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INFLUENCE OF SOCIAL MEDIA USAGE ON ACADEMIC PERFORMANCE OF STUDENTS OF BUSITEMA UNIVERSITY. A CASE STUDY OF FACULTY OF SCIENCE AND EDUCATION

FINAL YEAR PROJECT REPORT

By

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THIS FINAL REPORT PROJECT IS SUBMITTED TO THE DEPARTMENT OF MATHEMATICS, FACULTY OF SCIENCE AND EDUCATION IN PARTIAL FULFILLMENT FOR THE REQUIREMENTS OF THE AWARD OF THE DEGREE OF BACHELOR OF SCIENCE IN STATISTICS OF BUSITEMA UNIVERSITY

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AUGUST 2026

DECLARATION

I Akechi Jovia hereby declare that this research report is my original work out of my own effort and has not been submitted to any other institution or organization for any award. I therefore affirm it to be original.

Signature:

.....

Date:

2nd / 09 / 2026

AKECHI JOVIA

ABSTRACT

This study examined the influence of social media on academic performance of students at Busitema university faculty of science and education nagongera campus. A cross-sectional research design was employed, with data collected from 150 students across the six (6) departments using a structured questionnaire. The study explore the relationship between social media usage, demographic factors(sex, age) and academic performance measured by cumulative grade point average(CGPA). Key findings revealed that 90.2% 0f students actively use social media, with WhatsApp 95%, twitter 64%, and tiktok 63% being the most popular platforms. On average students spend 1-8 hours daily on social media, primarily for communication (42.70%), academic research (45.26%) and accessing the news (12.04%). By bivariate analysis showed significant associations between academic performance and factors such as sex (p=0.043), age (p=0.015). Multivariate logistic regression indicated that female students were 2.5 times more likely to score below 2.79 CGPA compared to males, while students aged 21-24 were more likely to achieve higher CGPAs (3.60-5.00). Despite high social media engagement, the study found no significant negative impact on academic performance when platforms were used for academic purposes. However excessive use of non-academic activities correlated with lower grades. The study concludes that while social media is integral to students life, its impact on academic performance is moderated by usage patterns and demographic variables. Recommendations include; Establish Mentorship and Monitoring Systems, Conduct Periodic Sensitization Campaigns

APPROVAL

This is to certify that the research report titled "influence of social media usage on academic performance of students" presented by AKECHI JOVIA, REG No BU/UP/2023/ is an original work

Supervisor

Dr. ASAPH KEIKARA MUHUMUZA

Signature.....

Date.....02/09/2026.....

Department of mathematics

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DEDICATION

This dissertation is dedicated to my parents Mr. Owor Mathias and Mrs. Nangobi Kolita for their endless financial contribution and tireless efforts towards my academics, my friend Tr. Oliauna Elisha for his support, guidance and encouragement during this period and lastly my group discussion members for their academic and social support to enable completion of this dissertation.

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LIST OF ACRONYMS

FSE	Faculty of science and education
CGPA	cumulative grade point average
GPA	grade point average
SM	social media
ICT	information and communication technology
SPSS	statistical package for social sciences

CHAPTER ONE

1.0 Introduction

Social media has emerged as a dominant force shaping communication, learning and lifestyle among students globally. Platforms such as WhatsApp, Facebook, Instagram. TikTok and telegram have become integral to students' daily routines, offering both academic opportunities and potential destructions. At Busitema University where mobile internet penetration continues to raise, students are increasingly engaging with social media not only for entertainment but also for academic collaboration, peer interaction, and access to educational resources. This study therefore seeks to examine the influence of social media usage on academic performance among students in Busitema University, specifically the faculty of science and education.

1.1 Background 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)

The evolution of social media has cut across all facets of society with its positive and negative impacts. Social media has transformed and impacted on; communication, learning, research and education in general (Haydn, 2017). Among the vast variety of online tools which are available for communication, social networking sites (SNS) have become the most modern and attractive tools for connecting people throughout the world (Agha Zamani, 2010). Davis et al. (2012; p.82), refer to social media technology (SMT) as web-based and mobile applications that allow individuals and organizations to; create, engage, and share new user generated or existing content, in digital environments through multi-way communication. Through this platform, individuals and organizations create profiles, share and exchange information on various activities and interests. An interesting aspect of social media is that, it is not limited to desktop or laptop computers but could be accessed through mobile devices and smart phones making it very accessible and easy to use. Examples of these social media platforms both on the web and mobile application include; Facebook, Twitter, YouTube, WhatsApp, Instagram, blogs and among others. According to Boyd and Ellison (2007; p.211), "Social networking sites are web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system".

Social media has become one of the most widely used forms of communication by people of all ages. Students, in particular, have easy access to the internet and engage in social networking activities. Since its inception, the number of users has steadily increased, especially among students, who are subjected to a great deal of neglect and challenges in their academic performance, resulting in a rapid decline in educational quality. Students are found to pay more attention to social media than to their studies. Instead of reading their books, students spend their

time on social media talking and making friends, which may affect their academic success. As a result, it's important to look at some of the hot topics affecting students' academic success as a result of social media. As a result, this study aims to look into the impact of social media on students' academic performance at Busitema University Uganda.

1.2 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 times 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, IX, Henderson, M., & Phillips, M. (2011). Such increased use and addiction to the social networking sites like face book, twitter among others has for so long been perceived to have a profound impact on student's performance since most students prioritize social media interactions at the expense of their academics thus the researcher demonstrated interest in 2 investigating the impact of social media on the academic performance of students in Busitema university, Uganda

1.3 Objectives of the Study

1.3.1 The Main objective

The main goal of this research is to find out how social media affects undergraduate students' academic performance at Busitema University Uganda

1.3.2 The specific objectives

The following are some of the objectives:

1. To determine how much time students spend on social media in their daily lives.
2. To determine how the use of social media has affected students' academic success at Busitema University in Uganda.
3. To suggest any suggestions and strategies that the university administration should implement to inspire students who are negatively influenced by social media.

1.3.3 Research questions

1. How much time do students in the faculty of science and education spend on social media daily?

2. How does the nature and extent of social media usage affect students' academic performance?

3. What strategies can the university administration implement to mitigate the negative effects of social media on students academics?

1.3.4 Hypothesis of the study

H_0: There is no significant relationship between the use of social media and academic performance

H_1: There is a significant relationship between the use of social media and academic performance

1.3.4 Research Gap

There has been some research on the effect of social media on students' academic success in various universities (for example Makerere and kyambogo universities) and countries. However, there is a distinct lack of literature focusing on Busitema University or none on Busitema University in Uganda. Students in the faculty of science and education face unique pressures such as extensive lab reports and fieldwork which may cause them use social media differently than students in other faculties and as a result, this study will assist us in determining how social media influenced the academic success of students at the Busitema University in Uganda.

1.4 Significance of the study

The study will be of great significance to students both in Busitema 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 relevantly assist students understand the diversity of media. It will also provide relevant material to other researchers, government and other policy makers undertaking similar research.

1.5 Justification of the study

While global and national studies acknowledge the dual nature of social media (as a tool for collaboration and a source of distraction), the Ugandan context presnts unique challenges regarding digital literacy and self-regulating. Most local studies have concentrated on older, larger, institutions like Makerere University. Busitema university faculty of science and education presnts a unique demographic; science and education students have rigorous practical, laboratory, and field work requirements that demand high levels of focused time.

Understnading how social media addiction and time appropriation affect this specific demographic is crucial for developing targeted digital wellness policies. Furthermore, this study will provide baseline data for the universitys ICT and Dean of students offices to design interventions, moving beyond anecdotal evidence to data-driven policy formation.

1.6 Scope of the study

1.6.1 Content Scope.

The study is strictly confined to investigating the influence of social media usage on academic performance.

Independent variables: The study will focus on the usage of specific social media platforms namely whatsapp, facebook, TikTok, and instagram.

Mediating variables: It will assess how time appropriation (hours spent), health addictions (psychological/physical dependence) and the nature of usage (academic vs.

CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

This chapter presents the literature review on the 'impact of social media on academic performance of students'. The chapter is divided into nine sections. The first section reviews related literature on the concept of social media. This is followed by the subsections which review literature on the historical evolution of social media, types of social media, functions of social media and mobile social media. The sections that follow review literature on academic performance, purpose students use social media, social media usage and academic performance, gender difference and social media, age and usage of social media, social media in the classroom, problems of social media and the final section summarizes the reviewed literature. This chapter describes the core idea of the research study and was used later in the Data Presentation and Analysis and Summary, Conclusions and Recommendations chapters.

2.1 Concept of Social Media

Social media is a new phenomenon that has generated a lot of interests from various fields and disciplines. And social media research has been developing at a rapid pace. Different scholars have described social media according to the 'colour of the lens of their microscope'. For example, Kaplan and Haenlein (2010) describe social media as a group of Internet-based applications that build on the ideological and technological foundation of Web 2.0, and that allow the creation and exchange of user-generated contents. In the opinion of Dewing (2012:1) "social media refer to the wide range of Internet-based and mobile services that allow users to participate in online exchange, contribute user-created content or joining online communities". According to Ezeah, Asogwa and Edogor (2013:23) "social media are modern interactive communication channels through which people connect to one another, share ideas, experiences, pictures, messages and information of common interest". On their part, Ngai, Moon, Lam, Chin, and Tao (2015:769) summarize the definition by dividing the compound term "social media" into its two components—"social" and "media." The "social" part they refer to as the activities carried out among people, whereas "media" they refer to the Internetenabled tools and technologies used to carry out such activities. Social media is an extension of the traditional word of mouth networks (Sajithra & Patil, 2013). With the increasing wave of technological advancement, social media is changing the very nature of interpersonal communication. This cultural shift is even more profound among undergraduate students

According to a survey conducted by Pew Research Center (2018), the largest social networking company, Facebook for example, has 2.49 billion active users and the number of users is increasing every year. As part of the said survey, 72 percent of high school students and 78 percent college students spend time on these social networking sites – Facebook, Instagram, Twitter, YouTube, Viber, E-mail, etc. These numbers evidently indicate how much the student community is involved in this virtual world of networking. Students prefer social media sites as reliable 15 sources of information because everything is a package. A research conducted by Gagne (2017) defined media in general as some kind of components in a students' environment that can stimulate them to study better. Researchers also found that the use of some types of social media has beneficial effects to students, not only on their academic needs but also to help them establish a sense of identity and build and enhance networking skills.

2.2 Global Perspectives of social media usage:

Junco (2012) was among the earliest scholars to establish that time spent on social media, especially platforms like Facebook negatively correlates with GPA when used for non-academic purposes. However, Tess (2013) argued that social media can be pedagogically beneficial when integrated into instructional strategies, especially in blended learning environments. More recently, Al-Rahmi et al. (2023) emphasized that collaborative learning via social media enhances student engagement and performance, provided the platforms are used intentionally for academic purposes.

2.3 Types of Social Media

Considering that social media are in different categories, Kaplan and Haenlein (2010:62) tried to classify social media into six distinct categories: Collaborative Projects In the most general sense, collaborative projects are a special form of social media application that enable the joint and simultaneous creation of knowledge related content by many end-users. Whereas blog content is authored by a single person or a few editors and may later be commented on by others, collaborative projects are different in that they allow all users to equally post, add, or change content. In this sense they are probably the most democratic form of social media. Collaborative projects allow community of people to add and edit content in a community-based data base. There are different types of collaborative projects and they include:

2.4 You Tube

Taking advantage by some academics has led the web to presentations, videos and publishes pictures that previous generations may have shared with a limited circle of students or colleagues and not produced. In theory, the extra resources are valuable 30 to the scientific enterprise and in terms of syllabus, blog mentions, and presentations (Thelwall, Kousha & Rezaie, 2010) or scientific images (Thelwall Kousha, & Rezaie, 2010).

2.5 Twitter

According to Social bakers (2012) Twitter is a social network which provides micro blogs facilities in communications via Twitter posts also known as tweets, on smartphones, Ipods, laptops and other expedients to access internet. This led to the past few years research y scholars (e.g., LinkedIn, Twitter, YouTube & Face book) to examine the relationship between social networking and educational outcomes (Gouseti, 2010; Kirschner & Karpinski, 2010,Bista, 2014), faculty relationships and student (Malesky & Peters, 2013; Veletsianos, 2012), social presence and student engagement (Dunlap & Lowenthal, 2009; Junco, Elavsky & Heiberger, 2013). Presently, student instructors and learners are socially and frequently networking among their peers and friends. Faculty Focus Research confirms that in out of 840 participants 16.5% of university education use Twitter daily compared to 44.6% on Face-book in their learning institutions (Bart, 2011). The results were 68percent of the students embraced the forum in their learning.

2.6 Functions of Social Media

Considering that social media offer different opportunities, Kietzmann, Hermkens, McCarthy, and Silvestre (2011:423); and Kietzmann, Silvestre, McCarthy and Pitt (2012) provided a framework for examining the functionality of social media. According to them, the seven functional blocks of social media are anchored on:

- Identity: The identity functional block represents the extent to which users reveal their identities in a social media setting. This can include disclosing information such as name, age, gender,

profession, location, and also information that portrays users in certain ways. Aggarwal (n.d) is of the opinion that social media contain a tremendous information about the individual in terms of their interests, demographic information, friendship link information, and other attributes. This can lead to disclosure of different kinds of information in the social network, such as identity disclosure, attribute disclosure, and linkage information disclosure. For instance, Kaplan and Haenlein (2010) explain that the presentation of a user's identity can often happen through the conscious or unconscious 'self-disclosure' of subjective information such as thoughts, feelings, likes, and dislikes. According to Steinfield, Ellison, Lampe, and Vitak (2012), the information disclosures on social media are key to their successful functioning──facilitating relationship initiation, dev elopment, and maintenance that permits the establishment of bridging and bonding so cial capital. Identity is core to many social media platforms.

• Conversations: The conversations block of the framework according Kietzmann et al (2011) represents the extent to which users communicate with other users in a social media setting. Many social media platforms are designed primarily to facilitate conversations among individuals and groups. These conversations happen for all sorts of reasons. People tweet, blog, ping and chat to meet new like-minded people, to find true love, to build their self-esteem, or to be on the cutting-edge of new ideas or trending topics. Social media makes it easy for one to get involved discussion by answering questions or taking part in the conversation without having to take a day off school. Cabral (2011) express the opinion that social media is a web-based technology that transforms how people communicate by enhancing interactive conversations. There is more about conversation than identity in most social media networks.

• Sharing: Sharing represents the extent to which users exchange, distribute, and receive content. The term 'social' often implies that exchanges between people are crucial (Kietzmann et al, 2011). Social media technologies comprise a wide range of tools and technologies, such as media sharing sites, blogs, social bookmarking sites, virtual communities, SNSs, and virtual worlds. These tools provide people with various ways to interact and share information and knowledge with friends and the public. Steinfield et al (2012) are of the opinion that rich interaction such as sharing photos and videos among friends can enhance and sustain strong ties that are a source of bonding social capital.

• Presence: The framework building block presence represents the extent to which users can know if other users are accessible. It includes knowing where others are, in the virtual world and/or in the real world, and whether they are available. In the virtual world, this happens through status lines like 'available' or 'hidden.' Given the increasing connectivity of people on the move, this presence bridges the real and the virtual (Kietzmann et al, 2011). Social media afford users who prefer to engage in real time communication the platform to stipulate their presence or status line indicator, along with a suitable mechanism through which these users can contact each other and interact.

• Relationships: The relationships block according to Kietzmann et al (2011) represents the extent to which users can be related to other users. By 'relate,' they mean that two or more users have some form of association that leads them to converse, share objects of sociality, meet up, or simply just list each other as a friend or fan. The popularity of social media by implication, provide a simple interface for individuals to establish some form of association.

• Reputation: Reputation is the extent to which users can identify the standing of others, including themselves, in a social media setting. Reputation can have different meanings on social media platforms. In most cases, reputation is a matter of trust, but since information technologies are not yet good at determining such highly qualitative criteria, social media sites rely on 'mechanical Turks': tools that automatically aggregate user-generated information to determine trustworthiness.

• Groups: The groups' functional block represents the extent to which users can form communities and sub-communities. The more 'social' a network becomes, the bigger the group of friends, followers, and contacts. Facebook and WhatsApp have groups, for instance, with administrators who manage the group, approve applicants, and invite others to join. The direct implication of groups is fairly straightforward. It can be assumed that a social media community would enjoy a way to group its users, even when the number of likely contacts is low for each member initially. Groups in social

2.7 Mobile Social Media

When social media is used in combination with mobile devices, it is called mobile social media (Al-Menayes, 2015). Mobile social media is a group of mobile applications that allow the creation and exchange of users generated content. The introduction of anytime anywhere Wi-Fi in mobile phones and the prevalence of free social media applications according to Al Menayes (2015) have made them indistinguishable from personal computers when it comes to Internet use. The rising importance of the mobile social media is reflected when we looked at the average time per day that people are spending on the mobile web, this metric according to Global Web Index (2015) has jumped from 1.24 hours in 2012 to 1.99 hours in 2015. According to ExactTarget (2014) half of the planet now owns a mobile phone. Out of the total global population: 7.18 billion Active mobile users: 3.61 billion (50% penetration). Similarly 77% of all social media users are now accessing them via mobile devices. 22% of people on the planet use social media on a mobile device (Ibid.). Mobile phones are portable, providing easy access to the Internet regardless of time and place (Al-Menayes, 2015). Mehmood and Taswir (2013:) remarked that as a result of smart features available on social networks like reading RSS feeds, location tagging and status updates have ignited popular uses of social media on mobile phone. With mobile social media one not only knows the "status" of friends and acquaintances, but additionally where they are currently located (Kaplan & Haenlein, 2012). Due to the fact that mobile social media runs on mobile devices, it differs from traditional social media as it incorporates new factors such as the current location of the user, time delay between sending and receiving (Al-Menayes, 2015). This factors formed the basis by which mobile social media is differentiated. According to Kaplan and Haenlein (2012), mobile social media can be differentiated along four lines and these include: Space-timers (location and time sensitive): This enables exchange of message with relevance for specific location and time. Facebook, Foursquare and BlackBerry Messager are the examples in this category. Space-locators (location sensitive): This exchange message with relevance for one specific location which are tagged to certain place. Yelp and Qype are examples in this category. Quick-time (time sensitive): transfer of traditional social media application to mobile services to increase immediacy. Posting twitter messages, Facebook status updates fall within this category. Slow-timers (neither location nor time sensitive): transfer traditional social media application to mobile devices. Reading a Wikipedia entries and watching Youtube videos fall within the distinct group of slow-timers.

2.8. Reasons for Social Media Use by Students

Research on the reasons students embrace social media is still deficient. Nevertheless the purpose for which social media are deployed appears to be expanding. A handful of studies addressed some specific category of social media rather than the generality of social media. For example, in investigating the purpose students of the University of Nigeria Nsukka use the SNSs Eke, Omekwu and Odoh (2014) surveyed 150 students and found that the students use the SNSs to communicate with friends; watch movies; discuss national issues like politics, economy and religious matters; and for academic purposes which particularly is relevant to their academic pursuit. Citing the National School Board Association, Klopfer et al. (2011) reported that the topic of most conversation on SNSs is education—60 percent of the students' surveys said they use the sites to talk about education topics and more than 50 percent use it to talk about specific schoolwork. In a similar study to ascertain how university students from a range of European countries (Lithuania, Romania, Ukraine, Czech Republic, Turkey) use social networking websites; Lamanauskas et al (2013) found that the most important function of social media use by respondents from all countries they surveyed were communication, learning and exchanging information. Another study by Ünal and Köroğlu (2013) revealed that prospective teachers (students) use SNSs for social interaction and communication, identification and recognition, and education. A similar study by Mehmood and Taswir (2013) revealed that of the 80 percent students who reported that they used a social networking site on phone and that the smart features available on social networks like reading RSS feeds, location tagging and status updates were popular uses of social network on mobile phone. These were not directly related to their educational pursuit. Other studies have delimit their attention to some popular platforms of the major category of social media. One of such studies was carried out by Alhazmi and Rahman (2013) when they studied the purpose students of Universiti Teknologi Malaysia use Facebook. Their findings revealed that the students use it to keep in touch with their friends, to let others know what is happening in their life, communicate with friends on classwork, sharing of news and other issues and these do not relate to their academic goals. In an analysis among Serbian students, Milošević, Živković, Arsić and Manasijevic (2015:584) showed that the implementation of Facebook as virtual classroom that was aimed at Facebook student-users, who participated in the study, use Facbook to improve communication with peers and professors, improve and expand the discussion with other students, post announcement related to lectures, exams and other events at the university, thus providing support in task execution, quality improvement of educational process and expansion of the total quantum of knowledge. Yet in a survey of German students, Skiera, Hinz and Spann (2015) found that on average, students use platforms such as Facebook to gather valuable information from their peers, as well as to cultivate relationships, which reduces the time available for their academic studies. Similar, Akyıldız and Argan (n.d.) surveyed 1300 undergraduate students and found that students use Facebook for both social purposes and educational purposes. Some of the studies that have paid attention to the generality of social media in this area include: Ebele and Oghentega (2014) studied the impact of social media on academic performance of students of four universities in Nigeria. They sampled 100 students-25 students each from Nnamdi Azikiwe University Awka, Delta State University Abraka, Madonna University Okija and Anambra State University and found that undergraduates in the four universities paved together, do not use social media for academic purposes but mainly for general information that are not relevant to their academics. Similarly, Ezeah, Asogwa and Edogor (2013:29) sampled 300 students from selected universities in South-East Nigeria and found that students in South-East Nigeria "use the social media partly because of the pleasure and fun they derive from the pornographic contents and watching movies

using the social media". In another survey of 93 students in University of Benin, Aghaunor and Ekuobase (2015:24) found that over 75% of activities carried out with the aid of ICT tools (social media); do not have any direct link to students curricular. Implying that students use social media in pursuing activities that do not have bearing with their academics. In a similar study to ascertain the purpose students use social media. Evidence from a survey of 2605 students in King Abdulaziz University, Saudi Arabia carried out by Al-Sharqi, Hashim, and Kutbi (2015) reveals that students use social media tools for a blend of academic and non-academic purposes. And that a significant number of students use social media for entertainment, information searching and learning. In a survey of students of Koforidua Polytechnic in Ghana, Owusu-Acheaw and Larson (2015) concluded that student use social media to chat than academic purpose. Evidence emanating from a polytechnic setting is provided by an insight from a study by Buhari and Ashara (2014:304) who surveyed 932 students of Kaduna Polytechnic. The study revealed that students of Kaduna Polytechnic, Nigeria use social media to connect; interact; share information and chat with friends. Constituting activities that are meaningless to their academic agenda.

2.8.1 Gender Difference and Use of Social Media

When reviewing the literature related to gender, results are mixed as to which group spends more time on social media. One school of thought believes that women are significantly more likely to use social media than men. Although the original gender gap in computer and Internet use appears to have narrowed to the point of nonexistence (Perrin, 2015; Hargittai, 2008). According to Perrin (2015) women and men use social media at similar rates – women were more likely than men to use social networking sites for a number of years, although since 2014 these differences have been modest. Today, 68% of all women use social media, compared with 62% of all men. In 2005, 8% of men and 6% of women used social media. Starting in 2009, women started using social media at slightly higher rates than men, although this balance has shrunk yet again in recent years. Today, 68% of women and 62% of men report social media usage, a difference that is not statistically significant. Akyildiz and Argan, (2012) found that male students use Facebook more frequently than female students with more friends and spend significantly more time on Facebook than female students. A study conducted by Brenner and Smith (2013) found that 71% of women were users of SNSs compared with 29% of men. However, others believe that more men use the Internet in its nascent years than did women. Others have found female to be more frequent on social media than male. For example Skiera et al. (2015) found that women and men seem to use the social network differently, which may also explain differences in academic performance. While men connect to generate and exploit social capital, women groom their relationships, which requires more time (that could also be used for studying) than does the goal-oriented approach that men pursue. In terms of the type of connections among gender, Salvation and Adzharuddin (2014) discovered that women are more likely to conform to a majority opinion and more relationship oriented than men. However, boys are more likely to create an account simply because they are trying to meet a significant other, or because they are already in a relationship with someone who has requested them to join (Bonds-Raacke & Raacke, 2008). Males' motivations have roots in social compensation, learning, and social identification gratifications. In other words, females use SNSs for relational purposes more frequently than their male counterpart (Chan Olmsted, Cho & Lee, 2013). Peluchette and Karl, (2008); Nemetz, (2010) found that significant gender differences were found regarding the type of information posted on SNSs. Also, Shen, et al. (2010) found that men are more likely to engage in task-oriented or instrumental behaviour and therefore attitude toward the use of information technology will be more salient for men than women. Whereas there

is no significant difference in the amount of social media use and sharing of user-generated media content between males and females, studies have shown some dissimilarity in social media preferences and motives by gender (Barker, 2009; Raacke & Bonds-Raacke, 2008). Research has shown that though girls and boys are both likely to have a SNS account, the reasons for the accounts may vary based on gender (Bonds-Raacke & Raacke, 2008). Women in a study by Junco et al. (2010) reported using social communication services more than men; and that they spent more time to be social online. A study by Peter and Valkenburg (2009) showed that boys seem to benefit more from social media use and communication technology than girls do. This can be hypothesized because boys tend to have more difficulty expressing their thoughts and emotions face-to-face with others than girls do (Peter & Valkenburg, 2009). A research to explore motivations for SNSs users revealed that the primary motives to use the sites for females are communication, entertainment, and passing time (Barker, 2009). An empirical study found that women are more likely to engage in SNSs than men, reflecting that women prefer person-to-person communication online to men (Hargittai, 2007). Pew Research Center (as cited in NOIPolls, 2016) reported that more women tend to belong to the social media platforms that has dating features like Facebook, BBM, and WhatsApp, unlike men who prefer those platforms that have forums for sharing business ideas or information like LinkedIn, Twitter. And that boys use social media to expand their networks by making new friends, while the major purpose of social media for girls is to maintain existing friendships.Girls have reported that they use social media for things like chatting and downloading music (Giles & Price, 2008). Interestingly, while male users tend to use wikis more frequently female users use SNSs more frequently. Girls are also more likely than boys to post sexually explicit pictures of themselves, and to talk about sexual activity in public forums (Rafferty, 2009). Girls are also more likely than boys to share personal information about their daily lives (Merten & Williams, 2009). Only 15% of boys shared any personal information besides their hobbies, interests, and friendships (Merten & Williams, 2009). 2.2.7 Age and Social Media Usage Prior studies indicate that age and social media adoption have an inverse relationship in various contexts. According to these studies, older people tend to exhibit more negative perceptions of new media and feel greater reluctance to adopt them when compared to young adults. According to Alvarez (2015) age can be another barrier to […] digital inclusion—and one that disregards all geographical boundaries. He remarked that some 60 percent of people in developed nations over the age of 65 have never been online, compared with 18 percent of all adults. For example, a study by Akindehin and Akindehin (2011) found that young adults are more likely to accept and use specific Internet-related technologies, such as online chat rooms, Webcasting and social media. Similarly, Peluchette and Karl, (2008); Nemetz, (2010); Chan-Olmsted et al. (2013) found that the younger users tend to use SNSs, blogs, content communities, and micro-blogging more frequently. On the other hand, older users tend to perceive the information-centric social media like wikis, blogs, and online forums to offer more connectedness utility. Indicating that the young adults are much more likely than their older counterparts to be online. Such behaviours are affecting their academic performance (Al-Tarawneh, 2014). While the foregoing indicates that the older people become, the less likely they would accept social media. The findings of Kwon and Noh, (2010); Svorc (2012) suggest otherwise that age and social media experience show limited influences on individuals' perceptions and usage of the internet. As human being can't do the same thing for long they tend to be boring, but the younger can stay long hours just on Facebook without any complain (Abdulahi et al., 2014). Social media have also been in the centre of concern for many parents (Tynes, 2007). Other parents just simply do not want their children staring at the computer too long. The risks and dangers of teen social media usage

are constantly flooding television shows, newscasts, and magazines, always warning parents to educate parents on teen internet behaviours (Tynes, 2007). Young people seem especially susceptible, with evidence underscoring students whose academic performance is compromised as they spend increasing amount of time online (Al-Menayes, 2014). Some also suffer health consequence resulting from lack of sleep brought about by the growing amount of time they spend on the Internet especially late at night (Al-Menayes, 2014). Study by Chan-Olmsted et al. (2013) found that significant age difference is found regarding the type of information posted on social media in that older people are more likely to find some conventional postings and personal choice intrusions by faculty more inappropriate than younger lads. Sharing inappropriate information or disclosing "too much information" is another concern that many adults have about teens that participate in social networking online (DeSouza & Dick, 2008). In a recent study done on teens and their MySpace participation, it was estimated that at least 65% of teens who had a MySpace account had very personal information on their profile pages (DeSouza & Dick, 2008). This personal information included where they live, their phone number and email addresses, where they attend school, where they work, and a number of things that they enjoy doing in their spare time (DeSouza & Dick, 2008). Also, many teens, especially females, posted information about their sexual behaviour and their alcohol and substance use (DeSouza & Dick, 2008). On the other side of the issue, there are other adults and many professionals, including lecturers and school faculty, who encourage the use of SNSs like Facebook because they allow students to connect with one another and discuss school related issues (Salas & Alexander, 2008). Teenagers have become accustomed to this lifestyle much more than older generations have in recent years, as this way of living is all they know (Lewis, 2008). Teenagers now use the social media for the majority of their daily activities and information gathering, as opposed to older generations who used resources like the television or newspaper (Lewis, 2008). This study also showed that approximately half of all teens who have Internet access are also members of SNSs, and use the Internet to make plans and socialize with friends (Kist, 2008). As one researcher stated, "Teens use the social media as an extension of their personality, to show their friends – and the world – who they are, what they care about, and to build connections with other like-minded people" (Goodman, 2007, 84). It is estimated that the vast majority of teenagers in Nigeria visit at least one social media platform approximately twenty times each day (Valkenburg & Peter, 2009). Young adults lead the age groups with their use of communication tools, such as instant messaging and chatting, and they are also more likely to pursue hobby or entertainment activities, such as downloading music or surfing for fun (Fox & Madden, 2005; Madden, 2003). They also use the medium for getting information about leisure time activities more than others (Howard, Rainie, & Jones, 2001). While younger users see the ―sociability centric social media as an effective means to connect to the world, older users view the ―content centric social media like wikis, forums, and blogs as better ways of connecting to the world. The differential emphasis in sociability and content among different age groups regarding social media has some interesting implications (Chan-Olmsted et al., 2013). 2.2.8 Social Media in the Classroom Rapid development of information and communication technologies has brought changes in various pedagogical and technological applications and processes (Mazman & Usluel, 2010). Having social media in the classroom has been a controversial topic for the last several years. Many parents and educators have been fearful of the repercussions of having social media in the classroom (Kist 2012). As a result, cell phones and mobile devices have been banned from classroom and schools have blocked many popular social media (Abdulahi et al., 2014). However, despite this apprehensions, students are using social media. Schools have realized that they need to incorporate these tools into the classroom and rules

are changing. Currently, social media are being adopted rapidly by millions of users most of whom are students with a great number of purposes in mind (Willems & Bateman, 2011; Wolf, Wolf, Frawley, Torres, & Wolf, 2012; Selwyn, 2007). Studies showed that social media tools support educational activities by making interaction, collaboration, active participation, information and resource sharing, and critical thinking possible (Ajjan & Hartshorne, 2008; Mason, 2006; DeAndrea et al., 2011; Junco et al., 2010; Junco et al., 2012). In early 2013, Steve Joordens, a professor at the University of Toronto, encouraged the 1,900 students enrolled in his introductory psychology course to add content to Wikipedia pages featuring content that related to the course. Like other educators, Joordens argued that the assignment would not only strengthen the site's psychology-related content, but also provide an opportunity for students to engage in critical reflection about the negotiations involved in collaborative knowledge production. So, in a nutshell, the social media have contents that can contribute positively to studies, but unfortunately most students do not use the beneficial aspects of the networking sites (Ezeah et al., 2013, Wolf et al., 2012). One social media that has supplemented classroom discussion activities is Blog. According to Yang and Chang (2011) blogging acts as a supplement to a traditional face-to-face course, both inside and outside of school. Classroom discussion is often teacher–student centred, rather than a student–student dialogue. The blog is a vehicle to ensure that everyone has a voice and is a valued member of the learning community (Ibid.). In a college - wide survey, Dunn (n.d.) found that 68% of respondents thought social media could enhance their learning experience. Facebook has quickly become the social network site of choice by college students and an integral part of the "behind the scenes" college experience (Selwyn, 2007). Researchers who favour the use of Facebook in education claim it can have a positive influence on students' lives, such as providing a way to contact fellow classmates and instructors about course assignments or group projects (Miloševic et al., 2015; Petrović et al., 2012). Others indicate that Facebook can have a negative impact on academic performance, leading to lower GPAs and less time spent on academic work (Skiera et al., 2015; Junco, 2011; Kirschner & Karpinski, 2010). Characteristics noted in the literature which recommend Facebook as a tool that can contribute significantly to the quality of education are: fostering positive relationships among students and encompassing students' motivation and engagement (West et al., 2009; Kabilan et al., 2010). Facebook researchers claim that, "the experience with communication technologies that teenagers today possess must be tapped by educators and connected to pedagogy and content in order to address learning objectives in schools" (Fewkes & McCabe, 2012). Facebook allows students to ask more minor questions that they might not otherwise feel motivated to visit a professor in person during office hours to ask (Miloševic et al., 2015; Moody 2010). Further, Facebook enables teachers to: provide constructive educational outcomes in a variety of fields (Pempek, 2009, DeAndrea et al., 2011); practice a differential pedagogy, in the best interests of the students (Hew, 2011); integrate diagnostic formative evaluation in the learning process and to calibrate didactic activities accordingly (Pasek & Hargittai, 2009); achieve a change in strategy, mentality, attitude and behaviours by using Facebook (Petrović et al.,2012; Roblyer, 2010); establish efficient educational relations on a social network (Selwyn, 2009); accept the student as an interaction partner (Schwartz, 2009); analyse and compare ways of learning and the knowledge achieved by students (Roblyer, 2010); develop knowledge and skills in order to perform efficient didactic activities (Petrović et al.,2012;Hew, 2011). To begin to understand how it can be used in an educational context, Mazman and Usluel maintain that instructors should know how students use Facebook and why it has become so popular. Twitter also promotes social connections among students. It can be used to enhance communication building and critical thinking. Domizi (2013) utilized

Twitter in a graduate seminar requiring students to post weekly tweets to extend classroom discussions. Students reportedly used Twitter to connect with content and other students. Junco et al. (2011) completed a study of 132 students to examine the link between Twitter and student engagement and students grades. They divided the students into two groups, one used Twitter and the other did not. From the findings, they concluded that using Twitter in educationally relevant ways had a positive effect on student engagement. Their results suggest that Twitter can be used to engage students in ways that are important for their academic and psychosocial development. Twitter assignments promoted active learning by helping students relate the course material to their own experiences both inside and outside of the classroom. They also found that Twitter was used to discuss material, organize study groups, post class announcements, and connect with classmates. Gao, Luo, and Zhang (2012) reviewed literature about Twitter published between 2008 and 2011. They concluded that Twitter allowed students to participate with each other in class (back channel), and extend discussion outside of class. Since the posts cannot exceed 140 characters, students were required to express ideas, reflect, and focus on important concepts in a concise manner. YouTube is the most frequently used social media tool in the classroom (Moran, Seaman, & Tinti-Kane 2012). Students can watch videos, answer questions, and discuss content. Additionally, students can create videos to share with others. Sherer and Shea (2011) claimed that YouTube increased participation, personalization (customization), and productivity. Eick & King (2012) found that videos kept students' attention, generated interest in the subject, and clarified course content. ValuePulse is a social learning platform where students and professors in higher education can easily engage in real-time discussions about coursework and industry news (Wolf et al., 2012). According to Wolf et al. (2012) ValuePulse provides one-click access to a virtual library of news feeds and class discussions. The library of news feeds eliminates clicking in-and-out of multiple news sources to find relevant and up to date course information. Discussions are fully developed with no character limit (Ibid.). ValuePulse provides a rating function to identify valuable information and discussions. Learning and Society group have extensively written about, created materials for, and implemented virtual games in educational settings. They contend that playing a game like Civilization and World of Warcraft can be a profoundly powerful way for learning about just anything. Both of these games – Civilization and World of Warcraft – provide us with clear demonstrations of the educational implications and possibilities (Klopfer et al., 2009). Therefore, one of the most obvious benefits to using these technologies for learning is that students are often already familiar with these interfaces and the "language" of interacting with and utilizing them (Ibid.). Students and teachers can learn about activities, where students apply, analyse and problem-solve using course content and ideas. This can include: role-play, operating simulated equipment, designing and building things (Angel Learning, 2008). Students today demand more autonomy, connectivity, interaction and socio-experiential learning opportunities in their learning contexts (McLoughlin & Lee, 2007). However, Pearson does hypothesize that the benefit of using social media is the potential to "transform from pushing content outward to a way of inviting conversation, of exchanging information…" (Moran et. al., 2011). Social technologies can provide new opportunities to engage learners and many educators are discovering impactful strategies for using them in face-to-face, blended and online classrooms (Seaman & Tinti-Kane, 2013). 2.2.9 Problems of Social Media The numerous problems of social media usage have recently been the major focus of attention worldwide (Buhari & Ashara, 2014). Even though many schools have created many strict rules that forbid the use of handheld technology during school activities or that block certain social media applications, many students are still able to connect during lecture hours as they please (Subrahmanyam & Greenfield, 2008). According to moralists like Onah and Nche

(2014) while social media have fuelled or deepened the level of immorality among the youths in the country; new acts of immorality have cropped up as result of the negative influences available on these social sites. According to them, some of the moral issues that have arisen from the abuse and obsession with social media include: Sexual promiscuity, Internet crimes, indecent dressing and sexual harassment, loss of sense of sacredness of human life and neighbourliness, impatience and quick syndrome. Other scholars have equally expressed their concerns about the problems of social media. They are angered that social media have caused distractions during instruction time (Al-Sharqi, Hashim & Kutbi, 2015), encourage terror (Buhari & Ashara, 2014; Bloem et al., 2013), cause students to become less sociable, make students become mentally dull (Al-Sharqi, Hashim & Kutbi, 2015; Bloem et al., 2013). Bloem et al., (2013) remark that social media have brought us attention and knowledge deficits that tend to darken the bright benefit which was so badly sought after. They have given rise to information overload. Information is causing lack of focus and flow and this corrodes the productivity and innovation capability of students (Bloem et al., 2013). Based on the information in our profiles, social media will automatically bury all true serendipity if we do not watch out, and thus also eliminate an important source of creativity and innovation, resulting in increasing cocooning and tunnel vision (Bloem et al., 2013). 2.3 Academic Performance Performance is defined as the observable or measurable behaviour of a person an animal in a particular situation usually experimental situation (Simpson and Weiner. 1989). This means that performance measures the aspect of behaviour that can be observed at a specific period (Yusuf, n.d.). To determine performance, a performance test is conducted. Singer (1981) defined performance test as the type of mental test in which the subject is asked to do something rather than to say something. Performance test is the type of test which throws light on the ability to deal with things rather than symbols (Drever, 1981). In relation to educational research, academic performance of a student can be regarded as the observable and measurable behaviour of a student in a particular situation. For example, the academic performance of a student in social studies includes observable and measurable behaviour of a student at any point in time during a course (Yusuf, n.d.). In social studies students' academic performance consists of his scores at any particular time obtained from a teacher- made test. Therefore, academic performance can be equated with the observed behaviour or expectation of achieving a specific statement of or statement of educational intention in a research (Yusuf, n.d.). Academic performance of students consists of scores obtained from teacher-made test, first term examination, mid-semester test, et cetera. In fact, assessing the psychological and psychosocial processes of learning and development have always been complex; however, the measurement is made increasingly difficult when the outcome of interest is unclearly defined (Terenzini, 1989). In general, one could surmise that academic success, or more aptly, academic performance currently functions as an amorphous construct that broadly incorporates a broad range of educational outcomes from degree attainment to moral development (Yusuf, n.d.). The importance of the moral aspect of academic performance can only be under-estimated to the detriment of the society's wellbeing. 2.3.1 Factors affecting Students' Academic Performance A review of extant literature has led to the identification of the following factors as the key determinants of student academic performance, namely; performance during examinations, communication, learning facilities, proper guidance, family stress and social media usage. Each of the factors is discussed below: a) Student Examination Performance Galiher (2006) and Darling (2005) used GPA to measure student performance because their main focus was on student performance for a particular semester. Some other researchers used test results or previous year result since they are studying performance for the specific subject or year (Hijazi & Naqvi, 2006). In general, performance during examinations has proven to be the most popular and

reliable determinant of a student's academic performance. b) Communication many studies have been discussed with respect to the different factors that affect the students' academic performance. There are two types of communication factors that affect the students' academic performance. These are internal and external classroom factors and these factors strongly affect the students' performance. Internal classroom factors includes students competence in English, class schedules, class size, English text books, class test results, learning facilities, homework, environment of the class, complexity of the course material, teachers role in the class, technology used in the class and exams systems. External classroom factors include extracurricular activities, family problems, work and financial, social and other problems. If the students have strong communication skills and have strong grip on English, it increases the performance of the students. The performance of the student is affected by communication skills because it is possible for students to see communication as a variable which may be positively related to performance of the student in open learning. c) Learning Facilities Robert and Sampson (2011) found that students' performance is significantly correlated with satisfaction with academic environment and the facilities of library, computer lab, etc in the institution. With regard to background variables, he found a positive effect of high school performance and school achievement but found no statistical evidence of significant association between family income level and academic performance of the student. Robert & Sampson (2011) opined that members of educational boards should be educated in order to ensure that their impact on the various schools they preside over is positive for the professional and socio-psychological development of the students. According to them, it is prerequisite that is highly essential for student learning. Young (1999) holds the view that student performances are linked with the use of library and level of their parental education. His research revealed that the use of the library positively affected student performance. The academic environment is an effective variable for students and has a significant positive relationship with their grade level (Kirmani & Siddiquah, 2008). d) Proper Guidance Noble (2006) noted that students' academic accomplishments and activities, perceptions of their coping strategies and positive attributions, and background characteristics (i.e., family income, parents' level of education, guidance from parents and number of negative situations in the home) were directly related to their academic achievements in high school. The students face a lot of problems in developing positive study attitudes and study habits. Guidance is the factor through which a student can improve his study attitudes and study habits and is directly proportional to academic achievement. The students who are properly guided by their parents have performed well in the exams. The guidance from the teacher also affects the student performance. The guidance from the parents and the teachers indirectly affect the performance of the students (Hussain, 2006). e) Family Stress Socio-economic factors like attendance in the class, family income, and mother's and father's education, teacher-student ratio, presence of trained teacher in school, sex of student and distance of school also affect the performances of students in their various high schools and colleges. (Raychaudhuri, Amitava, Debnath, Manojit, Sen, Seswata & Majun, 2010). According to Kernan, Bogart & Wheat (2011), academic success of a graduate student will be enhanced if the optimal health related barriers are low. There is a negative relationship between college credit and stress but weak relationship between GPA (Grade Point Average) and stress (Zajacova, Lynch and Espenshade, 2005). Raychaudhuri (2010) found that numerous studies have been done to identify those factors which are affecting student's academic performance. The students' academic performance depends on a number of socio-economic factors like students' attendance in the class, family income, mother's and father's education, teacher student ratio, presence of trained teacher in school, sex of the student, and distance of schools. Hijaz and Naqvi (2006)'s Pakistan study observed that there is a

negative relationship between the family income and students' performance and they focused on the private colleges in Pakistan. f) Engagement time on Social Media Several factors have been alleged to affect students' academic performance. According to Aghaunor & Ekuobase (2015) grades are the most predictive factors of school performance and thus, would also constitute the main indicator of academic success. However, they went further to opine that the dark side of technological advancement has resulted in dilemmas such as the setback of real values of life especially among students who constitute the majority of social media users. Social media focus on building and maintaining social associations among people who share interests and or activities. With so many social media available on the Internet, students are tempted to abandon their homework and reading times in preference for virtual gaming, watching YouTube clips, sharing Instagram photos and bloging with friends. In light of this, the objective of his study is to investigate the impact of social media on academic performance of students and to determine whether it has a negative or positive relationship.

2.8.2 Measuring Students' Academic

Performance Academic performance is measured using the Grade Point Average (GPA). Academic performance is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important, procedural knowledge such as skills or declarative knowledge such as facts (Ward, Stoker & Murray Ward, 1996). When it comes to common criteria, the operative measurement of academic performance at university level is the grades which lecturers give students upon the completion of some evaluation system, most notably, the oral, written or practical test that students complete over the course of the school year. Measuring performance determines how well students have achieved desired educational goals. Hoyle (1986) argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance. Despite, and perhaps because of its amorphous nature, the term 'academic success' or 'academic performance' is one of the most widely used constructs in educational research and assessment within higher education (York, Gibson & Rankin, 2015).Terenzini (1989) argues that primary tenet of good assessment is to clearly articulate what it is you are attempting to measure. Ambiguity associated with the definitions of academic success is partially attributed to its inherently perspectival nature (York, Gibson & Rankin, 2015). Varying constituents view success, and thereby academic success, differently. For example, while the chair of an English department may not consider utilizing alumni's career promotion histories as an indicator of academic success, a director of career services almost certainly would. In this example, the faculty member may argue academic success refers specifically to the acquisition of specific knowledge and skills demonstrated through completion of courses. The administrator may in turn argue academic success refers to ability for graduates to obtain and advance in occupations within, or related to, their degree fields (York, Gibson & Rankin, 2015). Both arguments are valid within the current amorphous construction of academic success and the necessary application of the term within the contexts of departmental goals for students (York, Gibson & Rankin, 2015). This broad application of the term limits the ability of educators and administrators to clearly examine academic success and thereby prioritize actions intended to increase institutional effectiveness (York, Gibson & Rankin, 2015). In fact, such is the cumbersome task of measuring an amorphous concept such as academic success that York, Gibson and Rankin (2015) opined thus "to the best of our knowledge, there is no complete presentation of empiric instruments available to educational researchers seeking to measure various aspects of academic success despite being

perhaps the most researched outcome in education". However, they subsequently outlined the following factors as instruments which could be operationalized as measures of academic performance or success: 1) Academic achievement; 2) Attainment of learning objectives; 3) Acquisition of skills and competencies; 4) Satisfaction; 5) Career Success; and 6) Persistence. In their view, academic achievement can be proxied by using grades and GPA of students. This view is supported by the fact that there is no other consensually adopted or verifiable index for measuring a students' academic ability or progress. In their proposed model, satisfaction can either be captured by course evaluation or through larger nationally available institutional surveys such as Cooperative Institutional Research Program's (CIRP) The Freshman Survey (TFS) or the National Survey of Student Engagement (NSSE) (Wilson, & Simons, 2002). In addition, according to Dorensen and Fel (as cited in York, Gibson & Rankin, 2015), career success could be proxied in two distinct ways, namely: extrinsic and intrinsic measures. Extrinsic measures of career success include things like job attainment rates and promotion histories, annual performance ratings while intrinsic measures of career success include measures of career satisfaction or professional goal attainment. Fralick (as cited in York, Gibson and Rankin, 2015) provides an excellent example of intrinsic measures in a study where success was measured via participants' perception of having had the opportunity to develop potential, realize ambitions, enhance career options, and increase self-satisfaction. Between these two, we found studies more often focused on extrinsic measurements perhaps because of their clearer operationalization. The accomplishment of learning objectives and the acquisition of skills and competencies can be measured at the course, program, and institutional level. Assignments and course evaluations are the primary means of measuring these things at the course level. Programmatic evaluation usually occurs by some sort of curricular capstone or in some fields by an independent professional entity; such as teaching or engineering accreditation. There is a considerable overlap between the measurement of attaining learning objectives and the acquisition of skills and competencies. Furthermore, according to literature, persistence can be measured by two primary measurement instruments namely; retention between particular years of college—most commonly between the first and second years, and degree attainment rates (York, Gibson & Rankin, 2015). 2.4 Review of Related Literature on Social Media Usage and Students Academic Performance The direct link between social media usage and students' academic performance has been the focus of extensive literature during the last two decades (Aghaunor & Ekuobase, 2015). Results of available studies indicate that while some students use social media for socializing, others might use it for learning activities thus enhancing academic performance. Although social media is a very helpful tool in students' hands, it was found by many studies that a negative impact of social media usage on academic performance could occur (Maqableh, Rajab, Quteshat, Masa'deh, Khatib & Karajeh, 2015). Social media users devote lesser time to their studies in comparison to nonusers do and subsequently get lower GPAs (Kirschner & Karpinski, 2010). Results of a study by Hasnain, Nasreen and Ijaz (2015) indicated that the usage of social media has an inverse relationship with academic performance of students. This implies that the more students spend time on social media, the more their GPA is affected. According to Khan and Balasubramanian (2009), social media users often time experience poor performance academically. In a study to find out the direct consequences of ICT in Nigeria Universities, Enikuomehin (2011) surveyed 1,860 Facebook users from the Lagos State University and found that 90 percent of the students could not get up to cumulative grade point average (CGPA) above 3.50 because they had spent a large part of their time on social media than on their homework and study time that could have contributed to the attainment of higher grade. Similarly, Englander, Terregrossa & Wang (2010) posit that social media is negatively associated with

academic performance of student and is a lot more momentous than its advantages. Evidence from a survey of 152 students of Asia Pacific University, Abdulahi, Samadi and Gharleghi (2014) shown that usage of social network sites negatively impact academic performance of students. However, In a bid to analyse the effects of social media on academic performance of business education students in south-east Nigeria, Nwazor and Godwin-Maduike (2015) distributed 600 copies of questionnaire to four universities in south east Nigeria and subsequently concluded that activities on social media have negative effects on students' academic performance. In a bid to examine the purposes of Facebook use in an undergraduate sample and explore time investment of the students to Facebook social network site, Akyildiz and Argan, (2012) administered questionnaire to 1300 undergraduate students at Anadolu University in Turkey and thereafter concluded that social media users spend more time for socializing rather than learning. This indicates that excessive use of social media reduces student's academic performance since time meant for studies is used on non-academic issues like chatting and making friends. Nevertheless, (Junco, 2015) studied the impact of college students' academic level and found that Facebook affected Grade Point Averages (GPAs) negatively for freshmen, sophomores, juniors but not for seniors. Seniors spend less time on Facebook, and they are less likely to post status updates comments, chats, posts, videos or photos than others. A handful of other studies have also found social media usage to positively impact academic performance. Griffith and Liyanage, (2008) found that support from instant messaging, wikis, blogs, discussion boards, and other Web 2.0 facilities can complement what is taught in a traditional classroom setting. Also, Boyd and Ellison, (2007) assert that the copy and paste practices on MySpace serves as a form of literacy involving social and technical skills. Whereas according to Pasek, More and Hargittai (2009) the use of Facebook has a positive relationship with academic performance. In another study, Haseena and Rasith (2016) conducted a survey of 200 students among the students of Eastern University, Sri Lanka. Their findings concluded that there is a significant positive relationship between social media usage and academic performance. Indicating that if the students spend more time on social media it will help the students to easily discuss about the study task, assignment and exams. When the time spending on social media is increasing it will also increase the performance of the students. Findings from a survey of 932 students of Kaduna Polytechnic by Buhari and Ashara (2014) revealed that students perceived social media usage as something interesting that they can use to improve their academic performances.

2.8.3 Summary of Literature Review

This chapter reviewed the concept of social media: their meanings, historical evolution, categories, functions and social media on mobile devices. In addition, this chapter discussed the reasons students use social media and academic performance. According to most findings students mainly use social media to socialise. Again, social media usage and academic performance was also reviewed in this chapter. According to most research done on the topic social media usage negatively affect academic performance. Indicating that as students continue to use social media their academic performance continue to shrink. This chapter also discussed age usage as well as gender usage of social media. According to most research done on the topics, the number of teenage girls and boys who communicate on these social media networks are equally divided. Majority of students in Nigeria visit at least one social networking site several times daily. Cell phones have been banned from classroom and schools have blocked many popular social media websites due to the repercussion the social media might have on the academic performance of students. Hence, for the purpose of this study, the researcher will: ascertain the purpose for which

students use social media, find out if students usage of social media affect their academic performance, find out if there is a difference in students' usage of social media by gender, and determine if age of student influences the use of social media. Upon the conclusion of this research project, there will be a better understanding regarding students in Nigerian tertiary institutions and whether or not they are able to balance a life of social media and academic performance.

CHAPTER THREE

3.0. RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the various methods used for the study. It contains and explains the research design, population of the study and sampling technique, operationalization and measurement of variables, research instrument, and sources of data, method of data collection, and method of data analysis. This chapter thus detailed the explanation of how this research was carried out and the generated data analyzed. It is hoped this will help the reader to have a clear

3.2 RESEARCH APPROACH

According to kankam (2020).research approaches are general techniques that researcher's followwhen conducting a study. There are three common research approaches and these arequalitative, quantitave and mixed methods. Because the overall goal is explaining how social media usage influences academic performance of students at the Faculty Of Science And Education In Busitema University,a qualitative research technique was used .The researcher described the different meanings that students made about their experiences in this study ,in accordance with simons (2012),who stated that research using qualitative technique entiles this. None the less, because the results of qualitative research were based on the researchers subjective opinion, critics laim that it is prejudiced and unscientific (cohen,manion and Morrison ,2007). However this difficulty was frequently ignored as using a small number of instances and going into great depth about them minimized the flaws that were absent from large samples, making the qualitative method appear to have fewer gaps (cohen et al.,2007).

3.3 RESEARCH DESIGN

Research design according to Wilson (2013) entails considering the type of evidence required and how it is to be collected and interpreted. A survey research design was used for the study. Survey according to Nwodu (2006) is a research method which focuses on a representative sample derived from the entire defined study concepts and related variables.

3.4 DESCRIPTION OF THE GEOGRAPHICAL AREA OF STUDY

The study was conducted at the faculty of science and education,nagongera campus, one of the campuses of busitema university. The campus is located in nagongera town council, tororo district, eastern Uganda approximately 15 kilometers from tororo municipality along the nagongera busolwe road. The faculty of science and education offers various undergraduate programs in science and education and attracts students from various regions of Uganda.The selection of nagongera is based on the usage of social media among students and its suitability for examining how such usage influences academic performances

3.5 STUDY AREA

This study focused on the specific location where the university is situated and the individuals associated with it .The study area was Busitema University, Nagongera Campus, which is located in Tororo District 26km from Tororo town towards Nagongera town council, Uganda. Tororo District is situated in the Eastern Region of Uganda and is known for its agricultural activities and diverse cultural heritage. Busitema University, Nagongera Campus is a higher education institution that provides academic programs to students pursuing various disciplines. The campus comprises classrooms, administrative offices, libraries, laboratories, hostels, and other facilities required for teaching.

3.6 STUDY POPULATION

The population of interest for this research proposal includes the staff and students of Busitema University, Nagongera Campus. This encompasses of majorly academic staff, as well as undergraduate students enrolled at the university. The study area consisted of individuals from diverse backgrounds, including different age groups, genders, educational levels, and socioeconomic statuses

3.7 SAMPLE SELECTION

Sampling is the practical way of studying people and their activities, thoughts, attitudes, abilities, relationships etc in relation to our interest (Greener, 2008). To determine the sample size for the study, the Cochran (as cited in Israel, 2013) statistical. However the study covered 150 students from the departments of mathematics, chemistry, biology, physics and agriculture at faculty of science and education in Busitema University

3.8 SAMPLE SIZE DETERMINATION

Sample size calculation was based on the

3.8.1 SAMPLE DESIGN

During the study, two stage sampling was used to reach out to as many respondents

3.8.2 DATA COLLECTION METHODOLOGY

.The researcher collected the needed data through the use of questionnaire and its administration was at the various departments. The administration of copies of the questionnaire was carried out by the researcher and colleagues in other departments. To ensure that each department is represented, a total of 30 questionnaires was equally distributed (eight each) to elicit responses from the students and retrieved on the spot by the researcher and those who assisted.

3.8.3 DATA ANALYSIS

The Collected Data was analyzed using appropriate statistical methods. Descriptive statistics was used to determine the influence of social media usage on academic performance of students. The qualitative data from interview underwent thematic analysis to identify common themes and patterns

CHAPTER FOUR

PRESENTATION AND DISSEMINATION OF FINDINGS

4.0 Introduction

This chapter presents the findings of the study which were obtained from sampled students. It presents a summary of the analysis of the data involving univariate analysis i.e. means, minimum, maximum, frequencies and percentages, bivariate analysis using cross tabulation and chi-tests, and multi-variate analysis using logistic regression and multiple lineRESULTS

4.1 AGE OF RESPONDENTS

The study population was categorized into different age groups which included 18-20, 21-23, 24-26, and 27-above. These age groups were assessed for the time they spend on social media for academic research and the results of the study were presented in (fig. 4.1.1), bellow.

Fig 4.1.1 a bar graph showing ages of the respondents

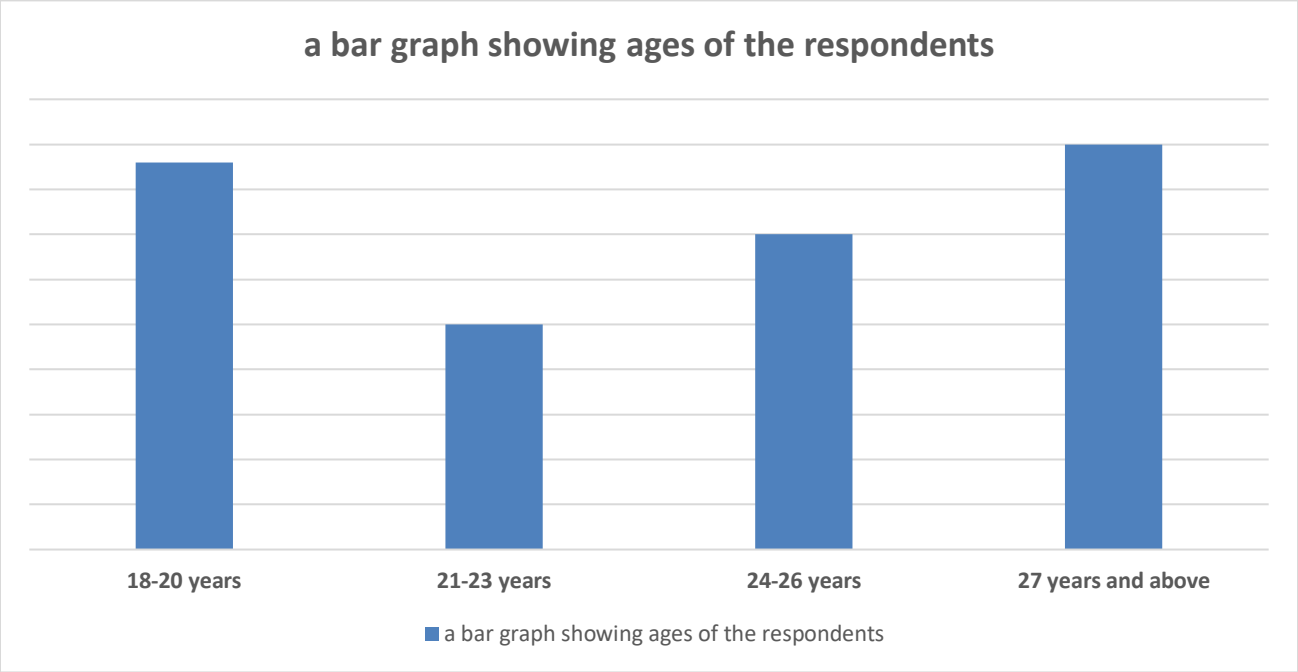

Figure 1 a bar graph showing ages of respondents

Figure 2 a bar graph showing ages of the respondents

4.2 GENDER OF RESPONDENTS

Table 4.2.1 showing the gender of respondents.

Table 1showing the gender of respondents

GENDER	FREQUENCY	PERCENTAGE
Male	90	60%
Female	60	40%

The researcher asked for the gender of respondents Table 4.2 indicates that majority 90(60 percent) were male respondents while 60 (40percent) are female. It implies that majority of the data came from male students compared to female in the faculty of science and education nagongera campus

4.3 PRESENTATION AND ANALYSIS OF DATA ON SAMPLE BACKGROUND VARIABLES

The demographic variables of respondents that pertain to this study are faculty, gender, age and current level. The demographic distribution of the respondents is presented in table 4.1 below.

Table 4.3.1 Demographic Distribution of Respondents

Table 2 showing the demographic distribution of respondents

FACULTYY	DEPARTMENT	FREQUENCY	PERCENTAGES (%)
Science of education nagongera campus	Mathematics	25	16.7
	Chemistry	40	26.7
	Biology	30	20
	Physics	15	10
	Agriculture	21	14
	Ict	19	12.7

The information in the table shows how copies of the questionnaire were distributed amongst all the six (6) departments in the faculty of science and education nagongera campus in Busitema University.

4.4 RESPONSE RATE

After the data collection this was the response rate for this research study. In relation to instruments, 150 students' questionnaires

Table 4.4.1 showing the response rate

Table 3 showing the response rate of the respondents

Department	Questionnaires given out	Questionnaires returned	Response rate (%)
Mathematics	25	25	100
Chemistry	40	36	90
Biology	30	29	96
Physics	15	15	100
Agriculture	21	19	94
Ict	19	19	100

4.5 TIME SPENT BY STUDENTS IN THE FACULTY OF SCIENCE AND EDUCATION ON SOCIAL MEDIA

Researcher asked students to indicate time used on technology of social media and the results are in Table 4.1 below

Table 4.5.1: Category of Time spent on Social Media by Students

Table 4 showing the category of time spent on social media by students

Category of time	Frequency	Percentage
research hours	43	28.7
lecture hours	20	13.3
Holidays	37	24.7

Weekends	50	33
TOAT	150	100

Results in Table 4.13 revealed that 50(33percentage) of the respondents used the social media on weekends, 20(13.3 percentage) of the respondents use social media during lecture time, 43(28.7 percentage) respondents use social media during research hours while the remaining 37(24.7 percentage) used social media during the holidays (weekends, school breaks and public holidays). The findings imply that most of the students in university in the faculty of science and education nagongera campus Busitema University use social media on weekends and during research time. This is in line with the findings of Rideout (2012) who confirms that most of the useful time is spent by the younger generation on social media twice the average amount of time spent in school each year. The researcher admits that the average youth in USA spends most of their valuable seven and a half hours daily on social media entertainment forums despite multi-tasking with other things.

4.6 PATTERNS OF SOCIAL MEDIA USAGE:

The analysis of social media usage among students revealed widespread engagement across multiple platforms, with every respondent indicating daily use of at least one. WhatsApp emerged as the most dominant platform, followed closely by Facebook and TikTok. Usage patterns varied not only by frequency but also by purpose, ranging from academic collaboration to entertainment and social interaction. Notably, students in departments such as Physic and mathematics reported higher academic use, while those in chemistry leaned more toward creative and advocacy-driven content. The table below summarizes the frequency of platform usage and the primary purposes reported by students.

TABLE 4.6.1: SOCIAL MEDIA USAGE PATTERNS

Table 5 showing SOCIAL MEDIA USAGE PATTERNS

Platform Used	Frequency of use	Percentage of use	Primary purpose
Whatsup	145	97	Academic
Facebook	115	78	Entertainment
You tube	49	33	Educational Videos
Tiktok	141	94	Social Interaction
Twitter X	12	8	News / updates Public Health
Telegram	27	18	Academic Collaboration
Instagran	8	5	Health Advocacy / Creative Sharing
Snapchat	27	18	Social interaction

This table provides a clearer picture of how students engage with different platforms and for what purposes. WhatsApp remains the most widely used tool, especially for academic communication, while Facebook and TikTok dominate entertainment and social interaction. YouTube shows strong academic utility, particularly among students in technical and advocacy-focused departments.

4.7 ACADEMIC PERFORMANCE DISTRIBUTION:

Students self-reported their current Cumulative Grade Point Average (CGPA) on a 5-point scale. Analysis revealed distinct patterns between academic performance and dominant social media usage. Students who primarily used social media for academic purposes, such as accessing study materials, participating in group discussions, and watching educational videos, tended to report higher CGPAs. In contrast, students who engaged more with entertainment-driven content (e.g.,

TikTok, Facebook, Snapchat) showed lower academic performance. Departmental trends reinforced this observation. Students in physis,ict and mathematics who reported frequent academic use of WhatsApp and YouTube, had the highest mean CGPA of 3.6. Meanwhile, students in chemistry, who leaned toward entertainment and advocacy content on platforms like TikTok and Instagram, had a lower mean CGPA of 2.9.

TABLE 4.7.1: cgpa distribution and dominant social media usage type

Table 6 showing cgpa distribution and dominant social media usage type

CGPA RANGE	FREQUENCY	PERCENTAGE	DOMINANT
4.0 and above	30	20.0%	Academic (WhatsApp, YouTube, Telegram
3.0-3.9	52	34.7%	Mixed (Academic + Social)
2.0-2.9	45	30.0%	Entertainment (TikTok, Facebook)
Below 2.0	23	15.3%	Entertainment / Passive Browsing

CHAPTER FIVE:

5.0 CONCLUSION

This study has provided valuable insights into the complex relationship between social media usage and academic performance among students across six departments in nagongera campus faculty of science and education. The findings reveal that while social media is universally accessed by students, the purpose and intensity of its use significantly influence academic outcomes. Students who engaged with social media primarily for academic purposes, such as accessing educational content, collaborating with peers, and supplementing classroom learning demonstrated higher CGPAs and more consistent academic performance. This trend was most evident in departments like Physics and mathematics, where students leveraged platforms such as WhatsApp, YouTube, and Telegram for academic enrichment. In contrast, students who used social media predominantly for entertainment and passive browsing, especially on platforms like TikTok, Facebook, and Snapchat tended to report lower CGPAs. This pattern was more pronounced in departments such as chemistry, where creative and advocacy-driven content sometimes overshadowed academic priorities. The statistical analysis confirmed these trends, with academic-oriented usage showing a significant positive correlation and predictive value for academic performance, while entertainment-driven usage showed a negative impact. Social interaction, though widely practiced, did not significantly affect CGPA. In conclusion, social media is neither inherently beneficial nor detrimental to academic success, it is the intentionality behind its use that determines its impact. For students in science and education, where academic rigor and professional preparation are paramount, cultivating purposeful and disciplined digital habits is essential. Institutions and educators must recognize this dynamic and guide students toward more productive engagement with digital platforms.

5.1 RECOMMENDATIONS

Based on the findings of this study, the following recommendations are proposed to enhance the positive impact of social media on academic performance and mitigate its potential distractions:

1. Promote Academic-Oriented Social Media Use: Lecturers and academic advisors should encourage students to use platforms like WhatsApp, Telegram, and YouTube for academic collaboration. Departmental WhatsApp groups can be formalized for sharing lecture materials, discussing assignments, and organizing revision sessions, especially in departments like chemistry, where academic use correlates with higher CGPAs.

2. Integrate Digital Literacy into the Curriculum: The faculty should introduce digital literacy modules that teach students how to balance academic and non-academic social media use. These modules can be tailored to departmental needs, for example, chemistry and agriculture students can learn how to use Instagram and TikTok for health advocacy without compromising study time.

3. Establish Mentorship and Monitoring Systems: Each department should assign digital mentors, preferably senior students or faculty members to guide younger students on responsible social media habits. These mentors can help students set boundaries, manage screen time, and prioritize academic tasks over entertainment.

4. Conduct Periodic Sensitization Campaigns: The faculty of science and education should organize quarterly sensitization programs on the academic risks of excessive entertainment use on social media. These campaigns can include seminars, posters, and peer-led discussions, targeting departments with lower average CGPAs and higher entertainment engagement.

These recommendations aim to foster a culture of intentional and productive digital engagement across all departments. By aligning social media habits with academic goals, students can harness the full potential of digital platforms to support their learning and professional development.

5.2 LIMITATIONS

Although this study provides meaningful insights into the influence of social media usage on academic performance among students of nagongera campus faculty of science and education Busitema University, it is important to acknowledge several limitations that may have affected the scope and interpretation of the findings.

First, the study relied on self-reported data for both CGPA and social media usage patterns. While this approach allowed for efficient data collection, it also introduced the possibility of response bias, as students may have overestimated or underestimated their academic performance or the nature of their social media engagement.

Second, the research employed a cross-sectional design, capturing data at a single point in time. This limits the ability to establish causal relationships between social media usage and academic outcomes. Longitudinal studies would be more effective in tracking changes over time and identifying trends in digital behavior and academic performance. Third, the study was confined to one institution, which may limit the generalizability of the findings.

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Appendix A: Questionnaire

Research Title: Influence of social media usage on Academic performance. A case study of the faculty of science and education, Busitema University.

Researcher: Akechi Jovia

Consent Form for Participation in the Study:

I am conducting a study on the influence of social media usage on the academic performance of students at Busitema University, Nagongera Campus. You are kindly requested to participate in this study.

Participation is voluntary, and you are free to withdraw at any time without any penalty. All information provided will be treated with strict confidentiality and used solely for academic purposes.

Name of Participant: _____ Signature: _____ Date: _____

SECTION A: Demographic Information

1. Gender

Male

Female

2. Age Group

18-20years

21-23years

24-26years

27years and above

3. Year of study

Year 1

Year 2

Year 3

Year 4

4. How would you rate your current academic performance?

Excellent

Good

Average

Below Average

Poor

SECTION B: Social Media Usage Patterns (Independent and Mediating Variables)

This section measures the platforms used, time appropriation, and the nature of usage.

5. Which social media platforms do you use most frequently? (Select all that apply)

WhatsApp

Facebook

TikTok

Instagram

Twitter

Telegram

YouTube

Others (Please specify :……)

6. on average, how many hours per day do you spend on social media? (Time Appropriation)

Less than 1 hour

1-2 hours

3-4 hours

5-6 hours

More than 6 hours

7. What is the primary nature/purpose of your social media usage? (Nature and Usage)

Mostly for academic purposes (sharing notes, group discussions, research)

Mostly for social/entertainment purposes (chatting, scrolling, watching videos)

Equally for both academic and social

8. During lectures or scheduled study time, how often do you check social media?

Constantly

Frequently (Every 15-30 minutes)

Occasionally (every hour)

Rarely

Never

SECTION C: Health Addictions (Mediating Variables)

This section measures addictive behaviors related to social media.

9. Please indicate your level of agreement with the following statements regarding your social media habits.

(Scale: 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree)

Statement	1	2	3	4	5
I feel anxious, restless, or irritated when I cannot access social media.					
I frequently lose track of time while using social media, which cuts into my sleep or study hours.					
I experience physical discomfort (for example eye strain, neck pain, headaches) due to prolonged social media use.					
I have tried to reduce my social media usage but have been unable to do so.					
I check social media immediately after waking up and right before going to sleep.					

SECTION D: Academic Performance (Dependent Variable)

This section measures the actual impact on academic success

10. How often do you experience the following academic challenges due to social media use?

(Scale: 1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Always)

Challenge	1	2	3	4	5
Missing deadlines for assignments or projects.					
Skipping classes or arriving late due to late night social media use.					
Inability to concentrate during lectures or while reading.					
Poor performance in tests/exams due to inadequate preparation time.					
Procrastinating on academic tasks to scroll through social media.					

11. How often do you use social media for the following positive academic activities?

(Scale: 1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Always)

Positive Activity	1	2	3	4	5
Communicating with lecturers or classmates about coursework.					
Sharing or accessing educational materials (lecture notes, articles).					
Participating in virtual study					

groups or peer support.					
Keeping track of academic schedules and university announcements.					

SECTION E: Overall influence and suggestions

12. Overall, how do you perceive the impact of social media on your academic performance?

Strongly positive impact

Moderately positive impact

No impact(Neutral)

Moderately negative impact

Strongly negative impact

13. In your opinion, what strategies or policies can the Busitema University administration implement to help students manage their social media use and improve academic performance?

(Open-ended)

14. Would you support the university policies such as restricting Wi-Fi access to non-academic social media sites (for example TikTok, Facebook, Instagram) on campus during lecture hours?

Yes

No

Not sure

THANK YOU FOR PARTICIPATING, GOD BLESS YOU

Appendix B: Interview Guide

1. Academic workload and lab management.

How does your social media usage affect the time you allocate for heavy practical requirements like chemistry, physics,or biology laboratory sessions?

Have you ever found yourself distracted by social media notifications while conducting a delicate lab experiments or coding in the computer lab?

How do you balance managing your social media screen time with writing intensive lab reports and reviewing complex mathematical formulas?

2. peer collaboration and group assignment.

In what ways do you often use platforms like whatsup groups to coordinate group tasks for subjects like statistics, ict, or education pedagogy?

How effective are these social media groups when discussing complex scientific concepts or sharing learning materials with your peers on campus?

Have these online study groups ever digressed into non academic chatter and how did that affect your groups assignment deadlines?

3. **School practice and professional preparation**

As a student teacher how do you use social media (e.g, youtube educational channels, pinterest, or telegram groups to find lesson plans or teaching aids for your science subjects?

4. Campus infrastructure and usage context

Does having access to the campus computer laboratory and wi-fi networks increase your tendency to use social media for non academic purposes during lecture hours?

Do you prefer downloading academic pdfs from science and education library portal over scrolling through academic threads on social media platforms?

Appendix C: Research Work Plan

Activity	Week 3	Month 1	Month 3
Proposal writing	✓		
Proposal submission	✓		
Data collection		✓	
Data analyzing		✓	
Report writing			✓
Final submission			✓

Appendix E: Budget (Estimated)

item	Estimated Cost (UGX)
Stationery and printing	200,000
Internet and communication	150,000
Transport	100,000
Data processing	150,000

Miscellaneous	100,000
Total	700,000