INFLUENCE OF SOCIAL MEDIA ON ACADEMIC PERFORMANCE OF
UNDERGRADUATE STUDENTS OF MAKERERE UNIVERSITY, KAMPALA,
UGANDA

BY

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AWARD OF THE DEGREE OF BACHELOR OF SCIENCE IN QUANTITATIVE
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SEPTEMBER, 2018
DECLARATION

I, Kahuma Marvin hereby declare that this dissertation represents by own work. The sources of all materials have been acknowledged and the dissertation has not previously been submitted for a degree of this kind.

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This dissertation of Kahuma Marvin has been approved as partial fulfillment of the requirements for the award of the degree of Bachelor of Science degree in Quantitative Economics of Makerere University.

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DEDICATION

I dedicate this report to my beloved parents Dr. Kahuma Terry and Mrs. Margaret Kahuma and not forgetting my other part of the family, my siblings for their unending love and standing together with me during the entire process of research.

May the Almighty God bless you abundantly!
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The main objective of this study was to evaluate the influence of social media usage on the academic performance of Makerere University students using School of Business as a case study. Specifically, the study analyzed: (i) the various social media platforms used by students at school of Business; (ii) the amount of time spent on social media among students; (iii) differences between social media usage and academic performance. To operationalize these objectives, the researcher employed cross-sectional survey design across participants over a short period of time since does not necessitate the researcher to make follow-ups of the participants.

The study utilized stratified random sampling where the target population was divided into strata to pick up respondents and found out that an overwhelming majority of the students (85.1%) do not use the social media sites for academic work, WhatsApp was found to be the most frequently used social media platform followed by Facebook as per the analysis owing to the fact that the students buy social bundle of less two hundred shillings to aid them in communication with the rest of the class members making students to spend between half an hour and a full day on social media site.

The study further revealed that the students with internet facilities and social media installed on their phones had lower CGPA relative to those that did not have active social sites on their phones and confirmed that there was a strong negative relationship between the use of social media and academic performance. It is recommended that students be advised during university orientation and warned against the dangers of addiction to social networking sites and be encouraged to install sites that can add value to their academic work and research.
CHAPTER ONE

INTRODUCTION

1.1 Background to the study

In today’s society, especially our generation, social media has become a part of our everyday lives. We have access to all types of information in the palm of our hands through our cellphones, iPads and other handheld devices. They can provide us with a weather forecast in ten seconds or less, e-mails, banking, and most importantly, social media. Social media, such as Facebook, Twitter, etc., has taken the technology world to a whole new level. Although we see how it can serve as a positive thing by being a good source of communication, it can also serve as a negative thing such as cyber bullying and the new phrase “cat fishing.” But what happens when social media use comes in to play with academics on an undergraduate level?

Social media: different types of communication technologies that facilitate social interaction and make possible collaboration between people. This research is primarily concerned with the use of social networking sites (SNSs) as a type of social media.

Academic performance: how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers, within this work measured from the standpoint of academic grades. Specifically, in this study, academic performance has was measured by the students score in a recent score in data analysis yet keeping a close look at the changes in their respective CGPAs due to changes in times spent on social media. Cyber bullying: the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature. Cat fishing: the phenomenon of internet predators that fabricate
online identities and entire social circles to trick people into emotional/romantic relationships over a long period of time.

Social media is constantly being used by undergraduate college students across the globe. Social media can be accessed through a computer, cell phone, iPad, and so much more. The newest way of getting in touch with social media is now a watch. Technology is constantly changing and is always finding a way for different generations to have access to different forms of social media right at their fingertips.

Many researchers such as Choney (2010), San Miguel (2009) and Enriquez (2010) studies on students’ use of the social media revealed a negative effect of the use of social media on students’ academic performance. The American Educational Research Association conducted a research and declared at its annual conference in San Diego California (2009), that social media users study less and generate lower grades (Abaleta et al, 2014). Furthermore, a study conducted by Karpinski and Duberstein (2009), of Ohio Dominican university on college students who use social network have significantly lower grade point averages (GPAs) than those who do not. Jocabsen and Forste (2011), found a negative relationship between the use of various media, including mobile phones, and self-reported GPA among first year university students in the United States.

1.2 Statement of the problem

The rapid advancement of media technology has had a great impact on the way people and in particular students communicate on a daily basis. The growing dimension of the use of the social media among the youth of today cannot be over emphasized. Over the years, social networking among students has become more and more popular. It is a way to make connections, not only on
campus but with friends outside of university. Social networking is a way that helps people feel they belong to a community.

It is believed that the use of technology such as internet is one of the most important factors that can influence educational performance of students positively or adversely. Many parents and guardians are worried that students are spending too much time on WhatsApp, Facebook and other social media sites and have not enough time to study. Though parents are worried about students’ constant use of the social media sites, many students continue to utilize these sites on a daily basis. Due to the increased popularity of it, there is a question of contention of whether or not grades of students will not be affected by how much time is spent on social media. It is against this background that this research is being conducted to ascertain the influence of students’ use of social media sites on their academic work.

1.3 Objectives of the study

1.3.1 General Objective

The main objective of the study is to evaluate the influence of social media usage on the academic performance of University students. A case study School of Business, Makerere University.

1.3.2 Specific Objectives

The specific objectives of the study were as follows:

(i) To identify the various social media platforms used by students at school of Business.
(ii) To find out the amount of time spent on social media among students at school of Business
(iii) To examine the mean differences between social media usage and academic performance among students at school of Business

(iv) To establish the correlation between the time spent on social media and academic performance among students at school of Business

1.4 Research Hypotheses

(i) H02: There is no significant mean difference between the time spent on social media and academic performance

(ii) H03: There is no relationship between the use of social media and students’ academic performance.
1.6 Conceptual framework

![Conceptual framework diagram]

Source: Author’s Own Design

**Figure 1: A Conceptual framework of Social media on Academic Performance**

This study purpose for a brief discussion on the contents in the suggested framework for The Impact of Social Media use on Academic Performance among university students through collaborative learning in greater education at Makerere University. However, this research finds that social media integration relates to the students' academic performance, the variables observed to be used of social media, in this study are: interaction with peers, interaction with teacher and engagement. Influence of students' academic performance in terms of Student’s CGPA is the dependent variable whereas the students’ perception as the independent variable.

Similarly, a conceptual framework that identifies instruments by which using social media influences students’ academic performance through collaborative learning is applied (see Fig. 1). The researcher suggests that student awareness from the interaction with peers, interaction using
the teacher, engagement, usage and level of addiction derived from using of social media influences students’ academic performance.

1.7 Significance of the study

The study will be useful to educational administrators not only in their quest to determine how social media affects students’ academics, but also in the recent move by various educational institutions to incorporate elements of social media into higher education. The work also adds to a stock of materials on the subject while bringing a new perspective within the context of Makerere University School of Business and thus researchers and scholars will find it useful.

1.8 Content of the research

This research aims to add a better clarity to this research area by examining the relationship between the use of Social media platforms and students’ academic performance. Hence, the main objective of our study is to investigate whether there is a positive impact of the use of social media on undergraduate students’ academic performance from School of Business in Makerere University Kampala. The structure of this study report is as follows. Chapter One provides the background and the objectives of the Study. Chapter two reviews the literature and related work to the research. Chapter three describes the research methodology, chapter four examines the results and five looks at the conclusions and recommendations for the study.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter will examine available literature on the subject under study by looking at the prior definitions of the topic under study, the theoretical framework, the review of concepts and empirical studies. The chapter concludes with a summarized knowledge gap.

2.2 Definition of Social Media

Martin (2008) and Lusk (2010) defined social media as an aspect of the Internet which allows individuals and groups to create and publish online content, share the content, and interact about it through the use of Facebook, Skype, Blogs, Myspace, LinkedIn, Yahoo Messenger, WhatsApp’s and Twitter. The study simplifies social media as a platform on the internet where young and old generations meet to communicate, share ideas and develop friendship by use of Facebook, Skype, Blogs, Myspace, LinkedIn, Yahoo Messenger, WhatsApp and Twitter.

Schneider (2009) indicated in a previous study that Facebook, for example has over 500 million members and it is still growing and approximately 85% of undergraduate students are Facebook users. According to a study conducted in University of New Hampshire (2009) these numbers are expected to grow since Facebook users will continue to grow. And this is not only true for Facebook; numbers for YouTube users closely follow as well. San Miguel (2009), focused on the relationship between time spent on Facebook and the academic performance of students. The overall findings indicated “more time on Facebook equals slightly lower grades”. In his study, the average Facebook user had a GPA of 3.0 to 3.5, while the non-Facebook user had a GPA of 3.5 -
4.0. Also, the average Facebook user study for 1 – 5 hours per week, while the non-Facebook user would study 11 – 15 hours per week.

In a study by Pempek, Yermolayeva, and Calvert (2009), the amount of time spent daily on social network sites varied greatly. However, an analysis of the data indicated most participants spent approximately thirty minutes a day socializing, mostly during the evening hours between 9p.m to 12a.m students spent an average of forty-seven minutes a day on Facebook. More than 50% of college students go on a social networking sites several times a day (Sheldon, 2008). Quan-Haase and Young (2010), found that 82% of college students reported logging into Facebook several times a day. Younger students tended to use Facebook more frequently than older students to keep in touch with friends from high school or from their hometown (Pempek et al., 2009).

According to Khan (2009), Skype users often time experience poor performance academically. Similarly, Englander et al., (2010), posit that social media is negatively associated with academic performance of student and is a lot more momentous than its advantages.

Kist (2008) found out that approximately ninety percent of teens in the United States have Internet access, and about seventy-five percent of these teens use the Internet more than once per day This study also showed that approximately half of all teens who have Internet access are also members of social networking sites like Yahoo Messenger, and use the Internet to make plans and socialize with friends.

According to Lenhart et al., (2010), about 57% of WhatsApp’s users are 18-29 years old and have a personal profile on multiple social media websites too.
In a similar study, Choney (2010), looking at the time spend on Twitter and its effect on academic performance concluded that a user of Twitter has an average GPA of 3.06, while non-users have an average GPA of 3.82.

2.3 Effects of social media on academic performance

It is generally agreed that social media has both positive and negative effects on the academic performance of students across the world:

2.3.1 Positive effects

Eke et al (2014) has noted the following positive impacts of social media on the academics of students:

*Web engagement*: In a word where, online engagement is important for businesses, students are becoming experts at developing a sense of internet presence. Not only do they know how to interact with others on the internet, they know how to use basic and even complex functions in order to do so. Thus, students use social networking sites to interact with their peers and even teachers about class-related subjects.

*Informal knowledge and skill*: Social Networking sites can facilitate learning and skill development outside formal learning environments by supporting peer- to peer learning, skills collaboration and diverse cultural expression. The knowledge and skill young people are learning through SNSs are directly relevant to the ‘participatory web’ in which ‘user generated content is now integral in a rapidly developing online business model that capitalizes on the social networks,
creativity and knowledge of its users; and this means that new business models are expected to emerge.

*Education:* Social networking sites help in schools and universities programmes. Such social networking sites for example, blogs help to leverage or complement formal educational activities and enhancing outcomes. SNSs are also used to extend opportunities for formal learning across geographical contexts. Thus, social media can enhance the interactions of marginalized young people with their teacher and increase their confidence in educational activities.

*Individual identify and self-expression:* Because SNSs are essentially flexible and designed to promote individual customization, they are used to experiment as well as find legitimacy for their political, cultural or sexual identity. Social networking sites can provide users with a space to work out identity and status, make sense of cultural cues, negotiate public life and increase user’s sense of personal belonging. This sense of personal belonging and identity has been positively correlated with academic performance.

*Strengthening interpersonal relationships:* generally, studies have found that having positive interpersonal relationships is an important predictor of wellbeing. Social media by and large, has been found to strengthen individual interpersonal relationships. Email, instant messaging and social networking can address new barriers people may face to forming and maintaining public places together, limited transport to get there, and time free of structured activities such as school and sport.

**2.3.2 Negative effects**

Social media has been noted to have some negative effects on students’ academics:
Displacement effect on academic activities: since majority of students use social networking sites for socializing purposes, they therefore tend to spend more time for socializing rather than learning. Thus, excessive use of SNSs reduces student’s academic performance since time meant for studies is used on non-academic issues like chatting and making friends (Salvation & Adzharuddin, 2014).

Psychological disorders and health problems: anxiety, depression, poor eating habits, and lack of physical exercise; increasingly short attention spans and subverted higher-order reasoning skills such as concentration, persistence, and analytical reasoning among frequent users of social media; a tendency to overestimate one’s ability to multi-task and manage projects; and technology being seen as a substitute for the analytical reasoning process. Collectively, these play roles in a student’s educational process to various degrees and at various times (Mozee, n.d).

2.4 Theoretical Literature

Social media is a phenomenon that has been developing in a rapid pace. Different scholars have described it in a different way and as Jacka and Scott (2011) say “there is no single recognized definition of social media”. Drury (2008: 1) defines social media as “online resources that people use to share content: video, photos, images, text, ideas, insight, humor, opinion, gossip, news”. Safko and Brake (2008) further defined social media as “activities, practices, and behaviors among communities of people who gather online to share information, knowledge, and opinions using conversational media. Conventional media are Web-based applications that make possible for one to create and easily transmit content in the form of words, pictures, videos, and audios”. Different researcher explained their perspective regarding social media and we support Drury’s definition as it explains the role of social media in a precise statement. Social media has certainly become a global platform where sharing data internationally has become an international trend. Since the
last few decades’ technology has grown immensely and has brought major changes globally. Communication barriers have reduced through technological advancement and new mediums are being introduced to connect global audiences. Social networking has become an international trend and has spread its reach to almost every corner of the world. According to a survey conducted in 2014 there were 15.4 million people using Facebook which represented 8.5 percent of the total population (Haque, 2014). However, with these advancements a major concern arises as in this age of huge technological development social networking sites are becoming more and more popular especially among students.

The theories considered most appropriate for this study are: social information processing theory and media equation theory. Social information processing theory explains online information. The theory was developed in 1992 by Joseph Waither (Asemah, 2011:219). Social information processing theory is an interpersonal communication theory which suggests that online interpersonal relationship development might require more time to develop than face-to-face relationships, but when developed, it has the same influence as face-to-face communication. This means, the more students use social media, the more they influence their disposition to studies, given the fact that friends from social media will begin to exert influence on each other.

Media equation theory, as noted by Griffin (2000), cited in Asemah and Edegoh (2012) was propounded by Byron Reeves and Clifford Nass. The theory proposes that media are equal to real life and that electronic media in particular are being given human attributes. In most cases, people talk to computer as if they were talking to human beings. More so, in most cases, you talk to your television as if you are discussing with human beings, hence you talk to television sets as if you are discussing with people. That is, people have personalized the media of mass communication
to the extent that they now see them, just the way they see human beings. Thus, Griffin (2000, p. 273), cited in Asemah and Edegoh (2012) notes that media are equal to real life. He further noted that what Reeves and Nass’s equation suggests is that we respond to communication media as if they were alive. This theory says that people now treat computers, television and the new media like real people and places. Going by the media equation theory, we tend to give human attributes to inanimate objects in our homes.

According to Griffin (2000, p. 373): The practical implication of the media equation is that once we turn on a television or boot up on computer, we follow all the rules of interpersonal interaction that we have précised throughout life. Thus, the word interface is particularly apt when describing human media relations. This natural social response goes way beyond occasional words yelled at the television set or our frantic play for the computer to retrieve lost data. Reeves and Nass maintain that the media equation is so basic that it applies to everyone; it applies often and it is highly consequential.

The above assertion aptly captures how the audience members now tend to engage the media in a discussion as they do to human beings. The relevance of the theory to the paper cannot be overemphasized. People treat the media like human beings, so whatever people see in the media, they tend to believe because they respond to the new media, the way they will respond to human beings.

2.5 Empirical Literature

Many researchers such as Choney (2010), San Miguel (2009) and Enriquez (2010) studies on students’ use of the social media revealed a negative effect of the use of social media on students’
academic performance. The American Educational Research Association conducted a research and declared at its annual conference in San Diego California (2009), that social media users’ study less and generate lower grades (Abaleta et al, 2014).

Furthermore, a study conducted by Karpinski and Duberstein (2009), of Ohio Dominican university on college students who use social network have significantly lower grade point averages (GPAs) than those who do not. Jocabsen and Forste (2011), found a negative relationship between the use of various media, including mobile phones, and self-reported GPA among first year university students in the United States.

In Taiwan, Yen at el. (2009) identified an association between mobile phone use and respondents and report that respondents have allowed phone use to interfere academic activities whether or not they have allowed phone use to interfere with important social, academic and recreational activities during the previous year.

A study conducted at Whittemore school of Business and Economic on one thousand, one hundred and twenty-seven students concluded that there is no correlation between how much time is spent on social networking and grades (Martin, 2009). However, other studies like Ahmed and Qazi (2011), Hanqittai and Hsich (2010), Pasek and Hanqittai (2009), conducted on the same topic exposed no correlation between social media and students’ academic performance. Again, University of New Hampshire (2010) study also revealed that students’ use of social media sites do not affect grades.

Piotrowski (2015) designed to analysis the gauge the scope of the research domain of education typology by conducting a content analysis of dissertation research in this area. A keyword search
of the term (Social Media) yielded 662 studies represented in ProQuest’s Dissertations & Theses database. The author summarized the major outcome findings of 29 dissertations that had a specific focus on SM-Education issues. Of these, only 2 studies reported any negative views by either students or faculty on the implementation of SM platforms for academic purposes. Instructors’ lack of efficacy in Web 2.0 technology, privacy issues, and data overload were the major concerns noted. As these results are based on areas of investigatory interest of young researchers, the current findings provide a barometer of emerging trends regarding critical issues in Social Media-Education research.

Subramani (2015) examined the academic use of social media applications by university students, and to study the usage of various academic applications of social media by the university students. The population of the study consisted of thirteen major discipline of students in Doctoral, M Phil and Master Branches. The sample size of the study comprised of 482 students selected through convenient sampling technique. The structured questionnaire was used for data collection.

Mahamat (2014) attempted to obtain students’ perceptions on how their use of social networking sites influences their academic performance and conducted a preliminary survey of a group of Malaysian university student to gather initial findings on their use of social networking sites and its influence on their academic performance. This study found that the majority of respondents agreed that social networking sites have a positive impact on their academic performance.

Chee Ken (2014) investigated the impacts of incorporating Edmodo as educational network, into a classroom setting on the academic achievement of Biology students based on three types of conceptual level comprises of direct, simple, and complex concept. The results indicated that students that were instructed by the instruction with intervention performed a larger on the gain
scores of all the three cognitive levels; than those instructed by the conventional approaches. This educational network will permeate all facets of the curriculum as a new paradigm of teaching tools.

**Salvation (2014)** designed to analyze the impact of social network sites on students’ academic performance in Malaysia. Using a conceptual approach, the study gathered that more students prefer the use of Facebook and Twitter in academic related discussions in complementing conventional classroom teaching and learning process. Thus, it is imperative that lecturers and academic institutions should implement the use of these applications in promoting academic excellence. The discussion from this study however does not represent the general sampling of Malaysian university students.

**Alhazmi (2013)** conducted study to understand the social aspects of Facebook use among students and how they perceive using it for academic purposes, an exploratory survey has been distributed to 105 local and international students at a large public technology university in Malaysia. The results indicated that the students’ perception of using Facebook for academic purposes is not significantly related to students’ gender or students’ background; while it is significantly related to study level and students’ experience. Moreover, based on the overall results of the survey and literature reviews, the paper presents recommendations and suggestions for further research of social networking in a higher education context.

**Afendi (2012)** presented the results of a nationwide survey on tertiary level students in Malaysia. The results showed that SNSs penetration is not at full 100% as initially assumed. The results also indicated that while the respondents are using SNS for the purpose of informal learning activities, only half (50.3%) use it to get in touch with their lecturers in informal learning contexts. The
respondents reported spending more time on SNS for socializing rather than learning and they do not believe the use of SNS is affecting their academic performance.

Weber (2012) stated that SNSs are becoming more ubiquitous, they are also becoming more sophisticated and many operate on a free service model based on advertising revenues. The educational uses have generally been the result of the creative adaptation of SNSs by educators and application builders. Therefore, some serious issues of data privacy, trust, and security have arisen since both the educational, medical, and medical education realms operate in the U.S. under strict data protection laws such as HITECH, HIPAA, FERPA, and COPPA. However, the business models of many SNSs as essentially advertising platforms and as a means of tracking online behaviors which can be monetized (with non-transparent policies of data collection and retention) raise some key concerns for educators.

Leitch (2011) mentioned about prior research which was conducted at an Australian University into the design of online teaching and learning systems from a student’s perspective and uses these outcomes to focus and trial the use of two social networking technologies in a tertiary education institution.

Tham (2011) examined the usage and implications of social networking sites among college students. A survey was administered to a non-random sample of 445 college students on SNS use, perceptions of SNS communications, and awareness of the impacts of SNS in academic performance and personal development. Results revealed that there were significant relationships between users’ class rank and field of study, and the influence of SNS. Positive correlations were found in SNS usage rate and students’ networking with friends, family members, and
professionals, while negative correlations were observed between SNS usage rate and students’ search for volunteer opportunities, and awareness of others' improved search for a date.

Brady, Kevin P (2010) evaluated the largely unexplored educational benefits of SNSs and surveyed graduate students enrolled in distance education courses using Ning in Education, an education based SNS, based on their attitudes toward SNSs as productive online tools for teaching and learning. The study suggested that education-based SNSs can be used most effectively in distance education courses as a technological tool for improved online communications among students in higher distance education courses.

2.6 Knowledge Gap

The foregoing review of concepts and studies have shown most evidently that social media- as exemplified by social networking sites- have both negative and positive effects on the academic performance of students and the said effect largely depend on the general personality of the student-user, the intensity of usage, and how well a student can balance social media use with academics.

While the preceding literature review has been demonstrated by research in various higher educational institutions across the world, however, they all seem to concentrate more on the negative aspects of social media use and thus abandon the vital and positive role that social media plays on fostering and aiding the students obtain relevant information from the lecturers, friends and online. This study therefore seeks to fill that scholarly void by examining both the negative and positive effects of social media on the academic performance of students of undergraduate students taking school of Business of Makerere University as the case study.
CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the method and procedure that were applied in this study. It was organized under the following sub-headings: Research Design, Population of the Study, Sample and Sampling Technique, Research Instrument, Validity of the Instrument, Reliability of the Instrument, Method of Data Collection, and Method of Data Analysis.

3.2 Research Design

The research design adopted for this particular study was cross-sectional because the study intends to pick only some representative sample elements of the cross-section of the population one at a time without revisiting the respondents. The study was cross-sectional and thus conducted across participants over a short period of time since it does not necessitate the researcher to make follow-ups of the participants. This design is considered suitable because it enabled the researcher to generate data through the standardized collection procedures based on highly structured research instrument(s) and well-defined study concepts and related variables.

3.3 Study population

The population in this research are the undergraduate students in Makerere University for the academic year 2018/2019 session. The total population comprised considered for this study is 1504 undergraduate students.
3.4 Sampling Design

A sample design is a definite plan for obtaining a sample from a given population. It refers to the technique or the procedure the researcher would adopt in selecting items for the sample. Sample design may as well lay down the number of items to be included in the sample i.e., the size of the sample. Sample design is determined before data are collected (Kothari, 2009). There are many sample designs from which a researcher can choose. Some designs are relatively more precise and easier to apply than others. Here, the researcher prepared a sample design which should be reliable and appropriate for his research study and hence chose stratified sampling technique where the researcher can determine the chance or probability of an element being included in the sample. Since the students to be drawn does not constitute a homogeneous group, stratified sampling technique was applied in this study so as to obtain a representative sample and give each and every member of the population an equal chance of being selected for the sample.

3.4.1 Sample size determination

The required sample size was determined using the Cochran formula below

\[ n = \frac{Z_{\alpha/2}^2 \times p \times q}{e^2} \] .......................... 3.1

Where;

\( n \) = required sample size

\( p \times q \) = Population variance

\( e \) = permissible error

\( \alpha \) = Level of significance
Where;

\[ p = 0.5, \text{ and } q = 1 - 0.5 = 0.5, \text{ then; } e \leq 0.1 \]

\[ n = \frac{1.96^2 \times 0.5 \times 0.5}{0.09^2} = 118.567901 \approx 119 \text{ respondents} \]

Considering the three years of the students under study;

then;

\[ n = 3 \times 119 = 357 \approx 360 \text{ respondents} \]

3.4.2 Sampling technique

The study utilized stratified random sampling. The target population was divided into strata. The strata are necessary because the target population was heterogeneous in nature. Respondents were randomly selected from the three strata (years of the study) and each respondent selected issued a questionnaire.

Stratified random technique was chosen because it gives each member of the population an equal chance of being selected and it thus reduces biasness in the selection of cases to be included in the sample. Since the units selected for inclusion within the sample are chosen using probabilistic methods, stratified random sampling allows us to make statistical conclusions from the data collected that was considered to be valid.

Using the formula below;

\[ n_i = n \times p_i; i = 1, 2, 3, 4, 5 \]
Where;

\[ n_i = \text{Sample size for stage } i \]

\[ n = \text{Required sample size for all sampled stages which equals to 360 respondents} \]

\[ p_i = \text{Proportion of the population at different stages } (i = 1, 2, 3, 4, 5) \text{ for all sampled zones} \]

Table 3.1: Study Sample Size obtained from School of Business

<table>
<thead>
<tr>
<th>Year of Study</th>
<th>Population of students</th>
<th>Proportion ( (p_i) )</th>
<th>Stage sample size ( (n_i) )</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>450</td>
<td>( \frac{450}{1504} = 0.2992021 )</td>
<td>108</td>
</tr>
<tr>
<td>II</td>
<td>495</td>
<td>( \frac{495}{1504} = 0.32912234 )</td>
<td>118</td>
</tr>
<tr>
<td>III</td>
<td>559</td>
<td>( \frac{559}{1504} = 0.37167553 )</td>
<td>134</td>
</tr>
<tr>
<td>Total</td>
<td>1504</td>
<td></td>
<td>360</td>
</tr>
</tbody>
</table>

3.5 Data collection method

To determine the effect of the usage of social Media on the educational performance of students, a survey was conducted from the students who use different social networks at the school of Business. In this particular survey a questionnaire was used to collect data from the students. In the questionnaire, only closed-ended questions were asked from the target population.

3.6 Data analysis techniques

This involves the procedure of transforming all the obtained data into useful data (information) and then obtaining a clear conclusion about the data. Analysis process also includes examining the data, building relation of different data types with each other and trends of different factors.
Responses from the closed ended questionnaire were analyzed using the descriptive statistics of frequency counts, percentage and inferential statistics of Chi-square ($\chi^2$). Descriptive statistics of frequency counts and percentages was used in analyzing demographic variables and research questions while the inferential statistics of ANOVA table was also used to test the stated hypotheses at 0.05 level of significance.

### 3.5.1 Univariate data analysis

The data collected from students was summarized by the use of frequencies for the different variables and these frequencies and percentages presented in form of tables. Under the univariate data analysis, descriptive statistics is merely used summarize a set of sample observations.

### 3.5.2 Bivariate Data Analysis

Inferential statistics moved beyond the description of specific observations to make inferences about the larger population from which the sample observations were drawn. Thus, inferential analysis was used to establish relationships that are to be examined through bivariate data analysis and cross tabulations for all variables that look at and conclusions based on the p-value for results as explained; if p>0.05, then there is no significant relationship between the two variables that are being considered and chi-square test was used to establish the relationship between

Chi-square, a non-parametric test was computed and used in the establishment of relationship between categorical variables as seen by the formula below:

$$\chi^2 = \sum_{i=1}^{r} \sum_{j=1}^{c} \frac{(O_{ij} - E_{ij})^2}{E_{ij}}$$
Where, $\chi^2$ is the chi-square test, $O_{ij}$ is the total number of observed frequencies, $E_{ij}$ is the number of expected frequencies, $r$ is the number of rows, and $c$ is the number of columns. In order to investigate the association between the variables, dependent variable is cross tabulated with the independent variables using the chi-square test.

Inferential statistics moved beyond the description of specific observations to make inferences about the larger population from which the sample observations were drawn.

Bivariate analysis was performed to assess for association between any two variables. In this case it enabled us to describe relationship between the student’s academic performance by each student measured by the magnitude of CGPA (continuous) which ultimately predicts educational outcomes of students.

Analysis of variance (ANOVA) was thus performed to assess the effect of any of the categorical variables on students’ academic performance. The model below was used;

$$y_{ij} = \mu + \alpha_i + \epsilon_{ij} \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots . \ldots . . . . \ldots 3.1$$

Where

$y_{ij}$=the $jth$ observed CGPA for the $ith$ student.

$\alpha_i$= effect due to the $ith$ input

$\mu$ = general mean of student CGPA

$\epsilon_{ij}$= random error / error term
3.5.3 Multivariate analysis

On establishing that the various dimensions of factors influencing academic performance, the researcher advanced to establishing whether the relationship that exists is a cause and effect relationship by computing a multiple regression analysis basing on the linear regression model of:

\[ Y = \beta_0 + \sum_{1}^{k} \beta_i X_i + \varepsilon_i \quad \text{Where } i = 1, \ldots, k \]

\( Y \) is students CGPA, \( X (1-k) \) are the factors (independent variables) i.e. age, sex, Gender of students, Programs/Courses under study, Years of study, Study Programs, Types of place of residence of students and level of addiction measured by the time spent on social media. \( \beta_0 \) is the constant, \( \beta \) \((1-k)\) are the regression coefficients or effect of the independent variables.

3.7 Ethical Consideration

The respondents were treated with great respect and courtesy in order to avoid misunderstanding between the enumerator (researcher) and respondents. The respondents were further informed of the purpose of the study. Each respondent was politely be requested to fill the questionnaire and were assured of confidentiality with regard to any information they provide.
CHAPTER FOUR

RESULTS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents the data analysis, interpretations and discussions of findings pertaining the study. Firstly, it presents the questionnaire response rate, the univariate, bivariate and multivariate analysis.

4.2 Questionnaire Return Rate

Three hundred forty (340) out of the three hundred and sixty (360) questionnaires issued were returned fully filled indicating a 94.5% response rate with the remainder being treated as non-response bias. The response rate reflected the view of Mugenda & Mugenda (2003) who indicated that a response rate of 70% and over is very good as it gives a representative sample for meaningful generalization and minimizes errors.

Table 4.1: Showing the Response rate

<table>
<thead>
<tr>
<th>Questionnaire</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Returned</td>
<td>340</td>
<td>94.5</td>
</tr>
<tr>
<td>Not returned</td>
<td>20</td>
<td>5.5</td>
</tr>
<tr>
<td>Total</td>
<td>360</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Researcher’s Analysis
4.3 Demographic Characteristics of the respondents

This section discusses the respondent’s gender, course offered, marital status and year of study. These social attributes were relevant to the study since they allowed the respondent to provide information that is valid, reliable and relevant to the study. Frequency tables were used to determine how often a respondent made a certain response to a particular question. This gives general information about what the information means. This section introduces the demographic profile of the respondents to study and develop insight into the attributes of the respondents that took part in the research.

Table 4.2: Students’ Socio demographic Characteristics

<table>
<thead>
<tr>
<th>Socio demographic Characteristics</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender of the students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>179</td>
<td>52.6</td>
</tr>
<tr>
<td>Female</td>
<td>161</td>
<td>47.3</td>
</tr>
<tr>
<td>Program/Course offered</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BBA</td>
<td>57</td>
<td>16.8</td>
</tr>
<tr>
<td>BCOM</td>
<td>117</td>
<td>34.4</td>
</tr>
<tr>
<td>BA. Econ</td>
<td>26</td>
<td>7.6</td>
</tr>
<tr>
<td>BDEC</td>
<td>70</td>
<td>20.3</td>
</tr>
<tr>
<td>Year of Study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First year</td>
<td>62</td>
<td>18.2</td>
</tr>
<tr>
<td>Second year</td>
<td>133</td>
<td>39.1</td>
</tr>
<tr>
<td>Third year</td>
<td>145</td>
<td>42.7</td>
</tr>
<tr>
<td>Total</td>
<td>340</td>
<td>100.00</td>
</tr>
</tbody>
</table>
4.3.1 Gender of students

The highest percentage (52.6%) of the students involved in the study were male while 47.3 percent were female. The results revealed a clear representation of both sexes in the study. As supported by Saunders et al. (2006), the equal number of representations of both male and female genders prevents any biased opinions in the results which is considered to be important for the researcher.

4.3.2 Programs/Courses under study

Out of the three hundred and forty bachelor students interviewed, the largest proportion (34.4%) of them were pursuing Bachelor of Business Administration (BBA), 20.6 percent on Bachelor of Commerce (BCOM), 20.3 percent on Bachelor of Statistics, 16.8 percent on Bachelor of science in Bachelors of Arts in Economics (BA. Econ), 7.6 percent were Actuaries followed by the least percentage who were Bachelor of Development Economics (BDEC). This was due to the fact that the bachelor of business statistics students stood readily available and willing to assist their classmate to complete research in time.
4.3.3 Years of study

![A Pie Chart showing respondents study Programs at the School](image)

*Figure 4.1: showing study programs at School of Business*

4.3.4 Study Programs

The highest percentage of the students (42.7%) were third year students while 39.1 percent were second year students with 18.2 percent of them first year students. First year students were hard to get during data collection since the collection was done at the time they were writing their assignments and coursework.
According to figure 4.1, the majority of the students (72.1%) were studying day program whilst those that were attending to the evening programme accounted for 27.9 percent of the study respondents. It was crystal clear that those that attended evening programme recorded low CGPA and coursework marks accompanied with their higher attachments on social media platforms like WhatsApp and Facebook.
4.3.5 Types of Residence of students at School of Business

When the students were asked on the type of residence they belonged to, the largest proportion (38.8%) of them revealed that they were residing in hostels, 30 percent were commuting (coming from their own homes), 19.1 percent were coming from university halls of residence and the least 12.1 percent were coming from rentals around Kikoni, Wandegeya and Kikumi. Those students that were coming from halls of residence were found to perform exceptionally that the rest of the students. Despite the fact that students of all categories of residences own smart phones, those that commute and in rentals spend much of their time with phones communicating with families and friends while those in halls and hostels do not and hence perform better than their contemporaries.

4.4 Favorite Social Media Sites

Table 4.3: Showing favorite Social Media sites used by Students at School of Business

<table>
<thead>
<tr>
<th>Social Media Platforms</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>WhatsApp</td>
<td>319</td>
<td>21.34</td>
</tr>
<tr>
<td>Facebook</td>
<td>308</td>
<td>20.60</td>
</tr>
<tr>
<td>Instagram</td>
<td>183</td>
<td>12.24</td>
</tr>
<tr>
<td>Twitter</td>
<td>178</td>
<td>11.91</td>
</tr>
<tr>
<td>Google+</td>
<td>212</td>
<td>14.18</td>
</tr>
<tr>
<td>YouTube</td>
<td>163</td>
<td>10.90</td>
</tr>
<tr>
<td>Others (e.g. Snapchat, etc.)</td>
<td>132</td>
<td>8.83</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1495</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

*Source: Primary data*

Students almost use all kinds of social media platforms installed on their gadgets with WhatsApp used most (21.34%), followed by Facebook (20.60%), Instagram (12.24%), Twitter (11.91%),
Google+ (14.18%) and then least frequently used as YouTube accounting for 10.90% of the social media sites used.

WhatsApp was the most frequently used social media platform as per the analysis owing to the fact that the students buy social bundle of less two hundred shillings to aid them in communication with the rest of the class members, this social bundle supports Facebook application as well. Students find WhatsApp and Facebook as cheaper, easier and convenient means of communication and keeping track on current events and circumstances in and around the university and also in updating themselves on class timetables and programs. This analysis agrees with a similar study by Schreider (2009) who asserted that approximately 85% of undergraduate students are Facebook users.

Table 4.4: Time spent on Social Media per day

<table>
<thead>
<tr>
<th>Variables</th>
<th>Obs.</th>
<th>Mean</th>
<th>Variance</th>
<th>Std. Dev.</th>
<th>Skewness</th>
<th>Min.</th>
<th>Max.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of hours on Social</td>
<td>340</td>
<td>5.552941</td>
<td>18.14468</td>
<td>4.259657</td>
<td>1.7944</td>
<td>0.5</td>
<td>24</td>
</tr>
</tbody>
</table>

Source: Primary data

Interpretation: Minimum time spent on social media is half an hour a day while the maximum time spent on social media is 24 hours (full day). Time spent on social media is highly positively skewed (skewness = 1.7944); median time spent on social media is 4 hours (2nd / 50th percentile).

Time spent on social media differ from one student to another, some students spend less time on social media and end up diverting that time on books and research which enhances their CGPA, some students strike a balance between social media and books and thus end up with an average performance since its indispensable platform to some of the users of social media, then there are
some students that actually spend less time on social media but never find time with their books and on research which makes their performance in class to lag behind on average.

**Table 4.5: Correlation between hours a student spends reading books and their current CGPA**

<table>
<thead>
<tr>
<th>Number of Obs.</th>
<th>340</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spearman's rho</td>
<td>0.3169</td>
</tr>
</tbody>
</table>

Test of Ho: current GPA and hours spent on my books are independent

| Prob. > |t| | 0.0000 |

*Source: Primary data*

*Interpretation:* There is a weak positive statistically significant relationship between time spent reading books by a student and their current CGPA, since the p-value is less than the usual threshold value of significance (r = 0.3169, P < 0.05). The study results reveal that the time spent on books by the students essentially predicts the academic performance of the students (CGPA).
4.7 The various Students’ uses of Social Media

When asked to indicate the various uses of social media while at campus, the majority of the students (51.5%) indicated that they use the social media for chatting with friends, 32.9 percent use social media for downloading music and videos on YouTube and other channels while the rest of the students (15.6%) use social media and specifically their smartphones for academic work that is to say for E-Learning, reading PDFs from lecturers compiled notes and accessing google search tool for research.

The analysis indicates that an overwhelming majority of the students (85.1%) do not use the social media sites for academic work which pulls down the majority of the student’s effort at campus despite their awesome entry points from secondary level education.
Table 4.6: Relationship between student’s age in years and their current CGPA

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Obs</td>
</tr>
<tr>
<td>Spearman’s rho</td>
</tr>
</tbody>
</table>

Test of Ho: current CGPA and age in years are independent

| Prob > |t|                           |
|--------|---------------------------|
|        | = 0.7197                  |

Source: Primary data

Spearman’s correlation indicates that there is a very weak negative statistically insignificant relationship between students’ age and their CGPA. Age of the student has nothing to do with their performance as long as there’s determination and endeavor. However, the correlation coefficient reveals that the older the student the lower the CGPA.

Table 4.7: Relationship between time of reading books and CGPA

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Obs</td>
</tr>
<tr>
<td>Spearman’s rho</td>
</tr>
</tbody>
</table>

Test of Ho: current CGPA and hours spent on my books are independent

| Prob > |t|                           |
|--------|---------------------------|
|        | = 0.0000                  |

Source: Primary data

The study results above reveal that there is a weak positive relationship between academic performance and the ability of a student to read for an extra time, this could be through revision, discussions and personal reading. Furthermore, results indicate that the higher the reading intensity of students, the higher the academic performance though it doesn’t just apply to all categories of the students.
Table 4.8: Analysis of Variance between social media usage and current CGPA

Summary of current CGPA

<table>
<thead>
<tr>
<th>Social media usage</th>
<th>Mean</th>
<th>Std. Dev.</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>3.6051536</td>
<td>0.51290192</td>
<td>319</td>
</tr>
<tr>
<td>No</td>
<td>4.9857143</td>
<td>7.2577514</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>3.6904235</td>
<td>1.8615086</td>
<td>340</td>
</tr>
</tbody>
</table>

ANOVA table

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>Prob &gt; F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>37.5527773</td>
<td>1</td>
<td>37.5527773</td>
<td>11.16</td>
<td>0.0009</td>
</tr>
<tr>
<td>Within groups</td>
<td>1137.15486</td>
<td>338</td>
<td>3.36436348</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1174.70764</td>
<td>339</td>
<td>3.46521426</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Primary data

The ANOVA table concede that there is a significant difference in mean CGPA between the social media users (3.61) and social media non-users (4.98) since p-value is less than the usual threshold value of significance (F = 0.3169, P < 0.05). The study finding further reveal that those students that owned smartphone and simple phones but not subscribed to social media were more likely to perform better than those that owned smartphones with social media in usage as per the findings.
Table 4.9: Multivariate analysis of students CGPA and their background characteristics

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F(10, 329)</th>
<th>Prob &gt; F</th>
<th>R-squared</th>
<th>Adj R-squared</th>
<th>Root MSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>8.35127604</td>
<td>10</td>
<td>.835127604</td>
<td>4.99</td>
<td>0.0000</td>
<td>0.1317</td>
<td>0.1053</td>
<td>.40907</td>
</tr>
<tr>
<td>Residual</td>
<td>55.0556307</td>
<td>329</td>
<td>.167342343</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>63.4069068</td>
<td>340</td>
<td>.187041023</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CGPA                      | Coef.      | Std. Err. | t     | P>|t| |
Gender                    | -0.0028591 | 0.0457596 | -0.06 | 0.950 |
Age in years              | -0.009842  | 0.0120362 | -0.82 | 0.414 |
Course offered            | 0.0143516  | 0.0160765 | 0.89  | 0.373 |
Program of the study      | -0.0552488 | 0.048493  | -1.14 | 0.255 |
Year of study             | 0.0506573  | 0.0331835 | 1.53  | 0.128 |
Sponsor                   | 0.2045678  | 0.0598895 | -3.42 | 0.001 |
Residence                 | 0.0388098  | 0.0208795 | -1.86 | 0.044 |
Own a smartphone          | 0.0293237  | 0.0968447 | 0.30  | 0.762 |
Hours spent on social media | -0.3284441 | 0.2116876 | 3.55  | 0.002 |
Hours spent on my books   | 0.0354013  | 0.0105834 | 3.34  | 0.001 |
_cons                     | 3.957195   | 0.359844  | 11.00 | 0.000 |

From p-value of the model (0.000). It tests whether $R^2$ is different from 0. Since this p-value is lower than 0.05 shows a statistically significant relationship between CGPA and background characteristics of students. This implies that the model is of a good fit.

The $R^2 = 0.1317$ indicates that background characteristics account for about 13% of the variation in students’ academic performance.

Two-tail p-values test the hypothesis that each coefficient is different from 0. To reject this, the p-value has to be lower than 0.05. In this case, gender, course offered, program of study, smartphone ownership status, year of study and social media are not statistically significant in explaining CGPA. Nature of sponsorship, type of place of residence and hours spent on social media are the
only variable three variables that have significant impact on CGPA (coefficient is different from 0).

The regression line extracted from the model;

\[ CGPA = 3.957 + 0.204\text{sponsor} - 0.328\text{media\_hrs} + 0.0354\text{hrs\_books}; \]

With regard to the CGPA of the student, nature of sponsorship, type of place of residence and hours spent reading books significantly predicts the CGPA of the student. Notably, the CGPA of the undergraduate student is predicted to increase by 0.204 points given a unit increase in the sponsorship status of the students, when the students are highly sponsored, it commands desire and commitment in students to concentrate and attain better grades. Expected to drop by 0.328 points given a unitary increase in the number of hours spent on social media by the undergraduate and finally predicted to increase by 0.035 points when the number of hours spent reading books go up by one unit.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter shall provide the summary of the findings from the previous chapter, the conclusions drawn from the findings, recommendations from the study and the suggestions of areas for further study.

5.2 Summary of findings

The largest proportion (34.4%) of them were pursuing Bachelor of Business Administration (BBA), 20.6 percent on Bachelor of Commerce (BCOM), 20.3 percent on Bachelor of Statistics, 16.8 percent on Bachelor of science in Bachelors of Arts in Economics (BA. Econ) followed by the least percentage who were Bachelor of Development Economics (BDEC) with 42.7 percent were third year students while 39.1 percent were second year students of which the majority (72.1%) were studying day programmes residing in hostels.

WhatsApp was found to be the most frequently used social media platform followed by Facebook as per the analysis owing to the fact that the students buy social bundle of less two hundred shillings to aid them in communication with the rest of the class members making students to spend between half an hour and a full day on social media site. However, the study results revealed a very significant relationship between the time spent on books by the students and academic performance of the students (CGPA).
Furthermore, the analysis indicated that an overwhelming majority of the students (85.1%) do not use the social media sites for academic work which pulls down the majority of the student’s effort at campus despite their awesome entry points from secondary level education. On the corollary, the ANOVA table revealed there is a significant difference in mean CGPA between the social media users (3.61) and social media non-users (4.98) since p-value is less than the usual threshold value of significance (F = 0.3169, P < 0.05).

5.3 Conclusions

The study was conducted to examine the impact of students’ use of social media sites on their academic performance. The study revealed that majority of the respondents had mobile phones with internet facility and had knowledge of the existence of social media sites. As a result, they visit their social media sites and spend between half an hour to 12 hours every day even to a full day. In addition, the study revealed that the use of social media had affected academic performance of the respondents negatively and further confirmed that there was a strong positive relationship between the use of social media and academic performance. The study further revealed that the students with internet facilities and social media installed on their phones had lower CGPA relative to those that did not have active social sites on their phones.

5.4 Recommendations

Students with phones having internet facility should be encouraged to use it to supplement their research in the library rather than the usual chatting with friends all the time. Students should be advised to limit the time they spend on social media sites per day and encourage them to rather substitute those hours to read novels and relevant academic books to improve their knowledge.
Since the study confirmed that the use of social media sites had affected the academic performance of students negatively, there is the urgent need for the introduction of students to the availability of novels and other information resource or materials in the library that can help them academically. It is further recommended that students be advised during orientation of the dangers of addiction to social networking sites. They should be introduced to sites that can add value to their academic work and research.

5.5 Suggestions for further study

This study based its study on the impact of social media on academic performance of school of Business students at Makerere University and thus cannot be generalized to other universities, a similar study can be carried out on the impact of social media among other schools at the college such as school of Statistics and Economics so that inferences can be made. Secondly, since this study has found out that usage is so common with the university student at the undergraduate level, interested researchers could possibly find out the influence of “Over the Top” tax on the usage of social media.
REFERENCES


Alhazmi, Abdulsalam K (2013) Facebook in Higher Education: Students’ Use and Perceptions, *Advances in information Sciences and Service Sciences(AISS), 5*(15) 31-41


Schneider N. (2010). Facebook, Other Social Network Sites Could Lead to Lower Grades for


Appendix: Research Questionnaire on the influence of Social Media Usage on Academic Performance of University Students

Dear respondent, my name is Kahuma Marvin, a final year student pursuing a Bachelor’s degree of science in Quantitative Economics at Makerere University’s School of Business. As a partial fulfilment of this degree, I am conducting a research survey on the “Influence of Social Media Usage on Academic Performance of Undergraduate students”. The objective of this work is purely an academic and I hereby guarantee the confidentiality of the information given and its use for this purpose only.

Kindly spare some few minutes of your time.

Section A: Information about key informants

Instructions: **Tick the correct response**

Qn.1) Gender of the student  
   Optional: Name of the student: …………………
   1) Male  2) Female

Qn.2) Indicate your age: ……………………………………… (in years)

Qn.3) Course of the student:
   1) BBA  2) BCOM  3) BA. Econ  4) BDEC
   b) Please indicate your programme of study
      a) Day  b) Evening

Qn.4) Year of Study:
   1) I  2) II  3) III

Qn.5) Nature of sponsor:
   1) Government  2) Private

Qn.6) Type of residence:
   1) Hall  2) Hostel  3) Rentals  4) Commuting
Section B: Students Awareness & Usage of Social Media Platforms

A) Students Awareness of Social Media Platforms

Qn.7) Do you own a smart phone?
   
   1) Yes  
   2) No 

If No in Qn.7, terminate from the study.

Qn.8) If yes, do you have an account on any social media sites?

   1) Yes  
   2) No 

Qn.9) What sites do you have an account with? (check all that apply)

   1) WhatsApp  
   2) Facebook  
   3) Instagram  
   4) Twitter  
   5) Google+  
   6) YouTube  
   7) Others (please specify): ………………….

Qn.10) Which one do you use most often?

   1) WhatsApp  
   2) Facebook  
   3) Instagram  
   4) Twitter  
   5) Google+  
   6) YouTube  
   7) Others (please specify): ………………….

B) Students Usage of Social Media Platforms

Qn.11)

   a) On average, estimate the number hours in a day you spend on social media sites?

   ……………………………………………………………………………………………………………………………………………………

   b) On average, how many hours per day do you dedicate to reading your books?

   ……………………………………………………………………………………………………………………………………………………

Qn.12) What features do you utilize on social media sites? (check all that apply)
1) Public Messaging (commenting)  2) Private Messaging
3) Search features  4) Blogging
5) Media Sharing (videos, photos, etc.)  6) Chat (instant messaging)
7) Discussion forums  8) Others (please specify): …………………

**Purpose of Using Social Media**

Qn.13) Please indicate whether you agree or disagree with the following statement.
Likert 5 points agree/disagree scale.

1 – **Strongly Disagree**  2 – **Disagree**  3 – **Neutral/No Opinion**  4 – **Agree**
5 – **Strongly Agree**

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I use social networking sites for finding and interacting with friends online</td>
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<td></td>
<td>5</td>
</tr>
<tr>
<td>I use social networking sites for private messaging and updating profile information</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>I use social networking sites for fun and leisure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>I use social networking sites for my studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>I use social networking sites for watching movies</td>
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<td></td>
<td></td>
<td></td>
<td>5</td>
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<tr>
<td>I use social networking sites for discussion about my course works</td>
<td></td>
<td></td>
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<td></td>
<td>5</td>
</tr>
<tr>
<td>I use social networking sites for dating</td>
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<td>5</td>
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</tbody>
</table>

Qn.14) Would you spend a day without visiting any media sites?

1) Yes  2) No

Qn.15) Social media aids me in research and academic related activities.

1) **Strongly Agree**  2) **Agree**
3) **Disagree**  4) **Strongly Disagree**
Qn.16) Social media is disruptive and thus prevents lecture fulltime attention and concentration.

1) Strongly Agree 2) Agree 3) Disagree 4) Strongly Disagree

Section C: Students Perceptions of Social Media

Qn.17) Please indicate whether you agree or disagree with the following statement.

Likert 5 points agree/disagree scale.

1 – Strongly Disagree  2 – Disagree  3 – Neutral/No Opinion  4 – Agree  5 – Strongly Agree

<table>
<thead>
<tr>
<th><strong>Interactivity with peers</strong></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Using the social media in class facilitates interaction with peers.</td>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
<td>(5)</td>
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<tr>
<td>2. Using the social media in class gives me the opportunity to discuss with peers.</td>
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<tr>
<td>3. Using the social media in class allows the exchange of information with peers.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Interactivity with teachers</strong></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Using the social media gives me the opportunity to discuss and interact with the teacher.</td>
<td></td>
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<tr>
<td>2. Using the social media in class allows the exchange of information with the teacher.</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Perceived usefulness</strong></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I believe that using social media is a useful learning tool.</td>
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<tr>
<td>2. I feel that using social media will help me to learn more from class.</td>
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<tr>
<td>3. I believe that using social media enhance my effectiveness in comprehending concepts.</td>
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<tr>
<td>4. I believe that using social media will improve students' satisfaction with collaborative learning.</td>
<td></td>
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</tbody>
</table>
### Students’ academic performance

1. Using of social media to facilitate academic activities and coordinate with peers.

2. Using of social media to facilitate academic activities and coordinate with teachers.

3. Group discussions can be arranged with my classmates using of social media and this will improve my academic performance.

4. Using of social media to build a student-lecture relationship with my lecturers and this improves my academic performance.

5. Using of social media improves my interaction with classmates and lecturers, thus, help me to improve my academic performance.

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### Academic Performance

Qn.18) What is your current GPA (Grade Point Average)? ……………………………………

Qn.19) What is your current CGPA score and what is your expected CGPA score on graduation from your course? …………………………………… ……………………………………

Qn.20) What is/are the worst disadvantage(s) of using social networks?

1) Reduced focus on studies and affects academic performance

2) Lesser physical activity results in health problems

3) Destroys social skills (not an adequate replacement for face-to-face communication)

4) There is no concept of privacy

5) None

6) Other (please specify) ……………………………………………………

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*Thank you so much for your participation!!!*