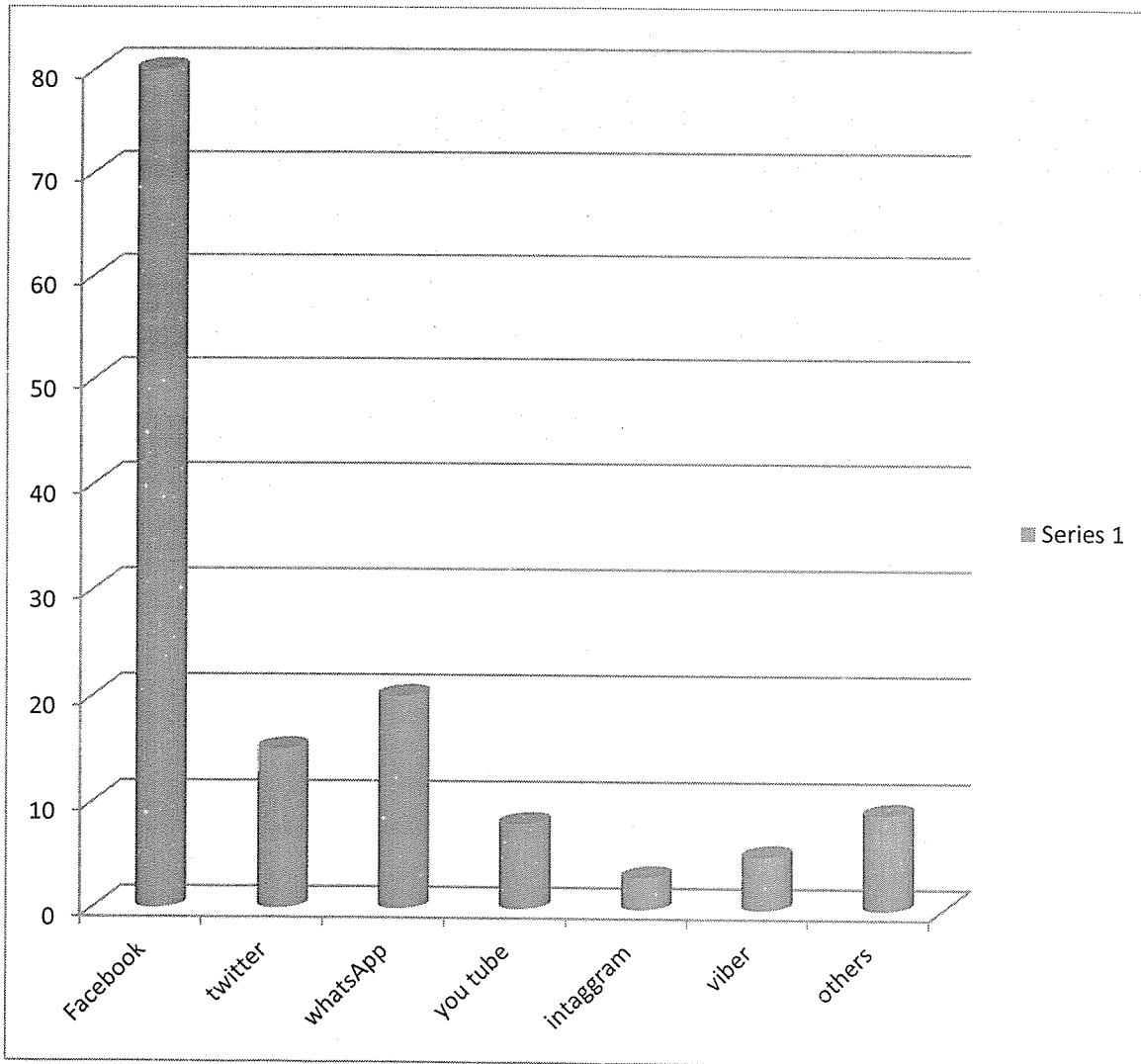
Table 4.6: the responses on the type of social media the respondents used frequently

Response	Frequency	Percentage
Facebook	80	57.1%
Twitter	15	10.7%
WhatsApp	20	14.3%
You tube	8	5.7%
Instagram	3	2.1%
Viber	5	3.6%
Others	9	6.5%
TOTAL	140	100

Source: primary data 2015

The table above shows that 57.1% of the respondents used facebook frequently, 10% used twitter frequently, 14.3% of the respondents used whatsapp, 5.7% used you tube, 2.1% used instaggram, 3.6 % used viber76 while 6.5% of the respondents used other social media sites frequently

The figure 4.5 shows the various types of social media that the respondents used



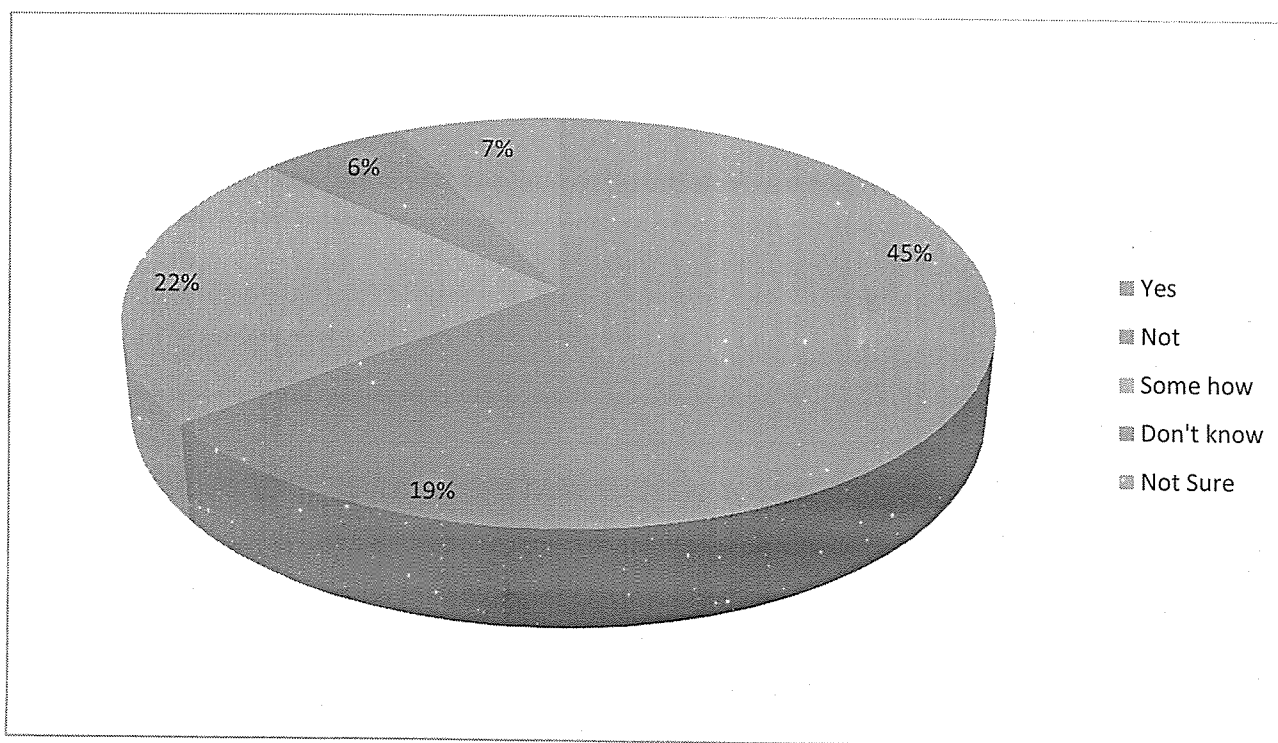
4.4 Responses on whether the respondents thought social media sites impacts their academic performance

Table 4.7: the responses on whether the respondents thought social media impacted their academic performance

Response	Frequency	Percentage
Yes	63	45%
No	27	19.3%
Some How	31	22.1%
Don't Know	9	6.4%
Not sure	10	7.1
TOTAL	140	100

Source: primary data 2015

Figure 4.6 shows the responses on whether the respondents thought social media sites impacted their academic performances



4.6 Responses on how the frequent use and addiction to social media sites affected students' performance

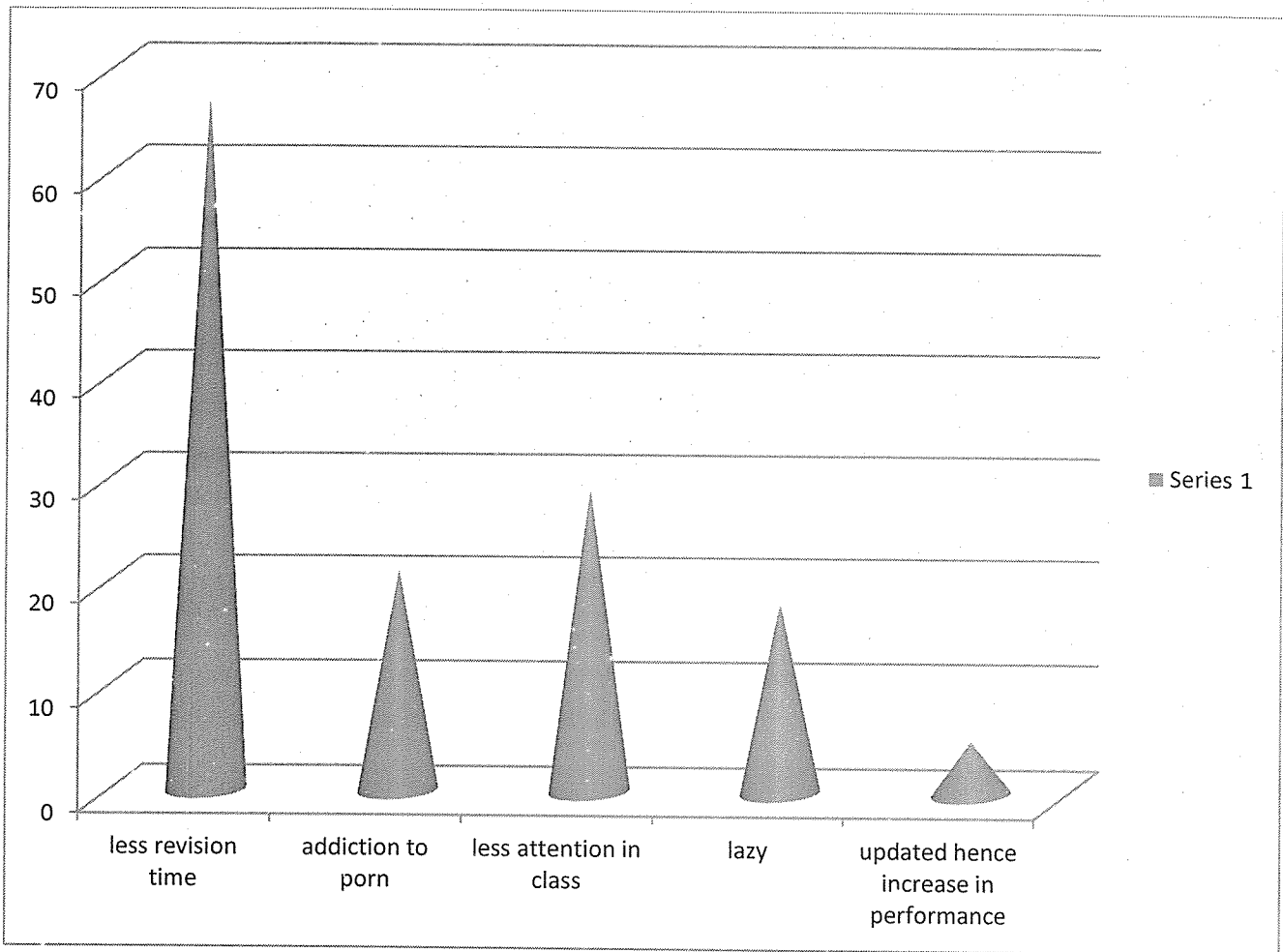
Table 4.8: the responses on how the frequent use and addiction to social media affected student's academic performance

Response	Frequency	percentage
Students had less time for revision	67	47.9%
Students became addicted to social porn sites	21	15%
students paid no attention to lecturers in class but to their smart phones	29	20.7%
Students became lazy when it comes to academic research	18	12.9%
Kept students updated on current issues hence increased academic performance	5	3.8%
TOTAL	140	100

Source: primary source 2015

Table 4.7 above shows that 47.9 respondents had less time for revision due to frequent use and addiction to social media, 15% of the respondents became addicted to social porn sites, 20.7% paid no attention to the lecturers while in class, 12.9% became lazy while 3.8% of the total number of respondents were updated on the current issues in the country thus increasing their academic performance otherwise.

Figure 4.7 shows the responses on how the frequent use of social media affected the student's performance



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction:

This chapter presents the conclusions of the study based on the findings as well as the recommendations for the students

5.1 Summary of findings

The research findings show that many males than their female counterparts participated in the study. The findings show s that 55.7% of the total number of respondents was males while only 44.3% of the respondents were females.

Research findings also show that most of the respondents who participated in the study were still single, between the ages of 19 and 30 and pursuing degrees at Cavendish University. Furthermore the study also revealed that most students use social media sites with the highest used on daily basis being facebook, followed by twitter, whatsApp , you tube and the ret follow.

The research findings also suggest that most undergraduate students spend a lot of time on social media accounts sending friend requests to their friends, chatting with friends and updating others on the current issues in the country that will make it difficult to restrict the students from the use of social media sites because at some point they cause a positive impact and a negative impact at the other point. The many hours spent by most students on social media sites have been proved to have mostly negative effects on the academic performance of the students. This is because the study has shown the number of the benefits for the use of social media outweigh the demerits thus making social media sites a threat to the performance of students in Cavendish University

Lastly but not the least, the research findings have revealed that university students are very much aware of the negative impacts of the frequent usage and addiction to the social media sites but they are hesitant to change form such an attitude that breathes social media, walks social media and eats social media. This is because; many students have been proved to be prioritizing social media interactions at the expense of their academic performance

5.2 Conclusions

Based on the research finding, the researcher has come to a conclusion that the social media sites for example facebook, twitter, instagram , you tube among others are also to blame for the poor performance of students in higher institutions of learning. This is because research has shown that many students in universities have prioritized social media connections at the expense of their academic performance , as tuition that will lead students nowhere with the increasing poor academic grades attained during their at the university. The poor academic grades indirectly impacts of reduces ones chances of attaining a job in ones' domain

The researcher with the research findings in mind has also realized that responsible social media connection and interactions could be used to boost the academic performance eon students in institution s of higher learning in Uganda

5.3 Recommendations

Reflecting on the study findings, there is need for the higher institutions to embrace and teach students the proper usage of social media accounts or sites. The university administration should consider organizing public dialogues that would help to teach students hope the social media sites can be used to improve the performance of their academics.

I also recommend that the university should also consider on line learning for particular students who don't feel comfortable with white and black boards. Such students who are addicted to on line reading could also get a chance that will inevitably impact positively on their academic grades

There is no need for the censorship of pornographic material by the government. This will make it hard for students who frequently browse porn on social media sites to access it. With such on line restrictions, there will be no doubt that student's performance f such student will increase because the too much time spent on browsing and searching nude pictures could used for purely academic purposes

Lastly the students themselves should also learn to develop a sense of understanding that has the capacity to distinguish between good usage abd bad usage of social media sites. When they learn that, it will indeed make news to hear that a university student has failed exams or course work because they are addicted to social media sites

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4. Level of education

a) certificate b) diploma

c) Degree d) above degree

SECTION B: How social media has an impacts on the academic performance of students

5. Do you use social media sites?

a) Yes

b) No

6. What type(s) of social media do you use frequently

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.....

7. Do you think social media has an impact on your academic performance? Justify you answer

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8. How do social media affect your academic performance?

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SECTION C: How the frequent use of social media sites affect student's performance.

9. How many hours do you spend on social media daily?

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10. How does frequent use and addiction to social media sites affect your academic performance?

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END AND THANKS