

**INFLUENCE OF SELECTED SOCIAL MEDIA PLATFORMS AND
ACADEMIC PERFORMANCE OF UNDERGRADUATE STUDENTS: CASE
OF KENYATTA UNIVERSITY, MOMBASA CAMPUS, KENYA**

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DECLARATION

This research project is my original work and has not been presented for a degree in any other university.

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This project has been submitted for review with my approval as university supervisor.

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DEDICATION

The research project report is dedicated to all my siblings, David Kimanga and Isabella Kwamboka for their continuous moral and financial support.

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ABBREVIATIONS AND ACRONYMS

CMC	Computer Mediated Communication
GPA	Grade Point Average
ICT	Information Communication Technology
PEOU	Perceived Ease of Use
PU	Perceived Usefulness
SMP	Social Media Platforms
TAM	Technology Acceptance Model
UGT	Uses and Gratification Theory

OPERATIONAL DEFINITION OF TERMS

Academic performance	Refers to grades attained by a student. Academic performance of an undergraduate student will be measured using grade point average (GPA) attained by the student at the end of every semester's exam. The student's GPA will be measured through requesting the student to login into his or her student portal so that the researcher can confirm the actual grades attained in the past academic years (the undergraduate student's GPA will be treated as confidential information).
Influence	The ability of a social media platform to impact either negatively or positively on academic performance of an undergraduate student.
Selected social media platforms:	Researcher will purposively select four social media platforms under this study.
Social media platforms:	They are computer mediated communication platforms that provide a virtual communication environment and can be accessed by users through on different devices (smart phones, laptop, and desktop computers).
Student:	An individual who is undertaking formal education in a recognized learning institution.
Time:	The duration spent by an undergraduate student in social media platforms. It will be measured in hours.
Undergraduate student:	A student who is pursuing a degree related course in a higher learning institution.

ABSTRACT

In the contemporary society, academic performance of students is affected by many factors whereby some are controllable and others non-controllable. Social media platforms have become indispensable in our day-to-day life. The influence of social media platforms has been witnessed in almost all facets of human life. The snowballing effect of social media usage; has affected either positively or negatively the academic performance of students. Academic achievement is an essential aspect in any students' academic life particularly undergraduate students. The study's objectives were: to investigate the influence of social media usage on academic performance of undergraduates; to determine the amount of time undergraduates spends on the selected social media platforms and its influence on academic performance and lastly to examine student-lecturer interaction on the selected social media platforms and its influence on academic performance of undergraduates. This study adopted two theories: Use and Gratification theory and Technological Acceptance Model. Correlational research design was adopted by this study and survey questionnaires were used as the research instrument. The total population was 732 undergraduate students. Taro Yamen's formula was used in obtaining the sample size of 280 undergraduate students. Pilot study was conducted before the actual study was undertaken with the aim of checking reliability and validity of the research instruments. Survey questionnaires were administered to undergraduate students at Mombasa Campus, Kenyatta University. The collected data were analyzed using correlation (Pearson's) technique on the Statistical Package for Social Sciences (SPSS). The analyzed data were displayed in tables, Likert scale, and correlational matrixes. Findings indicated a positive and significant influence of selected social media platforms' use on academic performance of undergraduate students at Mombasa Campus, Kenyatta university ($\beta = 0.880$, $p < 0.05$). The findings also revealed a negative significant influence of the amount of time an undergraduate student spends on the selected social media platforms and academic performance ($\beta = -0.089$, $p < 0.05$). Study findings proved a positive and significant influence of student-lecturer interaction on the selected social media platforms and academic performance of undergraduate students at Mombasa Campus, Kenyatta university ($\beta = 0.235$, $p < 0.05$). It was concluded that social media platforms are used to share course outlines amongst students, facilitate group discussions and is a source of communication on assignments and class projects. Social media platforms are also used during lecture sessions, during group discussions, during assignments taking, when studying in the library and during private reading. Engaging in group discussions on social media platforms proved to enhance collaborative learning, allowing students to share insights and deepen their understanding of the course concepts. This study recommends that institutions of higher learning in Kenya to institute policies that would enhance the responsible use of social media platforms amongst the undergraduate students. The study also recommended that policy makers in the education ministry should develop curriculum that would enable the adoption of social media platforms as supplementary academic tools.

Keywords: Selected media platforms, Undergraduate students, Academic performance

CHAPTER ONE

1.0 Introduction

The contents of this chapter are: research topic, background to the study, problem statement, objectives, statement questions, justification, and significance and finally scope and limitations.

2.1 Background to the Study

The development of social media platforms which includes: WhatsApp, YouTube, Twitter and Facebook and many more other social media platforms has made the world to be segregated into two categories: the online group and the offline group. Social media platforms provide a virtual environment that connects people regardless of their geographical distance. Social media platforms are commonly used to build and maintain relationships between its users. The commonly used social media platforms like Microblog, WeChat and Facebook have availed an efficient and effective way of how people interact in the 21st century. Junco (2010), stated that social media platforms offer the users with the ability to interact and enhances community unity where the users can virtually share different information among themselves.

A study was conducted in China by Cheung, Chiu and Lee (2011), the findings established that media users use social media platforms to publish their ideas and share content with members who are in the same online community. The onset of social media platforms usage has made it possible for many users to be publishers of different kinds of information to a larger pool of content consumers unlike during the conservative media era where the mainstream media were the only publishers and custodian of information. The easy availability of smart phones and high internet connectivity in the

21st century has made it possible for information to be quickly disseminated within a short duration to a larger mass just by a click of a button, making it possible for ubiquitous learning especially in higher learning institutions (Lewis, Pea & Rosen, 2010).

A study was conducted in USA by the University of New Hampshire (2009), the findings stated that the numbers of Facebook and YouTube subscribers will continue to increase day by day. With 81% of users between the ages of 18 and 29 and 78% between the ages of 30-49, Facebook continues to be the most popular social media network in the US, according to research which was conducted by Pew Research Center survey (2018). Furthermore, 95% of You Tube users are between the age group of 24-35 years. Schneide (2009) stated that Facebook has over 500 million subscribers and its numbers is increasing exponentially.

A study conducted in San Diego, California (USA) in 2009, the American Educational Research Association acknowledged at their annual conference that learners who spend the much of their time on social media platforms do not have enough time to study their academic materials, which influences to poor academic performance. Achievements in academics is as a resultant of undergoing through formal education; the level to which a student achieves educational goals (Al-Deen & Hendricks, 2012). A Low-grade point average (GPA) may make an undergraduate student to be demotivated in his or her academics while a high GPA attained by a student may motivate him or her to put more effort in academics.

A study was conducted in South Africa, by Bhaye, Shayamunda & Tavirai (2023), on social media in the African context, A Review on Benefits and Pitfalls. The research

findings established that the positive effects of social media were; it provided the opportunity of connecting people who were geographically separated, enhanced online learning and also empowered society with unrestricted flow of information. On the other side, the negative effects of social media were; social media is a time-wasting tool, it creates anti-social generation, and negatively influenced African cultures.

A study was conducted in Nigeria by Ahmad (2019), on Social Media and Students' Academic Performance in Nigeria, the study concluded that social media sites like Twitter, WhatsApp, Facebook, Instagram were the most that capture the attention of many students away from their study and thus affecting negatively and positively on their academic grade points aggregate. The study therefore, recommended that, social media sites, need to review their pages to involve and enhance academic activities, student users need to be educated on the effects of social media on their academic performance, schools need to ensure that students use social media only as a tool to improve the academic performance especially when in schools and lastly, students need to be managing their time of study to avert distractions by the social media.

Research was conducted in Kenya, by Muniyiwa, Simuyu and Too (2019), on Influence of Social Media Tools on Public Universities in Kenya. The findings established that, students agree that sometimes they spend more time on their smartphones chatting and browsing than on handling academic tasks. Consequently, the use of social media, especially among students, needs to be monitored and controlled to avoid addiction. According to Jepngetich (2019), some universities in Kenya such as Moi University have barred access to social media sites such as Facebook and YouTube whenever students visit the main library complex by blocking access to the websites through the building's internet infrastructure. The strategy helped in reducing distraction and

disengagement from academic tasks. Furthermore, it helps to control and monitor how students access social media sites (Jepngetich, 2019). Nevertheless, the strategy is not completely reliable because the students can access the platforms elsewhere even on their mobile devices.

A study was conducted in Kenya by Chonge (2020), the findings established that the major social networks used by university students were WhatsApp, Facebook, Twitter, Instagram, Skype, LinkedIn, Telegram, YouTube, and Snapchat. Some of these networks were used by more female students compared to male students and majority of the students used more than one social network platform. The study findings also showed that there existed a link between use of social media networks and academic performance of students where by those who used social media throughout the day were found to record lower academic achievement compared to those that used social networks at specific times such as night, weekend and during breaks. Based on the findings, the study recommended that there is need to create awareness to university students on the influence of social media networks on their academic performance. Further, there is need to educate the students through workshops or seminars on how to better manage their study time and prevent themselves from social media distractions.

Every year, new social media platforms are being launched on the online sites and their popularity grows day by day. The newly launched social media platforms can be easily installed on smart phones by downloading them from either play store (Android phones) or App store (iPhone). The influence they exert on undergraduate students' academic performance is an issue which needs quick interventions in a holistic and objective manner. According to various pedagogical studies, there are a various factors that influence undergraduate academic achievement but this survey aimed to ascertain

whether in relation to the influence of social media on academic performance of undergraduate students can social media be adopted in the teaching curriculum and are their policies to govern responsible use of social media platforms in higher learning institutions.

1.2 Statement of the Problem

Technological advancement has paved way for the development of internet based social media platforms. These virtual media platforms are adopted and used for various purposes like collaboration, socialization and sharing of information. Is the current high social media usage a revolution or an evolution to human beings' social interactions? Does academic performance of students be affected when they choose to use social media platforms? Determining the precise answers to these social problems requires a scientific approach which was the main purpose for this study. The high usage of social media platforms has led to a worrying phenomenon and is believed to influence academic performance of undergraduate students. Boyd (2007), stated that in the advent of computers, they were commonly used by computer literates as a way of spending their free time but in the modern-days, computers are widely used by many people for recreational and other personal purposes.

The Grade Point Average (GPA), which is attained by an undergraduate student, is the common tool that is used to grade students' academic ability during their academic life. According to Center for Research and Development Academic Achievement (CRIRES) (2005) report; students' achievement, knowledge, skills, and academic ability is measured using academic achievement where a student is graded depending on the grade attained in each semester's exam. Among many other factors that may influence academic performance of an undergraduate student; digital social media usage factor

should not be overlooked. The use of social media platforms by undergraduate students can therefore, lead to a negative or a positive effect on their academic performance.

This study was different from other previous conducted studies due to the fact that it collectively and comparatively studied the four selected social media platforms (Facebook, Twitter, WhatsApp and YouTube) and their influence (if any) on academic performance of undergraduate students. This study aimed at examining the existence if any the correlation or relationship between social media platforms usage and academic performance of undergraduate students at Mombasa Campus, Kenyatta University.

1.3 Objectives of the Study

The objectives of the study were:

- i. To investigate the influence of the selected social media platforms, usage on academic performance of undergraduate students.
- ii. To determine the amount of time an undergraduate student spends on the selected social media platforms and its influence on academic performance.
- iii. To examine student-lecturer interaction on the selected social media platforms and its influence on academic performance of undergraduate students.

1.3 Research Questions

The research questions were:

- i. What is the influence of the selected social media platforms' use on academic performance of undergraduate students?
- ii. How does time spend on the selected social media platforms influence academic performance of undergraduate students?

- iii. How does student-lecturer interaction on the selected social media platforms influence on academic performance of undergraduate students?

1.4 Research Assumptions

The research undertook the following assumptions:

1. The undergraduate students subscribed to multiple social media platforms like Facebook, Twitter, Instagram and You Tube during their undergraduate studies.
2. The undergraduate students spent a significant amount of time online on the selected social media platforms and this influenced the outcome of their academic performance.
3. Lectures had subscribed to the selected social media platforms and they used them to communicate with the undergraduate students on academic related matters.

1.5 Purpose of the study

The purpose of this study was to investigate the influence of social media platforms on academic performance of undergraduate students in Kenya, with the case study of Mombasa Campus, Kenyatta University. This study aimed at determining if the selected social media platforms (Facebook, Twitter, WhatsApp and You Tube) influences the academic performance of undergraduate students, and how they can be incorporated as teaching tools in the 21st century education system if the findings showed that they had a positive influence on the academic performance of undergraduate students.

1.6 Justification and Significance of The Study

Academic success is the goal of every undergraduate student but along their academic journey, they do encounter different factors that may influence their academic success. This study aimed at adding knowledge on the existing pedagogy literature. However, this study focused on determining whether there is a relationship between the use of the selected social media platforms (Facebook, WhatsApp, Twitter, and YouTube) and academic achievement of undergraduate students at Mombasa Campus, Kenyatta University. Much research has been done regarding social media platforms, primarily highlighting the impact of social networks on aspects such as self-identity, language use, and social relationships. The underlying goal of this study was to determine the adoption of social media platforms in academic curriculums and to ensure policies are put in place to govern the use of social media platforms regarding the influence on the academic achievement of undergraduate students.

The study is significant to Kenya Ministry of Education, lecturers and undergraduates. This study will help the Kenya's Ministry of Education to determine which social media platform(s) can be adopted in the implementation of the Competency Based Curriculum (CBC). The study is important to higher learning institutions as they will be able to establish sound policies regarding the usage of the social media platforms by the undergraduate students. The study will also assist lecturers in determining the best social media platform(s) that can be adopted during course facilitation. The study will be of significant to undergraduate students since they will be able to utilize social media sites sustainably and responsibly to further their academic endeavors. Last but not least, the findings of this study will aid other researchers to determine other factors that are related to social media platforms and how they can influence academic achievement of undergraduate students.

1.7 Scope of the study

In the contemporary society, factors such as students' learning abilities, parental backgrounds, peer to peer interactions, lecture quality, and learning infrastructure influenced how students performed in their academics. The onset of digital media platforms brought a new virtual environment which is believed to influence how an undergraduate student performed in their academics. This study therefore, focused on four selected social media platforms and their influence, if any, on the academic performance of undergraduate students. The four selected social media platforms were Facebook, Twitter, WhatsApp, and YouTube. The study purposively selected these social media platforms since they were the commonly used social media platforms in the 21st century.

The study population was undergraduate students at Mombasa campus, Kenyatta University excluding secondary students, college students, technical institute students, or postgraduates of other learning institutions.

1.8 Limitations of the study

The literature that was reviewed included studies on social media usage and academic performance of undergraduate students. The review of related studies guided the researcher and provided more knowledge about previous researches on social media usage, highlighting the gaps that were filled to avoid duplicating studies whose gaps had already been addressed. Literature not related to social media usage and academic performance was excluded, as it did not provide relevant information for the researcher. The study was conducted during the academic year of 2023/2024 when the undergraduate students at Mombasa campus, Kenyatta University were in session, in contrast to the December holidays when they would be out of study sessions.

The study adopted a correlational design with the aim of determining the existence of any relationship between social media usage and academic performance. Experimental, analytical, exploratory, applied, and conclusive research methodologies were not adopted, as they were deemed unsuitable for collecting the necessary data related to the variables under this study. While acknowledging that academic achievement is influenced by many other factors, the researcher focused on collecting data that was exclusively related to social media platforms and academic performance of undergraduate students. The study was restricted to the student of Mombasa Campus, Kenyatta University. Recommendations were made for future studies to explore other factors influencing academic performance of undergraduate students across different counties within Kenya.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The researcher reviewed studies that were related to social media usage and academic performance of undergraduate students. The aim of reviewing the available literature was to make the researcher to be familiar with studies that have already been conducted and the gaps that were filled. This study built on other previous conducted researches on social media usage and academic performance of undergraduate students. The content of this chapter includes empirical review, theoretical review, and conceptual framework.

2.1 Review of related studies

The literature reviewed presented existing knowledge related to the research problem of this study, elucidating what was known and unknown, as well as identifying gaps in knowledge that the study sought to address. The researcher specifically focused on reviewing studies related to social media platform usage and undergraduates' academic performance. The intended literature review exclusively included studies directly related to the problem addressed by this study, aiming to gather insights into the specific intersection of social media platforms and academic performance among undergraduates. This approach ensured that the review was targeted and aligned with the objectives of the research problem, providing a foundation of understanding the current state of knowledge and identifying areas where further investigation was warranted.

2.1.1 Social Media Platforms Use and Its Effects on Academic Performance

Lenhart, Purcell, Smith, and Zickuhr (2010), concluded that 81% of young adults between the ages of 20 and 29 regularly and actively utilize wireless technology. Since 92% of all undergraduate students are users of Facebook and YouTube, there is a huge demand for social media platform usage among students in higher education (Junco & Cotten, 2012). The tendency of undergraduate students using social media as their communication and socialization tool is currently on the rise, and it has developed into popular culture since undergraduates can socialize, share information, and communicate amongst each other virtually at real times.

The modern optimists and the conservatives make up the majority of studies on how social media use affects learners' academic achievement. The modern optimists think that students' academic achievement is unaffected by their use of social media. Shana (2012) concluded that, students believe that when they use social media platforms, it improves their academic performance. The conservatives consider that academic performance of students is affected when students use social media platforms. According to Moon (2011), students who often utilize social media platforms have a negative impact on their academic performance.

The University of Minnesota conducted a study in 2008 on the Educational Benefits of Social Networking Sites. The findings established that social networking sites benefited students since they enabled them to exchange, share, and collaborate on projects linked to their academic work. Due to the ability of students to exchange academic resources even when they are not in a classroom setting, social media platforms are therefore considered as tools that could improve e-learning among students. When students use social media platforms, their critical thinking is improved, they can handle difficult

problems that need to be addressed right away, and they also tend to interact worldwide, according to Sarah (2010).

Rouis, Moez and Esmail (2011), conducted a study in Lulea University of Technology in Sweden on Impact of Facebook Usage on Students' Academic Achievement. The findings concluded that it is hard for students to self-regulate themselves when they are on social media platforms, ultimately leading to poor academic performance. Junco (2012), Kirschner and Karpinski (2010) indicated that social media addiction impacts negatively on students' academics productivity. Meghan, Hayden and Stacy (2017) stated that social media is a social phenomenon to be analyzed due to its addictiveness and psychological adjustments instances on its users. Social media platforms can influence its audience leaving them with an overwhelming impression, especially young adults aged between 18-27 years (Gauntlet, 2005).

Al-Adwan, Albelbisi, Aladwan, Horani, Madadha and Khasawneh (2020) conducted a study in Jordan and investigated students' attitudes towards the use of social media (SMU) in higher education and its impact on their perceived academic performance. The study also aimed to identify key factors influencing SMU in student learning environments to enhance their overall performance. To attain these goals, the researchers developed a research model based on existing literature related to SMU in higher education settings. Social media platforms have significantly transformed communication in higher education, offering improved learning and teaching experiences. However, little was known, especially in developing countries like Jordan, about whether students' use of these platforms enhances their perception of academic performance. This research aimed to fill the existing gap by constructing a model to explore how higher education students perceive social media usage (SMU) and its

impact on their academic performance. Utilizing Structural Equation Modeling, the study analyzed data gathered through an online survey questionnaire, with participants comprising undergraduate and postgraduate students from three Jordanian Universities (one public and two private), selected through convenience sampling. Out of 730 distributed questionnaires, 513 responses were received, and 403 were considered eligible for data analysis.

The study made a significant contribution to the literature on social media in higher education, offering deeper insights into students' perspectives on its role in learning. The tested model provided a valuable reference for future research investigating the influence of social media on student performance in higher education. Results indicated that positive perceptions of usefulness, collaborative learning, enhanced communication, enjoyment, and ease of use were linked to increased social media utilization in student learning. However, the impact of resource sharing on SMU was found to be insignificant. Additionally, social media use positively influenced students' perceptions of their academic performance.

The study recommended that senior management and policymakers in higher education institutions should implement training programs for faculty members, focusing on effective strategies for integrating social media into education. This training would empower faculty members with digital skills, enabling them to harness the benefits of social media in teaching and learning while mitigating potential drawbacks. Faculty members are encouraged to reconsider their teaching methods, incorporating new approaches that encourage students to use social media platforms for educational purposes, such as posting discussions and assignments regularly. Students should also be aware of the implications and potential benefits of SMU in their learning.

Researchers are urged to explore additional factors influencing social media use by students and faculty members, with a particular emphasis on identifying potential obstacles hindering its use in higher education. The study underscores the dual utility of social media for both socializing and as an effective educational tool that enhances students' performance in higher education. While the research model received support from collected data, the study acknowledges its limitations and suggests future research using qualitative design to uncover additional factors impacting SMU. Furthermore, a more diverse sampling approach is recommended to enhance the generalizability of study findings.

According to Palla and Sheikh (2021), a study which was conducted in India, social media has gained widespread popularity, boasting the largest user base compared to other online platforms. Individuals across various age groups engage with social media platforms based on their specific needs. The study's aim was to investigate the impact of social media usage on the academic performance of college students in Kashmir. A structured questionnaire was developed, and a survey was conducted to collect data from undergraduate students in different government colleges in Kashmir. The questionnaires were distributed randomly among male and female students across various undergraduate programs and academic years. The results revealed that a majority of students used social media networking sites to fulfill their educational needs, with YouTube being the most commonly used platform among undergraduates.

Most students find social media networks user-friendly and have been using them for the past three years. The study emphasized that the use of social media significantly aided students in knowledge sharing, academic grade improvement, and the enhancement of reading and writing skills. A considerable portion of students spends

approximately an hour utilizing social media networks, accessing them through laptops, mobile phones, and personal computers. The research highlighted the crucial role of social media networks in students' educational activities, confirming that students employ these platforms for academic purposes, thereby positively impacting their academic skills and grades. The study recommended that teachers encourage students to make optimal use of social media networking sites for both recreational and academic purposes.

A study was conducted in India and according to Singh, Gupta, Jasial and Mahajan (2023), social media users experience feelings of being overwhelmed by the vast amount of information shared by followers and friends across various platforms. Managing these online connections demands considerable time, leading to social media fatigue and posing potential risks to users' well-being and productivity. The findings revealed the mediating role of social media fatigue between compulsive social media use and academic performance decline. Furthermore, the study established the moderating role of self-control in mitigating the effects of social media fatigue on academic performance. The study's novelty lies in linking social media fatigue to academic performance decline and demonstrating how self-control plays a crucial role in alleviating these effects. The research analysis provided valuable insights for students and educators who may overlook the adverse impact of students' excessive reliance on social media and their academic performance. The study suggested that addressing social media overuse requires self-regulation and necessitates careful attention from educators to develop effective solutions mitigating the detrimental influence of social media on higher education. The study offered practical recommendations for practicing self-control in social media usage behavior.

Sivakumar (2020), highlighted the rapid growth of social media among the younger generation worldwide, with school-age students widely engaging in its use. Recognizing the potential impact of social media on both personal and academic lives, the study aimed to investigate its effects on the academic performance of students in Cuddalore District. The survey method was employed to collect relevant data from a sample of one thousand students, selected through random sampling. Statistical techniques were applied to analyze the data, revealing that despite public concerns about the misuse of social media, most school students expressed a positive interest in using it for academic purposes. This indicated that social media indeed influences the academic performance of students, contributing to their overall improvement. The study emphasized the need for digital literacy among both staff and students in higher education, acknowledging the widespread use of sophisticated computing devices for purposes beyond learning. As social media networking continues to rise as a communication medium, institutions of higher education must adapt to ensure modern, relevant, and effective learning environments that align with students' expectations and the demands of the professional world.

Bitherman and Frempong (2021), assessed how social media usage influences the academic performance of undergraduate students at the Ghana Communication Technology University (GCTU) in Accra. Using a survey method, the study aimed to understand students' reasons for visiting social media platforms, analyze the average time spent on these platforms, investigate the impact on academic performance, and explore related issues in usage. The sample comprised 800 GCTU students selected through random sampling, and data analysis was conducted using Statistical Package for the Social Sciences (SPSS version 20). Despite concerns about social media misuse,

the results suggested that most students tended to use social media positively for academic purposes.

The study recommended the implementation of counseling programs to help students gain self-awareness and manage their study time effectively, preventing the misuse of social media. In a separate study which was conducted by Kazam, Islam, and Rasheed (2023), they focused on the influence of social media on academic performance within the Islamic society in Punjab, Pakistan. Data were collected from students at Riphah International University, Faisalabad, using a structured examination to gather primary data. The findings indicated a significant association between social media usage and academic performance, highlighting both positive and negative impacts. While certain social networking sites were beneficial for academic purposes, excessive use of social platforms was linked to decreased focus on studies and prolonged online engagement.

Leyrer and Wilson (2018), noted that recent research has predominantly explored the use of social media in the classroom to facilitate student learning. This study aimed to assess the broader effects of social media usage on undergraduate students, considering its potential benefits or detriments to academic performance. Questionnaires were distributed to 234 participants from a four-year university, with students self-reporting their grade point averages (GPA), study habits, and social media use. The study revealed that female students used social media more frequently than their male counterparts. Additionally, a negative correlation was found between GPA and the number of subscribed social media websites. The study suggested that incorporating social media into the classroom, although previously advocated, might negatively impact study habits and academic performance, especially among students in the biological and sciences field.

Zamir and Mujeeb (2022), conducted a study to explore the perspectives of prospective teachers regarding the impact of social media on the academic performance of undergraduates. The research also delved into strategies to enhance academic performance and coping mechanisms to mitigate the negative influence of social media. Employing constructivist and interpretivist philosophical stances, the study utilized a qualitative case study design. Purposive sampling was employed to select the sample, and data were collected through focus group discussions and semi-structured interviews. Thematic analysis, both within and cross-data, were utilized for data analysis. The findings highlighted the dual influence of social media on the academic performance of prospective teachers, emphasizing its role as a platform for socialization and indirect improvement of academic excellence. Coping strategies such as time and mind management emerged as crucial in countering the negative effects of social media. The study suggested that students could benefit more from social media with proper support systems for teaching and learning. The recommendation emphasized maximizing social media use to optimize academic activities that contribute to academic performance.

Borgohain and Borpatra (2021), addressed the pervasive influence of social media on the younger generation and its impact on academic performance. The study aimed to identify the benefits students derive from social media while examining the privacy issues affecting students' academic lives. Using Google Forms, data were collected from a sample of 300 students, all equipped with smartphones and internet facilities. The findings indicated both positive and negative impacts of social media on students' academic lives. Yi, Yeow, and Tai (2022) focused on the increasing role of social media, particularly among students, in the context of continuous technological development. The study aimed to investigate the determinants of social media use and

its impact on university students' academic performance. The study emphasized the shift towards the "new normal" after the global pandemic, which has led to an increased reliance on social media for creative learning platforms, particularly among digital natives like millennials.

Ashraf, Khan, Chohan, Khan, Rafique, Farid and Khan (2021), investigated the role of social media as an open-learning (OL) tool in education, particularly in terms of its impact on student academic performance (AP). While social media platforms are widely popular among students, empirical evidence validating their effectiveness in open learning tools remains scarce. In an effort to bridge this gap in literature, the authors focused on international medical students in Chinese higher education who adopted social media for open learning, exploring its positive impacts on their academic performance. Ultimately, engagement exhibited a positive influence on students' AP, highlighting social media's dynamic role in facilitating collaborative learning environments that enhance students' academic behavior and performance.

Samuel, Frempong and Akoto (2022), focused on the examination of social media usage on students' academic performance. Results showed that social media had a negative impact on students' English writing skills, consequently affecting their academic performance. Findings also indicated that students spent considerable time on social media platforms daily, and various challenges such as personal security and privacy issues, unreliable internet services, and high costs of internet connectivity were identified. The study recommended organizing workshops and seminars to educate students about the potential dangers of excessive social media use.

Mensah and Nizam (2016), defined social media as web-based services that enable individuals to create public or semi-public profiles, establish connections, and share

information within a bounded system. The study aimed to examine the impact of social media usage on students' academic performance in Malaysian tertiary institutions. The analysis involved means, regression, and Pearson's correlation coefficients. Results revealed that use of the social media platforms positively enhanced academic performance.

Benson, Hand and Hartshorne (2019), probed into the affirmative outcomes of social networking, garnering substantial research attention in both informal and non-educational contexts. These advantages include the formation of social capital, enhanced job performance and satisfaction, an increased sense of belonging, improved skills in knowledge management, and the facilitation of opportunities for lifelong learning. The study investigated the motivations behind social networking use, their connections to compulsive usage, and the ramifications for academic, physical, and social performance. Employing a finite mixture approach to categorize the sample, the research identified two distinct groups driven by utilitarian and social objectives that propelled compulsive use among British students. In contrast to earlier studies, the UK sample did not display variations based on age or gender, underscoring the gender-neutral perspectives of social platforms as perceived by developers. The study concluded with a discussion of practical implications and potential avenues for future research.

According to Francisco, Andrei, Simoune, Jungco, Cardaño, Berboso and Francisco (2021), in the new normal learning system, students engage in learning through mediums that also serve as platforms for social media interaction. The purpose of the study was to find out if students' use of social media platforms affected their academic achievement in the new standard learning environment. The research findings were

intended in aiding the creation of efficient teaching strategies in the current dynamic educational environment. 53 pupils from a private school in the City of Marilao, Bulacan, who attended the 2020–2021 academic year, were the sample for the study. Utilizing a standardized questionnaire, data were gathered. Utilizing statistical analysis, the gathered data was interpreted. The usage of social media sites did not always have a uniform impact on students' academic performance, according to the results. While some students saw these platforms as useful for improving their speaking and reading skills, others saw them as distractions from their academic work.

A study was conducted in Ghana by Ameyaw (2023), on the influence of social media usage on the academic performance of students in private tertiary institutions in Ghana, with a specific focus on Valley View University, Oyibi Campus, Accra. Employing a descriptive survey design, the study targeted a population of 2,172. Through a simple random sampling technique, 388 students were selected, and data were collected using a questionnaire. Out of the 388 distributed questionnaires, 362 were correctly filled and used for analysis. The data analysis employed IBM Statistical Product and Service Solutions (IBM-SPSS) version 22.0. The study's findings revealed that students were primarily motivated to use social media for entertainment, relaxation, posting pictures, and chatting with friends. Additionally, it identified that frequent use of social media had a negative impact on the academic performance of some students. Recommendations included encouraging students to utilize social media for educational purposes and advising them to reduce the time spent on non-academic activities.

A study was conducted in Nigeria by Odekeye, Fakokunde, Alaba and Iwintolu (2023), on the perceived influence of WhatsApp social media on students' learning outcomes

in the English Language in Osun State. Adopting a descriptive survey research design, the study targeted all senior secondary school students in Osun State, with 200 students selected using simple random sampling. Data were collected through a self-developed questionnaire, and analysis involved frequency count, percentage, standard deviation, and t-test. The findings indicated that students used WhatsApp for both academic and non-academic purposes, and its usage did not have a negative impact on academic performance except in cases of addiction. No significant difference was found in the perceived influence based on gender. Recommendations included advising students to use WhatsApp for academic purposes and organizing seminars on the potential dangers of non-academic usage.

A study was conducted in University of Malaya-Wales in Kuala Lumpur by Okyeadie and Nizam (2016), on The Impact of Social Media on Student's Academic among students in Malaysian tertiary institutions. A questionnaire, constructed based on existing literature, was employed to gauge various aspects of social media platforms. A sample of 102 students from Erican College was chosen through convenient sampling. Analysis of the collected data involved descriptive means and regression using SPSS 21. Pearson's correlation coefficients were calculated, revealing that four independent variables correlated with students' academic performance, while two did not. Through regression analysis, it was established that four variables were significant: time appropriateness, friend-people connection, nature of usage, and health addiction, whereas time duration and security/privacy problems were not significant. Given the potentially detrimental impact of excessive social media use, the study suggests the importance of educational institutions in Malaysia promoting responsible and positive use of these platforms for academic purposes, ultimately contributing to improved academic performance among students.

In North-West University, South Africa, Chukwuere (2021), conducted a study on Understanding the Impact of Social Media Platforms on Students' Academic Learning Progress. The study aimed to shed light on how social media platforms offer continuous learning opportunities for students in their academic journey. In developing countries, students are increasingly leveraging social media platforms to positively influence their learning processes and performance. Despite occasional misconceptions due to the distracting nature of social media platforms, students effectively use them to enhance their academic progress and performance. It was noted that use of social media positively influenced students' academic learning.

Langat (2017), conducted a study in Kenya Kericho Campus, Kenyatta University on Social Networking and Academic Performance of University Students. According to the study's findings, university students have extensive social media access and use social media for different activities. For example, 38% of respondents said they used social media for education, while 32% said they used it for socializing. The research findings of Langat (2017), collaborates with those of Oye (2012), where many students use social networking sites for socializing rather than for academic goals.

2.1.2 Amount of Time Spent on Social Media Platforms and Its Effects on Undergraduates' Academic Performance

Numerous studies have found a correlation between learners' utilization of social media and academic performance. Junco (2012), studied on the relationship between Facebook use and reading. The findings of the research established that, learners who spend much time on social media networks perform poorly academically. According to Kirschner and Karpinski (2010), social media addicts who spend the majority of their time on Facebook and YouTube perform worse academically than non-users because

they devote fewer hours per week on reading academic-related materials. Turkle (2011), stated that the 21st generation spends much of their time online on social media platforms; searching for the sense of ‘safety’ that they believe will be provided through the use social media platforms.

A study was conducted in Spain by Peiró, Valencia, González, García, Serra and Devís (2014), on the amount of time students spend on social media and academic performance. The study sample consisted of 3,095 Spanish adolescents aged 12 to 18 years. The study employed Self-Organizing Maps analysis and subsequent cluster analysis. The findings of the study identified distinct behavioral profiles linked to low and high academic performance of the adolescent students. The findings also revealed that boys engaged more in passive video gaming and computer activities, while girls predominantly utilized mobile phones for communication.

Adolescents with the highest academic performance were typically younger, slept longer, and spent less time on sedentary screen media compared to those with lower academic achievements. Furthermore, higher academic performance correlated with higher socioeconomic status. The identified clusters were characterized by differences in gender, age, sedentary screen media usage, sleep duration, and academic achievement. Girls with the highest academic results belonged to Cluster 2, which also included those with medium socioeconomic status. The findings recommended a good utilization of academic time to ensure that less time was spent on social media usage amongst the adolescents, have enough sleep time, and to come up with interventions targeting behavioral change to enhance academic performance.

A survey conducted by Leslie Reed (2016), at the University of Nebraska- Lincoln America on Digital distraction in Class is on the rise. Findings stated that college

students involve themselves in the usage of social media platforms during lecture sessions, and they admitted that they do not pay attention, miss instructions and sometimes they can be called out by their lecturers for their unwanted behavior. The findings also stated that when students are bored during lectures, they opt to find relief on social media platforms. The respondents stated that boredom was the main reason why they opted to use social media platforms during lectures.

Kolhar, Kazi, and Alameen (2021) conducted a cross-sectional study in Saudi Arabia, the study sample was of 300 female students aged 17-29 at Prince Sattam bin Abdul Aziz University to assess the purposes and effects of social networking sites. Findings showed that 97% of students used social media, with only 1% utilizing it for academic purposes. The majority engaged in social media for chatting (35%) and passing time (43%), while 57% were addicted to these platforms. About 52% of respondents said social media had an impact on their educational endeavors, 66% said they were more drawn to social media than to academics, and 74% said they spend their leisure time on these sites. The most used apps were WhatsApp, Instagram, Snapchat, and Twitter. According to the findings, students who used social media for non-academic purposes for extended periods of time may become distracted, which could have a negative effect on their academic performance, social relationships, and sleep quality. This could result in possible health and mental health concerns.

Baria (2021), conducted a study in Philippines to investigated the relationship between college students' academic performance and their exposure to social media. The study utilized a descriptive-correlational research design and targeted 4th-year college students at Cap SU Dayao Satellite College during the First Semester of 2018-2019. The questionnaires used for data collection revealed that the respondents, mainly aged

18-20 years were females with family income below the poverty threshold, had a "sometimes" level of social media exposure and a "good" academic performance. The study found no significant difference in social media exposure concerning age, sex, and monthly income. Furthermore, there was no significant association between the level of social media exposure and academic performance. The results suggested that, despite exposure to social media, students were able to maintain good academic performance, implying that the time spent or the number of gadgets used did not determine their academic success.

A study was conducted in India by Jayaseelan, Pichandy and Boobalakrishnan (2020), and they investigated the impact of Information and Communication Technology (ICT) on communication, education, and learning, specifically focusing on social media. The study aimed to measure college students' attitudes toward social media and its influence on academic performance in the Coimbatore region. Through a survey of 507 college students, the research found a significant relationship between certain social media attitude variables (addictiveness and communication) and academic performance. However, there was no significant relationship with the time spent on social media. The study highlighted the role of social media platforms as virtual spaces for unconventional and collaborative learning, emphasizing their impact on students' academic-intended communication with teachers and peers.

A study was conducted in Nigeria by Orji, Anulika, Zudonu, Ihua, Uwakwe and Elejere (2022), on the influence of students' time spent on social media on the academic performance of Science Education students. The study employed a descriptive survey design. The sample consisted of 250 Science Education students, and data analysis revealed that the majority of students spent an average of five hours or less on social

media per day. WhatsApp was the most patronized platform (60%), followed by Facebook (29.2%). Students who spent fewer hours on social media tended to have higher academic performance mean scores. The study recommended that teachers to leverage social media for giving assignments and instructions to engage students meaningfully in their usage of these platforms.

Bitherman and Frempong (2021), conducted a study in Ghana on how undergraduate students performed academically in relation to their use of social media. The study used a survey approach in order to ascertain why people frequent social media sites, evaluate how much time they spent there on average, comprehend the impact on academic achievement, and look at associated usage issues. The data were analyzed using the Statistical Package for the Social Sciences (SPSS version 20) on a randomly selected sample of eight hundred pupils. The study concluded that despite concerns about the misuse of social media among the youth, most students were inclined to use social media positively for academic purposes. The researchers recommended implementing counseling programs to help students manage their study time effectively and avoid the misuse of social media.

A study was conducted in Nigeria by Emeka and Nyeche (2016), on *"Influence of Internet Usage on Academic Performance of Undergraduate Learners in Nigeria."* The findings demonstrated how enamored Nigerian undergraduate students were with social networking sites. The study's findings also supported the notion that undergraduate learners were actively accessing social networks during lecture sessions. Due to its dynamics in relation to students' academic success, the increasing prevalence of internet and social media use among students is a trend that cannot be easily or simply stated by scholars (Emeka and Nyeche, 2016). The study recommended that the rate at which

Nigerian students devote their time on social media is unprecedented and an immediate action needs to be undertaken before the situation becomes uncontrollable in the academic institutions.

In Zanzibar, a study was conducted by Ismael, El-Nabahany, Yunus, Mwinyi and Mohammed (2016), on the social media technologies roles in teaching at the State University of Zanzibar. The outcomes uncovered that social media is an open technological platform with no control mechanisms and the lack of integrity amongst students who use social media can lead to undesirable behavior like cheating during exams since the student never got ample time to study as he or she spent most of his or her time on social media networks. The study findings stated that, the students should be guided on how to use social media platforms in a manner that can help them advance positively in their academics.

A study was conducted in Kenya by Langat (2017), on Social Networking and Academic Performance of University Learners at Kericho Campus, Kenyatta University. The findings established that many undergraduates spend majority of their time on social networking websites. The majority of respondents spent 4–7 hours per week (n=61, 27.5%) on social network platforms, closely followed by those who spent fewer than 3 hours (n=59, 26.6%). The findings also showed that learners who spend a lot of time on social networks performed poorly academically. Majority of the students who struggle in academics do not spend their time on academics; but instead, they spend it online by conversing and making acquaintances.

The high-volume of social media technology (SMT) usage is popular in learning institutions especially in universities. This is due to the fact that most of the

undergraduate own computers and smart phones and can easily access internet. Undergraduates prefer using social media platforms for different purposes while they are expected to involve themselves in activities that can enhance their academic performance (Tess, 2013). The salient concern among scholars and educators however is on the amount of time students dedicate on social media platforms visa vie on their academic activities. Social media platforms are regarded as a source of entertainment, but popular opinion believes that they may serve as a distraction and yet another impediment which may prevent students from achieving their full potential in their academics.

Time is an important aspect to an undergraduate student's academic life. Regarding the proportion of time a student devotes to academics as opposed to time spent on social media sites, several schools of thought hold divergent views. While some scholars contend that students' usage of social media platforms have no effects on their academic success, others think there is a connection between social media use and academic achievement.

2.1.3 Lecturer-Student Interaction on Social Media Platforms and Its Effects on Undergraduate Academic Performance

Lecturers have different generational and adopter characteristics that affect their adoption of social media in courses. Rogers (2003), categorized the adopters of innovation into 5 groups. Below is an overview of the main characteristics and values of each adopter category, which will be followed by more detailed generalizations.

Innovators: Venturesome

Venturesomeness is almost an obsession with innovators. Their interest in new ideas leads them out of a local circle of peer networks and into more cosmopolitan social

relationships. Communication patterns and friendships among a clique of innovators are common, even though these individuals may be quite geographically distanced. Being an innovator has several prerequisites. Control of substantial financial resources is helpful in absorbing the possible losses from an unprofitable innovation. The ability to understand and apply complex technical knowledge is also needed. The innovator must be able to cope with a high degree of uncertainty about an innovation at the time he or she adopts it.

The salient value of the innovator is venturesomeness, due to a desire for the rash, the daring, and the risky. The innovator must also be willing to accept an occasional setback when a new idea proves unsuccessful, as inevitably happens. While an innovator may not be respected by other members of a local system, he or she plays an important role in the diffusion process: that of launching the new idea in the system by importing the innovation from outside of the system's boundaries. Thus, the innovator plays a gatekeeping role in the flow of new ideas into a system.

Early Adopters: Respect

Early adopters are a more integrated part of the local social system than are innovators. Whereas innovators are cosmopolites, early adopters are localites. This adopter category, more than any other, has the highest degree of opinion leadership in most systems. Potential adopters look to early adopters for advice and information about an innovation. The early adopter is considered by many to be "the individual to check with" before adopting a new idea. This adopter category is generally sought by change agents as a local missionary for speeding the diffusion process. Because early adopters are not too far ahead of the average individual in innovativeness, they serve as a role

model for many other members of a social system. Early adopters help trigger a critical mass when they adopt an innovation.

The early adopter is respected by his or her peers and is the embodiment of successful, discrete use of new ideas. The early adopter knows that to continue to earn this esteem of his or her colleagues and to maintain a central position in the communication networks of the system, he or she must make judicious innovation decisions. The early adopter decreases uncertainty about a new idea by adopting it and then conveying a subjective evaluation of the innovation to near peers through interpersonal networks. In one sense, early adopters put their stamp of approval on a new idea by adopting it.

Early Majority: Deliberate

The early majority adopt new ideas just before the average member of a system. They interact frequently with their peers but seldom hold positions of opinion leadership in a system. Their unique location between very early and relatively late adopters makes them an important link in the diffusion process. They provide interconnectedness in the system's interpersonal networks. The early majority are one of the largest adopter categories, making up one third of all members of a system. The early majority may deliberate for some time before completely adopting a new idea. Their innovation decision period is relatively longer than that of the innovators and early adopters.

Late Majority: Skeptical

The late majority adopt new ideas just after the average member of a system. Like the early majority, the late majority make up one third of the members of a system. Adoption may be both an economic necessity for the late majority and the result of increasing peer pressure. Innovations are approached with a skeptical and cautious air, and the late majority do not adopt until most others in their system have already done

so. The weight of system norms must definitely favor an innovation before the late majority are convinced to adopt. Peer pressure is necessary to motivate adoption. Their relatively scarce resources mean that most of the uncertainty about a new idea must be removed before the late majority feel that it is safe to adopt.

Laggards: Traditional

Laggards are the last in a social system to adopt an innovation. They possess almost no opinion leadership. Laggards are the most localite of all adopter categories in their outlook. Many are near isolates in the social networks of their system. The point of reference for the laggard is the past. Decisions are often made in terms of what has been done previously, and these individuals interact primarily with others who also have relatively traditional values. Laggards tend to be suspicious of innovations and of change agents. Their innovation decision process is relatively lengthy, with adoption and use lagging far behind awareness or knowledge of a new idea. Resistance to innovations on the part of laggards may be entirely rational from the laggards' viewpoint, as their resources are limited and they must be certain that a new idea will not fail before they adopt it. The laggard's precarious economic position forces the individual to be extremely cautious in adopting innovations.

Roger (2003), proved that implementation of a new technology occurs when an individual (or other decision-making unit) puts an innovation to use. Until the implementation stage, the innovation decision process is a strictly mental exercise of thinking and deciding. However, implementation involves an overt behavior change as the new idea is actually put into practice. It is one thing for an individual to decide to adopt a new idea but quite a different thing to put the innovation to use, as problems in exactly how to use the innovation crop up at the implementation stage. Implementation

usually follows the decision stage rather directly, unless it is held up by some logistical problem, such as temporary unavailability of the innovation.

A study was conducted in Thailand by Tantaphalin (2010), conducted a study on the causal factors affecting the decision process for adopting blended learning by Faculty of Education instructors. He used Roger's innovation decision process theory and found that the factors affecting the persuasion, decision, and adoption phases were the characteristics of blended learning. Thus, if lecturers do not have a chance to share experiences of using social media in courses delivery with others and have no ideas to improve their course, they may reject using social media in courses facilitation.

A study was conducted in Indonesia by Agus (2020), on Sevima Edlink social learning network for nursing science students at STIK Binahusada Palembang. The Sevima Edlink online class, an android-based application dedicated to the realm of education, endeavors to establish a learning space fostering interaction between teachers and students. The platform allows learning activities to take place at the convenience of the student, offering greater flexibility in learning schedules. Key features facilitating teacher-student interaction within the application encompass discussion forums, sharing functionalities, class assignments, information dissemination, event updates, and surveys. The study employed qualitative research and it engaged participants from the Nursing Science Study Program at STIK Bina Husada during the 2019/2020 academic year, specifically those enrolled in the English 1 subject during the second semester. Nineteen students participated; the application usage spanned from March 10 to April 28, 2020. The study identified platforms' weaknesses, such as network coverage issues for students located outside Palembang city. The mid-semester test results indicated that the majority of students performed well, suggesting that Sevima

Edlink online academic platform served as a valuable platform for instructional purposes by teachers or lecturers.

A study was conducted in United Kingdom by Dzvapatsva, Mitrovic and Dietrich (2014), on Use of social media Platforms for Improving Academic Performance at further Education and Training Colleges. The findings established that the high prevalence of social media technologies provided an opportunity for lecturers to adopt social media platforms as teaching tools to supplement traditional mode of knowledge transfer from tutor to the student. This is because social media platforms allow students and lectures to continue interacting academically and socially outside the classroom environment. Many scholars believe that social media networks facilitates and foster student–lecturer interaction in academic engagements.

A study conducted in Thailand at the University of Mahasarakham (2015) by Professor Thapanee on *“Impact of teaching experience of lecturer in using social media in higher education courses.”* The findings indicated that when a lecturer uses social media during knowledge transfer to the students, the lecturer can upload academic material on social media platforms for students to read and make notes for themselves. This aspect allows students to continue with their academic learning outside their classrooms. When lecturers adopt technology, they may design their courses in such a way that it may be easily delivered using social media platforms. According to Moran (2011) a social media network becomes a technology in education and can benefit instructions.

Research was conducted in Canada by Gruzd, Staves and Wilk (2011). The research findings stated that social media platforms have made it possible for scholars to transit to interactive social media platforms which have become a major education tool for scholarly activities. The high usage of social media platforms is evidenced on how

students and lectures can communicate and collaborate academically on these social media platforms (Quan-Haase & Young, 2010). Social media platforms play a vital role in ensuring that scholarly activities are undertaken in an interactive manner where the students and lecturer can actively participate as they exchange information and education materials virtually (Ajjan and Hartshorne, 2008).

Sun, Smith, and Cowley (2018), investigated the changing landscape of lecturer-student interaction driven by communication technology and social media. The study introduced the Educator Personal Digital Influence Framework (EPDIF), demonstrating the factors influencing lecturers' impact on students through personal influence management on social media. Through WhatsApp group communication, students provided insights into the positive effects of social media communication on their engagement, performance, and motivation. Privacy concerns, communication frequency, and information shared were highlighted as potential issues. The (EPDIF) refined based on questionnaire results and focus group data, offers educators with a tactical model for managing and enhancing digital communication's personal impact on students in higher education.

Majority of lecturers who utilize social media do it primarily for personal reasons. When considering incorporating social media networks as one of their teaching methods, professors must consider their attitudes and perspectives as well as their pedagogical and technology usage skills. The success of integrating social media platforms into academics may be significantly influenced by lecturers, who are responsible for delivering the education content. Research conducted by Zu, Chen, Duan, Li and Meng (2017) stated that social media platforms can positively enhance academic learning and academic performance.

Technology significantly influences human lives, and the incorporation of WhatsApp in education has yielded positive responses in learning development. WhatsApp is a popular learning tool in various institutions, it contributes to a student-centered learning environment, differentiated instruction, and higher-order thinking skills (Sayan, 2016; Mistar & Embi, 2016). Effective teaching should embrace student-centered approaches, integrating technology to support learning rather than merely as a demonstrative tool. Daily social interactions are crucial for learning, bridging the gap between the classroom and the real world (Klopfer, Osterweil, Groff & Hass, 2009). Educational mobile tools have emerged, showing potential for information sharing and knowledge construction (Pence, 2007). Social networks, such as WhatsApp, play a vital role in raising awareness about reliable information sources among students (Batrawi & Muhtaseb, 2013).

WhatsApp, was introduced in 2010, is a smartphone application that functions across various devices and operating systems, facilitating rapid information access. Its simplicity appeals to a diverse audience, enabling communication between smartphone users with active internet connections (Sayan, 2016). While WhatsApp offers numerous benefits to students, its role extends beyond communication to actively promoting learning involvement through conversations and discussions (Mistar & Embi, 2016). The application can be considered a social network, providing swift access to a wealth of information.

A study was conducted in Zambia by Akakandelwa, Moonga and Changala (2018). The study examined the usage of WhatsApp among final year adult education students at the University of Zambia and it aimed to establish usage patterns, identify various applications, determine frequency and interactivity, pinpoint commonly used features,

and identify challenges faced by students. Numerous global studies have indicated that there is a general rise in the use of social media for communication among students, particularly in higher learning education institutions. WhatsApp, in particular, has gained popularity among students. The survey, was conducted in the School of Education. It involved questionnaires and focus group discussions. Findings of the study revealed a widespread use of WhatsApp for social interactions, with limited academic communication between students and lecturers. The study concluded that WhatsApp is a viable tool for student interaction and suggested its adoption to enhance academic material delivery.

A study was conducted at Fort Hare University, South Africa by Terblanche, Fakir, Chinyamurindi and Mishi (2020). In Chartered accounting programs, success is often measured by students passing a professional qualifying examination upon completing their university studies. Enhancing students' self-esteem, student-student interaction, and lecturer-student interaction is identified as a potential strategy to improve pass rates in Chartered accounting programs and the professional qualifying examination. The study investigated the relationship between student engagement and self-esteem, and how that relationship affects academic performance and learning outcomes in a chartered accounting program at a historically underprivileged university in the Eastern Cape of South Africa. Over 65% of the population participated in a positivistic survey that was used to gather data. General structural equation modeling was used to analyze the results. The results showed that learning performance, academic achievement, student-student and lecturer-student interactions, and self-esteem were all highly influenced. The findings, which are in line with earlier studies, are in favor of establishing an atmosphere that encourages engagement and raises students' self-esteem in order to improve learning. In order to improve students' performance on accounting

qualifications, teachers are urged to use techniques that raise students' self-esteem and motivate them to participate actively in the learning process.

A study was conducted at the University of Cape Coast, Ghana by Nyadanu, Garglo, Adampah, and Garglo (2014). The study investigated the impact of lecturer-student relationships and academic performance in Ghana, where an inverse relationship was observed concerning academic performance, with increasing years spent in the department. The study indicated that while the prevailing student-lecturer relationship may not have a direct and strong impact on high academic performance, it contributed significantly to fostering high self-esteem, consequently influencing academic attainment. The study recommended efforts to enhance student-lecturer relationships to elevate students' self-esteem for improved academic performance.

A study was conducted in Nigeria by Babatunde (2017). The study examined the impact of social media and environmental factors on the academic performance of student nurses in the southwestern region of Nigeria. The increasing popularity of social networking sites has raised questions about their potential to enhance interaction, academic participation, and performance among students and lecturers. Findings revealed that Facebook significantly contributed to predicting students' academic performance, emphasizing the need for balanced social media usage for academic purposes. Recommendations included encouraging students to use social media appropriately for academics and improving physical structures for conducive learning environments.

A study was conducted in South Africa by Dzvapatsva, Mitrovic, and Dietrich (2014), on Use of Social Media Platforms for Improving Academic Performance at Further Education and Training Colleges. The project compared level 3 student test scores for

2011 and 2012, and students were provided with questionnaires to gather their perspectives on social media usage. Additionally, lecturers were surveyed about their perceptions of the knowledge portal. Analysis of data collected from seven lecturers and 38 students revealed a noteworthy 35% improvement in academic performance following the implementation of interventions, namely social media and a knowledge portal. The study underscored the significance of electronic media in fostering learning. The research not only offered lecturers an alternative approach to teaching and learning but also demonstrated how the knowledge portal could be utilized for setting high-quality assessments and social media for increasing contact learning time.

In South Africa, Tinashe and Cilliers (2017), conducted a study on Factors Influencing the Adoption and continued use of Social Networks in Academia: A case of a Traditional University. The findings implied that the South African economy suffers from a lack of trained human resources. The human resource skills shortage has witnessed challenges, some traditional universities have not yet embraced technology for their academic communication purposes thus prevented undergraduate students from being able to complete their studies as per the required time frame. The research established that the lack of student and lecturer interaction outside the classroom time compounded to the problem of late course completion among undergraduate students.

Research was conducted in Kiambu County, Kenya by Waweru (2018), on Effects of social media on Students Academic Performance in Tertiary Education Institutions in Thika Municipality, Kiambu County, Kenya. The findings established that, some social media sites promoted academic group work, sharing resources with fellow classmates and also acted as a communicating platform with their lecturers. WhatsApp was found

to be the social media site that supported academic work more because it is a user-friendly platform for both students and lecturers.

Popular social media platforms like Facebook, YouTube, Twitter and WhatsApp are widely used in higher learning institutions. Most lecturers believe in social media use and incorporate it into their teaching both in and outside of class. Lecturers post content that students are required to view or read. Some course assignments require undergraduates to read or view social media or to comment on or post to social media platforms. Using social media in courses can benefit instruction. Therefore, lecturers and learners have widely adopted social media in courses.

When lecturers adopt social media platforms as one of their tools for academic purposes, the time of interaction between the student and the lecturer is high as opposed to normal classroom time which is time limited. This survey therefore aimed in exploring academic performance of undergraduate students when they interact with their lecturers on social media platforms during course(s) facilitation. The four selected social media platforms were Facebook, WhatsApp, YouTube, and Twitter. Current research confirms that educational experiences that are interactive, engaging and student owned leads to a deeper learning, better understanding as these increases the ability of a student to grasp academic concepts leading to better performance in academics.

Lecturers' experiences of using social media in their courses can show how much lecturers use appropriate technology, use social media in their courses, and try to solve problems while using social media in their courses. The research findings of this survey will therefore aid instructional designers and lecturers gain ideas on how to improve their courses facilitation and enhance students' academic performance.

2.2 Existing gaps

Table 2.1: Gaps filled by the previous conducted research (2021)

Researcher	Research topic	Research findings	Existing gaps	What this study focused on
Abu-Shanab and Al-Tarawneh (2013)	How Jordanian youths perceive social networks influence.	University students' orientation is influenced when they use social media platforms.	The research never focused on academic performance.	This study focused on academic performance of an undergraduate student when he or she uses the selected social media platforms.
Rouis, Moez and Esmail (2011)	Impact of Facebook Usage on Students' Academic Achievement: Role of Self-Regulation and Trust	Students who can regulate their usage of Facebook tend to perform well in their academics while those who cannot regulate their Facebook usage perform poorly.	The study only focused on one social media platform (Facebook) on academic achievement.	This study focused on the four selected social media platforms: Facebook, WhatsApp, You Tube and Twitter and their influence on academic performance.
Haq and Chand (2012)	Pattern of Facebook Usage and its impact on Academic Performance of	Students who use Facebook tend to perform poorly in their academics.	Facebook was the only social media platform that was studied visa vie the academic performance of	This study focused on four social media platforms; Facebook, Twitter, You Tube and

	University Students: A Gender Based Comparison		the university students basing on gender comparison.	WhatsApp and how they influenced the academic performance of undergraduate students.
Ismail et al (2016)	The role of social media in teaching at the state university of Zanzibar.	The findings indicated that university lecturers have a positive outlook on technologies improving students learning.	The research focused on social media as teaching tools by lecturers at State University of Zanzibar.	This study aimed at investing, if lecturers and undergraduates' interaction on social media platforms had any influence on students' academic performance.

2.3 Theoretical Review

A theoretical structure is utilized to restrict the extent of the expected information to be gathered by the researcher through zeroing in on the review's factors and characterizing the particular perspective (system) that the specialist will take in examining and deciphering of the gathered information. The study was grounded on two theories namely: Uses and Gratification Theory (UGT) and Technology Acceptance Model (TAM).

2.3.1 Uses and Gratification Theory (UGT)

The study adopted, “Uses and Gratification Theory.” which was developed by Katz (1955). According to Katz (1955), media users are rational users who always want to satisfy their gratification needs. The usage of a particular selected social media is, therefore, dependent on the motive of the user. Uses and Gratification theory is supported by a study which was conducted by Pew Internet and American Life Project whose study findings established that, Generation Y (also known as millennial generation, children born in the 2000s) rely on internet for most of their communications unlike the older generations (Lenhart et al., 2010; Madden & Smith, 2010). The users of a particular media are therefore, formed based on similarities of individuals’ needs, interest and the state originating from the mind. Types of needs for media usage as proposed by Denis McQuail (2000), include information needs, companionship needs, relaxation needs and diversion or escape needs. Wright (1994) stated that, a selected media is aimed at fulfilling the gratification needs of its users. McQuail (2000), stated that there are three assumptions of Uses and Gratification approaches: media and content choice is rational, and its usage is for satisfying the immediate needs; audience members know in advance which media they can use so that they can satisfy their personal needs and personal utility is determined by the audiences’ formation than aesthetic or cultural factors.

Blumler and Katz (1974), explained in their first assumption concerning UGT that media has effects on its users and the theory proposes that users are rational when it comes to selecting a media which they will use to satisfy their gratification needs. The users are conscious of the possible effects. Blumler and Katz (1974), further stated that, a media user chooses a media that will optimize his or her needs. The second assumption is that there exist variety of media which the user can satisfy his or her

needs. For example, a student can decide to choose a radio and not a television to satisfy his or her entertainment needs.

2.3.2 Technological Acceptance Model (TAM)

Davis (1989) stated that TAM explains that a user believes that it will not require any effort when using the selected media. The perceived ease of use and the perceived usefulness of a media are the two main factors of TAM that influences an individual to select and use a new technology. When an adult believes that playing digital games requires more effort or is a waste of time, he or she will not adopt that kind of technology, on the other hand, an adult will be eager to learn and later play digital games when he or she perceives that the digital games will provide ample mental stimulation and psychological relaxation, TAM theory assumes that users choose a technology based on a rationality.

The theory of TAM further maintains that the decision to use a chosen technology follows four-stages: Beliefs: A user will choose a particular technology against another when the user believe that it will maximize his or her gratification needs, or it can help him or her to undertake a task in an efficient manner; Beliefs attitude: When a user chooses a technology, the user already knows the potential consequences. The consequences create the attitude to use the selected technology; Attitude intention: When a user attitude intention is positive, the user will use the selected technology unlike when the user's attitude intention is negative. Lastly, intention to use: A user of a certain technology is controlled by the preconceived intentions.

2.4 Theoretical Framework

UGT (Uses and Gratifications Theory) and TAM (Technology Acceptance Model) were adopted as the theoretical framework for this study. These two theories supported

the study by elaborating on why an undergraduate student chose between one, two, or four social media platforms and the intended needs that the undergraduate sought to satisfy. The UGT provided insights into the motivations driving students' choices in social media usage, emphasizing the gratifications they sought from these platforms. On the other hand, TAM highlights the factors influencing the acceptance and use of technology, shedding light on how students perceive and adopt various social media platforms based on their perceived usefulness and ease of use. The adoption of UGT and TAM facilitated a comprehensive understanding of the factors influencing students' choices in the use of multiple social media platforms and the underlying motivations guiding their decisions.

2.4.1 Uses and Gratification Theory (UGT)

According to Blumler and Katz (1955) UGT is seen as a chain of effects linkage.

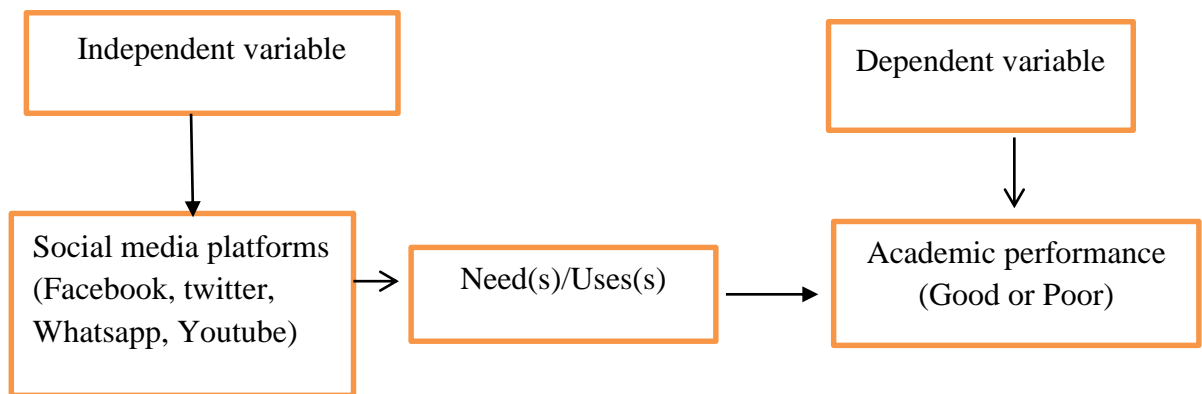


Figure 2.1: Theoretical Framework (2021)

2.4.2 Technological Acceptance Model

Davis (1989), stated that TAM is based on user' rationality since the user believes that the selected or preferred technological platform is best and requires no effort when using the chosen media platform.

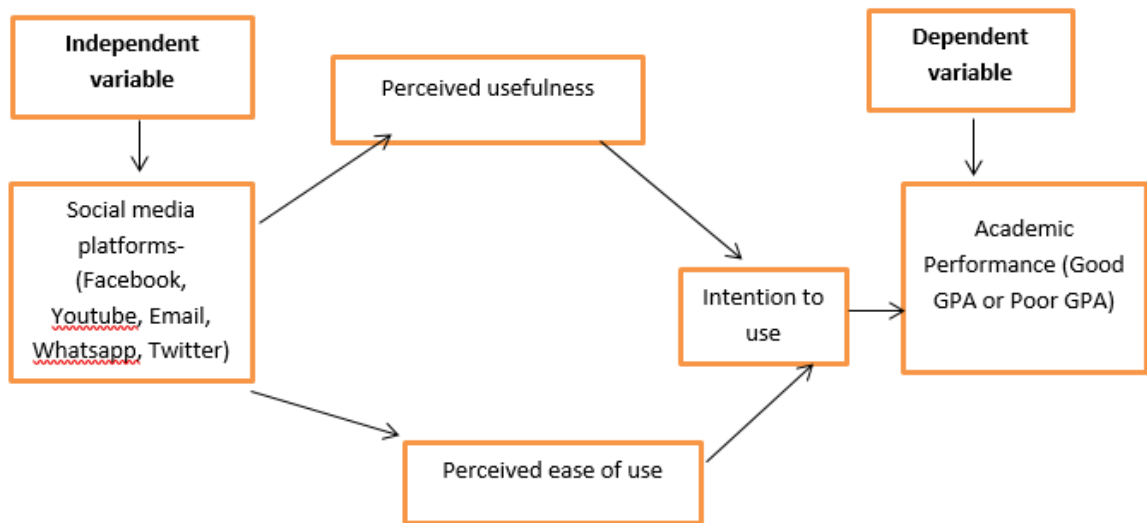


Figure 2.2: Theoretical Framework (2021)

2.5 Conceptual Framework

The conceptual framework is a structure that clarifies how the variables in the study interacts with one another and with respect to the topic of investigation (Miles & Huberman, 1994). This study adopted Shikawa model also known as fishbone diagram. The concept was developed by Ishikawa (1960), which aimed at discovering the causes or origins of a specific event. Social media platform usage, time spent on the chosen social media sites, and interactions between lecturers and students on those platforms were the predictor variables for the independent variable. The predictor variables gave the researcher the ability to look into the relationship between undergraduate students' academic achievement and the social media sites they had chosen.

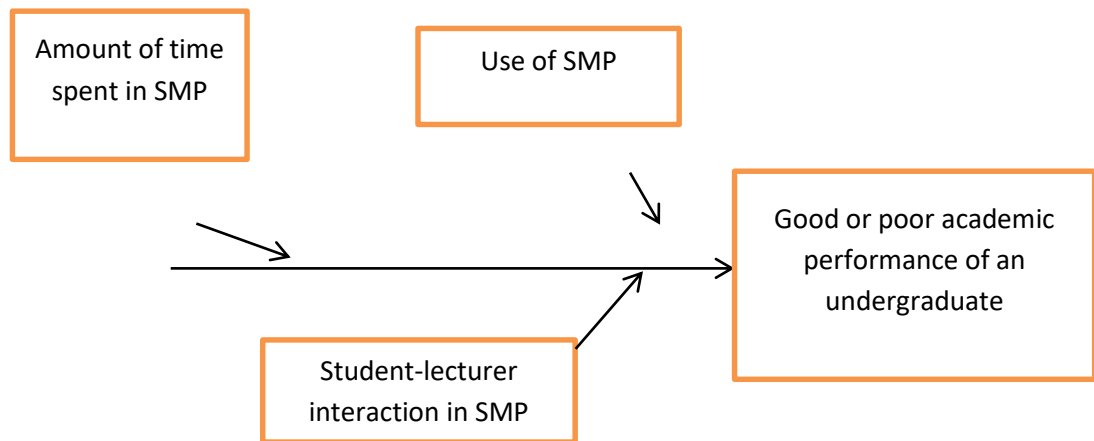


Figure 2.3: Conceptual Framework (2021)

2.6 Summary

There are two main school of thoughts who disagree about the influence of social media on learners' academic performance: those who think it's beneficial for students to utilize social media and those who think it will negatively impact on their grades. Little study has been done conducted on the relationship between social media use and students' academic accomplishment in Africa and particularly in Mombasa County, Kenya, despite the exponential rise in social media usage among university students.

This study aimed at establishing if there was a collaboration of findings with previous conducted researches on social media and academic performance of undergraduate students as well as determining if lecturers can adopt the selected social media platforms as an academic resource.

The study aimed at filling the gap of instituting policies to govern the responsible use of social media amongst undergraduates. This study was also different from other previous conducted studies because it aimed at filling the gap of the possibility of the

adoption of social media in higher learning institutions so as to facilitate an education system which is more engaging and interactive between the student and the lecturer. Most of the previous researches were on the impact and effects of social media on academic performance of students without providing the solution on how to prevent the negative influence on academic performance. This study is therefore, timely due to the fact that social media platforms are becoming popular amongst undergraduate students in the 21st century, and it is the high time to incorporate technology in the lecture halls.

The two adopted theories of UGT and TAM were therefore instrumental as they aided in putting into perspective the three variables of this study and the nature of data that were collected and later analyzed in the determination of the true reflection of why an undergraduate student choose a particular social media platform against another social media and the kind of effect it had on his or her academic performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The chapter presented a guideline on how the study was conducted. Subsections of the chapter include; research design, location of the study, population, sample size and sampling, instruments for data collection, piloting, data collection, data analysis and ethical considerations.

3.1 Research Design

A research design is an important tool for designing an investigation aimed at identifying the variables under examination and the nature of their interaction. According to Adekeye (2016), a good research design enables the researcher to gather the necessary information to test hypotheses or provide scientifically sound answers to study questions. A good study design minimizes bias and maximizes the trustworthiness of the data that is obtained. According to Selltize, Wrightsman, and Cook (1976), the research design should specify the conditions under which data will be gathered and assessed while also considering the significance of the subject being investigated.

In this survey, correlational research design was used. Correlational research design attempts to investigate the nature of relationship between two or more variables using statistical data (Shirish, 2013). Additionally, under correlational design, the researcher can record quantitative data about the subjects (the subjects in this study were undergraduate students at Mombasa Campus, Kenyatta University) without manipulating the study variables.

3.2 Study variables

The variables of this study were of two categories: -

3.2.1 Independent variable

Social media platforms were the independent variables. The selected social media platforms were Facebook, YouTube, Twitter, and Instagram. The independent predictor variables were; social media usage, amount of time a user spends on social media platforms and the interaction of lecturer-student on social media platforms.

3.2.2 Dependent variable

Academic performance was the dependent variable and it was measured in reference to the GPA attained by an undergraduate student in his or her previous academic completed years.

3.3 Location of the study

The study was conducted at Mombasa Campus, Kenyatta University in Mombasa County, Kenya. Mombasa County, has a total area of 295 km² and 65 km² of inshore waters, is situated between latitudes 3°56' and 4°10' south of the equator and longitudes 39°34' and 39°46' east. Kenyatta University-Mombasa campus is specifically located within the Central Business District (CBD) of Mombasa. The CBD of Mombasa is a host to various campuses from different universities, including Technical University of Mombasa, University of Nairobi, Kenyatta University, Jomo Kenyatta University, Moi University, Daystar University, Kenya Methodist University, and Mount Kenya University.

The selection of Mombasa campus, Kenyatta University as the study location was purposive. During my postgraduate studies at Mombasa Campus, Kenyatta University, I noted that many undergraduate students were busy on their mobile phones and laptops

during their group discussions, in libraries and even during break time. According to ICT department statistics of Mombasa Campus, Kenyatta University (2022), the statistics indicated that there was a consistent increase in the usage of social media platforms amongst Kenyatta's University undergraduate students. I was therefore interested in determining if there was an influence between the usage of the social media platforms and the academic performance of the undergraduates of Mombasa Campus, Kenyatta University.

3.4 Target Population

According to Kerlinger (1981), a population is any group of individuals, subjects, or events, whether they are made up of non-living or animate objects. The target population is used by researchers to extrapolate the study's findings (Oso and Onen, 2005; Kothari, 2004). At Mombasa Campus, Kenyatta University, 732 undergraduate students made up the study's overall target population. The undergraduate of Mombasa Campus, Kenyatta University were the target population for this study because they represented the age bracket that is computer literate and which used social media platforms most of their time.

The target population was the undergraduate students of Mombasa Campus, Kenyatta University, and were chosen purposively due to the fact that during my Postgraduate studies at Mombasa Campus, Kenyatta University. I noticed that the undergraduate students spent most of their times on their smart phones and laptops and I was curious to investigate what platforms do they visit and what content do they consume. The target population therefore, consisted only the undergraduates of Mombasa Campus, Kenyatta University and not diploma neither postgraduate student.

3.5 Sampling techniques and sample size

3.5.1 Sampling technique

A sample is a condensed area that serves as an example of a wider population. Any inferences about the sample that are formed ought to apply to the overall population. Cohen (2003), asserts that factors like cost, availability, and time frequently hinder researchers from gathering information from the entire targeted population, necessitating the use of a sample. This survey used a random sampling technique to choose its sample population. Every member of the population had an equal chance of being selected for the study's sample.

3.5.2 Sample size

According to Nwankwo (2020), when determining a sample size, it is not done arbitrary but by adhering to a scientific framework. The sample population of this study was calculated using Taro Yamen's formula (Nwankwo, 2006):

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

Where:

n = sample size

N = population size

e = level of accuracy (0.05)

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

$$n = \frac{732}{1 + N(e)^2}$$

$$1 + 732(0.05)^2$$

$$n = \frac{732}{2.83}$$

$$2.83$$

$$n = 258$$

According to Nwankwo (2006), the study sample should be higher than the estimate obtained from the adopted formula since the formula only gives an approximation of the sample. The formula generated sample of 258 which was the actual sample,

This study considered gender outlook. The questionnaires were distributed evenly amongst female and male students at Kenyatta University, Mombasa Campus. The gender consideration provided an opportunity for comparisons on how female and male students interact with social media platforms and how these social media platforms influence their academic performance.

3.6 Research Instruments

Data collection from primary sources is necessary for a correlational study approach. Kothari (2004), defined primary data as information that has been gathered for the first time and is of an original nature. The researcher used the research instrument listed below to collect data that met the goals of this study:

3.6.1 Questionnaires

The questionnaire is a research tool that collects data from a sizable sample (Kombo & Tromp, 2006). A covering letter that introduces the researcher, describes the study's objectives, and asks the respondent for help in supplying the necessary information

precedes the actual questionnaires (Zohrabi, 2013). Both structured and unstructured questions were included in the surveys. Structured questions were designed with each item followed by a list of possible answers. The use of structured inquiries was encouraged due to their efficiency in administration and data analysis. On the other hand, unstructured or open-ended questions allowed respondents to express themselves freely, thus providing more in-depth information about the subject at hand, as noted by (Mugenda and Mugenda, 2003). However, there was a propensity for respondents to provide data that did not directly address the study objectives, posing a challenge in categorizing responses for quantitative analysis. This approach aimed to gather a comprehensive range of data while acknowledging the potential complexities associated with the analysis of unstructured responses.

3.7 Pilot Study

A pilot study was conducted before the actual study. The pilot sample was determined using a random sampling technique, with a sample of 40 undergraduate students obtained from the 732 undergraduate students at Mombasa campus, Kenyatta University. It's important to note that the piloted sample was never incorporated into the actual study. Following the pilot study, two tests were undertaken on the research instrument to assess its reliability and validity. This sequential approach, starting with a pilot study and subsequently conducting tests on the research instrument, aimed to refine and enhance the research tools for the main study based on the insights gained during the pilot phase.

3.7.1 Validity

When a research tool provides information that is pertinent to the study and works to achieve the research's goals, it is considered to be valid. Mugenda and Mugenda (2003),

asserted that validity is attained when the outcomes of the research instrument(s) accurately reflect the phenomenon being studied. According to Kothari (2004), a test is considered valid if it measures the objectives for which it was created. Typically, a panel of experts in the field being researched is engaged to verify validity (Cronbach, 1971). The following requirements were suggested by Fowler (2002), for obtaining content validity: Relevance of the items, clarity of the wording, absence of prejudiced language, use of Standard English, instructions clarity and the use of the required formatting. The researcher consulted peers, the supervisor, administrators and specialists in order to get the necessary comprehension, precision, and clarity of the study instruments.

3.7.1.1 Construct validity

The degree to which a construct has been operationalized in the research is known as construct validity. When cause and effect theoretical frameworks accurately mirrors the situations in real life that they are supposed to model, construct validity has occurred

3.7.1.2 Content validity

By carefully choosing which particular elements to include, a test can achieve content validity (Anastasi and Urbina, 1997). The problem being studied should be represented in the exam items. This study questionnaire will enhance validity by ensuring that the variables under study (social media platforms and academic performance) are well explained and easily understandable. For example, the usage of the social media platforms was determined by the amount of time spent an undergraduate spends on the selected social media platforms while academic performance was measured using the GPA attained by an undergraduate student in the previous completed semester examinations.

3.7.2 Reliability

A test is said to be reliable if it can generate similar results when administered repeatedly. According to Schutt (1999), reliability refers to measure of consistency. The reliability coefficient of the questionnaires of the piloted data was tested by adopting Kuder and Richardson formula. During the undertaking of the test, a correct question scores 1 and an incorrect question scores 0.

The reliability test statistic formulae were:

$$\rho_{KR20} = \frac{k}{k-1} \left(1 - \frac{\sum_{j=1}^k p_j q_j}{\sigma^2} \right)$$

Where:

k = number of questions

p_j = number of people in the sample who answered question j correctly

q_j = number of people in the sample who didn't answer question j correctly

σ^2 = variance of the total scores of all the people taking the test = VARP (R1) where

R1 = array containing the total scores of all the people taking the test.

The reliability result values range from 0 to 1. A high value will indicate reliability, while too high value (more than 0.90) will indicate a homogeneous test.

3.8 Data collection techniques

The process of data collection helps in proving facts (Kombo & Tromp, 2006). The act of data collection involves the researcher going to the field and obtaining primary data

from the predetermined study's sample. This study used survey questionnaires as its data collection technique. Before administering the questionnaires to the respondents to gather their views and opinions, a covering letter is used to introduce the researcher, explain the aim of the research, and request assistance from the respondents to provide truthful information (Zohrabi, 2013).

The questionnaires comprised five (5) components: section A handled demographic questions, while sections B to E addressed the research questions. Survey questionnaires were given to undergraduate students at Kenyatta University's Mombasa Campus. Two research assistants supported the researcher during the data collection process. The primary locations for administering the questionnaires were the university's library, student center, and the university's canteen. During the data collection process, both the researcher and the research assistants asked respondents to access their student portals to verify their actual GPAs from previous exams, to ensure accurate information is collected. The handling of students' GPAs was done with the utmost discretion. The surveys were administered face-to-face, with respondents providing their answers, while the researcher and two research assistants recorded the responses given in the questionnaires.

3.9 Data Analysis and Presentation

Kombo and Stomp (2006) defined data analysis as the process of examining coded information and drawing conclusions. The gathered information was subjected to a correlational (Pearson's) analysis using the statistical package for social sciences (SPSS). The range of Pearson's r ranged from -1.00 to +1.00, with 0 denoting no relationship at all between the two variables under investigation. The analytical

approach allowed for the exploration of the relationships between the variables of the study, providing insights into the strength and direction of their associations.

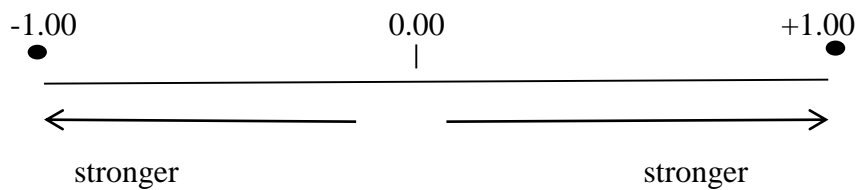


Figure 3.1: Pearson's r scale

The analyzed data aimed to establish the nature of the relationship between the two variables under this survey: the usage of selected social media platforms and academic performance. The analyzed data were displayed in tables and Likert scale. For example, the percentages of the amount of time students spent while using the chosen social media platform was presented in Likert scale while the gender distribution of the respondents was presented in tables. This analytical process provided a visual representation of the data, allowing for a clearer understanding of the patterns and relationships between the variables investigated.

3.10 Data management and Ethical consideration

According to Kombo and Tromp (2006), research whose subjects are people or animals is required to adhere to research ethical issues. The subjects of this study were undergraduate students of Mombasa Campus, Kenyatta University. The participation of the respondents was voluntary, and no coercion or intimidation was used in obtaining the data. Before asking the respondents to engage in the survey by providing accurate information relevant to the survey questions, the researcher spent some time explaining the significance of the study. Fischer (2004), stated that ethics are norms that guide the

moral choices of how people behave and relate to each other. Every society has norms, and it is important that they are adhered to.

This study was therefore, was conducted within the prerequisite research ethical considerations. Firstly, the researcher adhered to data confidentiality requirements since the data collected was utilized for scholarly purposes only and not for any other malicious purposes. Secondly, anonymity of the respondents was adhered to, whereby the names of the participants were not published in any platform. Anonymity ensured that the respondents were free to give their honest opinions without any fear of victimization. Thirdly, the consent of the respondents was sought before engaging them in responding to the study's questions. Lastly, the researcher requested for approval from Kenyatta University's graduate school before applying for a study authorization from NACOSTI. This study was therefore carried out in accordance with the predetermined parameters of scholarly research because approval from these pertinent bodies was obtained.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.0 Introduction

This chapter presented demographics, descriptive statistics, inferential statistics, interpretations and discussions. It analyzed the data as per the research objectives;

1. To investigate the influence of selected social media use on academic performance of undergraduate students;
2. To determine the amount of time an undergraduate student spends on the selected social media platforms and its influence on academic performance.
3. To examine student -lecturer interaction on the selected social media platforms and its influence on academic performance of undergraduates.

Frequency, inferential statistics, such as ANOVA were employed to assess the significance of the variables of social media platforms' use, amount of time spent, student-lecturer interaction and academic performance of undergraduate students. Multiple regressions and correlation coefficients were also used to identify association between variables, as per the research objectives.

4.1 Data Presentation

The collected data were presented in tables, percentage and Likert scale. The tables, percentages and Likert scale were used because they displayed the data in presentable manner.

4.2 Response Rate

The study issued 258 questionnaires to undergraduate students of Kenyatta University, Mombasa Campus, out of which 238 were completed and returned; this was a response rate of 92%. Sammut, Griscti and Norman (2021) stated that a 50% response rate is sufficient, 60% is good and an above of 70% is very good. Furthermore, Shiyab, Ferguson, Rolls and Halcomb (2023) affirmed that response rates of 70% are excellent for analysis. Consequently, the study's response rate of 92% was satisfactory and reliable. Table 4.1 illustrates the response rate.

Table 4.1: Response rate

Category	Sample	Responses	Response rate
Students	258	238	92%
Total	258	238	92%

Source: Research Data

4.3 Reliability Results

The study conducted a pilot study to assess the validity and reliability of the research instrument. The pilot sample was determined by adopting a random sampling technique, and a sample of 40 undergraduate students was obtained from the 732 undergraduate students at Kenyatta University, Mombasa campus. The piloted sample was never incorporated into the actual study. The purpose of the pilot sample was to test the research instruments, identify any potential issues, and refine the methodology before the commencement of the main study. The decision not to include the pilot sample in the final analysis ensured that any adjustments made based on the pilot study did not bias the results of the actual research. This approach follows the standard practice of using a pilot study to enhance the robustness and validity of the research

instruments and methodologies employed in the subsequent main study. Table 4.2 illustrates reliability results:

Table 4.2 : Reliability

Variable	Item	Alpha Value	Recommendations
Social media platforms' use	10	0.904	Reliable
Time spent on social media	5	0.897	Reliable
Student lecturer interaction	6	0.912	Reliable
Academic performance	8	0.889	Reliable

Source: Research Data

The Cronbach Alpha Coefficient was calculated for each variable. Coefficient for academic performance was 0.889, social media platforms' use was 0.904, time spent on social media was 0.897 and student lecturer-interaction was 0.912. All the variables had reliability values higher than 0.7, which was considered adequate for the study.

4.4 Validity tests

The study conducted validity tests of the questionnaire. The research's instrument validity was achieved by seeking the university supervisor's professional advice. Upon adequate advice from the supervisors, the questionnaire was examined, revised and accepted. The questionnaire provided data that were accurately answered the study's research questions.

4.5 Demographic information

Analysis of the respondents' demographic information.

4.5.1 Respondents' age

Results showed that 16 (7%) of the respondents were 18-19 years, 99 (42%) were aged 20-21, 92 (39%), were aged 22-23 years and 31 (13%) were aged 24-25 years of age. This indicated that the age bracket of 20-21 had the highest frequency hence a fair distribution. The age bracket of 20-21 and 22-23 had the highest number of respondents because these age bracket represented the majority number of students undertaking undergraduate studies.

Table 4.3: Respondents age

Age	Frequency	Percent
18-19	16	7
20-21	99	42
22-23	92	39
24-25	31	13
Total	238	100

Source: Research Data

4.5.2 Respondents' Gender

The study indicated that out of 238 respondents 115 (48%) were male and 123 (52%) were female. Hence, majority of the respondents were female which was a fair gender distribution in regards to the usage of the social media platforms. Research which was conducted by Mazman and Usluel (2011), stated that females are using social media more for academic purposes, planning agenda, and maintaining the current friendships

compared to males. According to Mazman and Usluel (2011), males use social media mostly for making new friendships and relationships. In the 21st century, the female gender has adopted social media platforms to advance and foster their current relationships unlike the male gender. This research therefore, proved that the female gender used social media platforms more compared to male gender.

Table 4.4: Respondents' Gender

Gender	Frequency	Percent
Male	115	48
Female	123	52
Total	238	100

Source: Research Data

4.5.3 Respondents' School

The study showed that out of 238 respondents, 61(26%) belonged to School of Education, 87(37%) were from School of Business, 12(5%) belonged to School of Economics, 20(8%) School of Hospitality, 58(24%) were from School of Social Sciences. Therefore, school of Business had the highest distribution of 87(37%) due to the fact that. According to Khan, Sarwar, Chen, and Khan (2022), business management students need to have excellent communications skills to be successful in their field of study and social media platforms have provided an opportunity for them to communicate effectively and efficiently. The students who pursued business related courses had a higher percentage of using social media platforms and they mostly preferred Facebook and YouTube for sharing academic tutorial videos on communication skills.

Table 4.5: Respondents' School

School	Frequency	Percent
Education	61	26
Business	87	37
Economics	12	5
Hospitality	20	8
Social sciences	58	24
Total	238	100

Source: Research Data

4.5.4 Respondents' Program

It was evident that 61 (26%) respondents belonged to education program, 87 (37%) were of Commerce program, 12 (5%) Bachelor of Economics program, 20 (8%) were of Hospitality program and 58 (24%) were of Bachelor of Arts program. Bachelor of commerce program had the highest distribution of 87 (37%).

Table 4.6: Respondents' Program

Program	Frequency	Percent
Education	61	26
Commerce	87	37
Economics	12	5
Hospitality Management	20	8
Arts	58	24
Total	238	100

Source: Research Data

4.5.5 Respondents' year of study

In regards to the 238 respondents, 40 (17%) were in year one, 65 (27%) were in year 2, 75 (32%) were in year 3 and 58 (24%) were in year four of their study. Majority of the students were in their third year of study. The research findings proved that the 2nd, 3rd and 4th year students had a higher rate of using social media platforms unlike the 1st year students. This is illustrated in Table 4.7

Table 4.7: Respondents' year of Study

Year of study	Frequency	Percent
1	40	17
2	65	27
3	75	32
4	58	24
Total	238	100

Source: Research Data

4.5.6 Respondents' GPA

Out of 238 respondents, 35 (15%) had a GPA of A, 140 (59%) had a GPA of B, 50 (16%) had a GPA of C, 17 (7%) had a GPA of D, lastly 8 (3%) had a GPA of E. This showed that most of the respondents had a GPA of B. Majority of the respondents had a GPA of B and most of them attested that, the social media platforms aided their academic performance since they had formed virtual groups on the social media platforms where they mainly discussed educational content.

Table 4.8 Respondents' GPA

GPA	Frequency	Percent
A	35	15
B	140	59
C	50	16
D	17	7
E	8	3
Total	238	100

Source: Research Data

4.5.7 Respondents' e-devices

The findings proved that undergraduate students owned electronic devices, out of 238 respondents 105 (44%) owned smartphones, 103 (43%) owned laptops, 20 (8%) owned desk top computer and 10 (4%) owned smartphone, laptop and desktop computer. The use of smartphones 105 (44%) had the highest distribution, as indicated in Table 4.9.

Table 4.9: Respondents' e-devices

E-devices	Frequency	Percent
Smartphone	105	44
Laptop	103	43
Desktop computer	20	8
All	10	4
Total	238	100

Source: Research Data

4.5.8 Access to internet

It was revealed that 238 (100%) of all respondents had access to internet. This was a uniform frequency distribution as showed in table 4.10

Table 4.10: Respondents' Internet Access

Access Internet	Frequency	Percent
Yes	238	100

Source: Research Data

4.5.9 Respondents mostly used electronic device

The research findings indicated that out of 238 respondents, 163(68%) used smartphone while 75(32%) used laptop. Most of the respondents preferred using smartphones during their access to internet as showed in table 4.11

Table 4.11 Mostly Used Device During the Access to Internet

Mostly used device	Frequency	Percent
Smartphone	163	68
Laptop	75	32
Total	238	100

Source: Research Data

4.5.10 Respondents Subscribed Social Media Platform

Out of 238 participants, 62 (26%) were WhatsApp subscribers, 91 (38%) were Facebook subscribers and 64 (27%) were of YouTube subscribers while 21 (9%) were Twitter subscribers. This showed that most of the respondents were subscribed to Facebook and You Tube social media platforms as showed in Table 4.12

Table 4.12 Subscribed Social Media Platforms

Subscribed platforms	Frequency	Percent
WhatsApp	62	26
Facebook	91	38
You Tube	64	27
Twitter	21	9
Total	238	100

Source: Research Data

4.5.11 Respondents' Hours Spent On Social Media Platforms

The study indicated that out of 238 respondents, 97(41%) spent less than 3 hours and 141(59%) spent 4-7 hours. This showed that most of respondents engaged on social media platforms for 4-7 hours, as shown in Table 4.13.

Table 4.13 Hours Spent

Hours spent	Frequency	Percent
Less than 3 hours	97	41
4-7 hours	141	59
Total	238	100

Source: Research Data

4.6 Data analysis

The data analysis was presented as per the study objectives, that is: to examine social media platforms use and academic performance of undergraduate students, to investigate amount of time spent on social media and academic performance of undergraduate students and student-lecturer interaction on social media platforms and academic performance of undergraduate students.

4.6.1 Social Media Platforms Use and Academic Performance of Undergraduate Students

The study's first objective was to investigate the effects of selected social media platforms' use on academic performance of undergraduate students. Respondents were asked ten questions regarding the objective. Likert scale was used to present the responses. Out of 238 respondents, (37%) strongly agreed that they used social media platforms to share each semester's courses of study amongst their fellow students, 56% agreed and 7% were neutral (Mean=4.29; SD=0.593).

The use of social media platforms to facilitate group discussions was supported in that 8% were neutral, 64% agreed whereas 29% strongly agreed (Mean=4.21; SD=0.564).

The use social media platforms to communicate about assignments and class projects was assessed such that (2%) were neutral, (51%) agreed while the remaining 47% strongly agreed (Mean=4.45; SD=0.539). Additionally, 39% strongly agreed that they shared educational video content with fellow students through social media sites, 57% agreed while 4% were neutral (Mean=4.34; SD=0.558). Thirty nine percent strongly agreed on sharing articles and links on social media that were pertinent to their course of study, 57% agreed and 4% were neutral (Mean=4.34; SD=0.558). Moreover, 34% strongly agreed of joining academic social media groups that were relevant to their field of study, 62% agreed while (4%) were neutral (Mean=4.30; SD=0.537). Thirty one percent of the respondents strongly agreed on taking part in collaborative projects for academic purposes using social media sites, 62% agreed while 7% were neutral (Mean=4.24; SD=0.566). The exchange of academic documents via social media platforms was proposed such that 2% were neutral, 59% agreed while 39% strongly agreed (Mean=4.37; SD=0.526). Also 28% strongly agreed that social media use enabled them to perform well in their academics, 66% agreed and 6% were neutral.

Table 4.20 (Mean=4.22; SD=0.538). Thirty nine percent of the respondents strongly agreed that social media platforms had enabled them to improve on their English language, 57% agreed and (8%) were neutral, (Mean=4.36; SD=0.547). This is illustrated in Table 4.14:

Table 4.14: Social media platforms use

Statements	N	Mean	Std. Dev.	SD	D	N	A	SA
I use social media platforms to share each semester's courses of study amongst my fellow students	238	4.29	0.593	0	0	7	56	37
I use social media platforms to facilitate group discussions	238	4.21	0.564	0	0	8	64	29
I communicate via social media about assignments and class projects.	238	4.45	0.539	0	0	2	51	47
Through social media sites, I share educational video content with fellow students	238	4.34	0.558	0	0	4	57	39
I share articles and links on social media that are pertinent to our course of study.	238	4.34	0.558	0	0	4	57	39
I join academic groups relevant to my field of study through social media platforms.	238	4.30	0.537	0	0	4	62	34
I take part in collaborative projects for academic purposes using social media sites.	238	4.24	0.566	0	0	7	62	31
I exchange academic documents via social media platforms	238	4.37	0.526	0	0	2	59	39
Social media use has enabled me to perform well in my academics	238	4.22	0.538	0	0	6	66	28
Social media platforms have enabled me to improve on my English language	238	4.36	0.547	0	0	3	57	39

Source: Research Data

Palla and Sheikh (2021), asserts that social media has attained widespread popularity, boasting the largest user base compared to other online platforms, reflecting the profound impact and ubiquity of these digital spaces in contemporary society. This phenomenon has significantly altered the dynamics of communication, information

sharing, and social interaction, with individuals from diverse age groups finding value in engaging with social media platforms for a multitude of purposes. The widespread popularity of social media can be attributed to several factors.

Firstly, these platforms provide users with a convenient and accessible means of communication, allowing people to connect with others globally in real-time. This instantaneous and borderless communication has transformed how individuals maintain relationships, share experiences, and stay informed about the world around them. Additionally, social media serves as a versatile tool that is used to meet various needs and interests. Different age groups engage with these platforms based on their specific requirements, whether it be for socializing, professional networking, entertainment, news consumption, or activism. The diverse functionalities of social media platforms, such as text-based posts, images, videos, and live streaming, contribute to their broad appeal, accommodating a range of communication preferences.

The effects of social media on social dynamics are particularly evident in the way it facilitates the formation and maintenance of communities. Individuals with shared interests, regardless of geographical location, can connect and engage in discussions, creating virtual communities that transcend physical boundaries. This has led to the democratization of information and the empowerment of individuals to participate in conversations and movements that align with their values and interests. However, the pervasive use of social media also raises concerns and challenges. The potential for information overload, the spread of misinformation, and issues related to privacy and online harassment are some of the drawbacks associated with the widespread use of these platforms.

Additionally, the addictive nature of social media, coupled with the constant stream of content, can impact individuals' mental health and well-being. Understanding the varied needs that drive individuals to engage with social media is crucial. Different age groups may seek distinct benefits from these platforms, such as social connection for younger users, professional networking for adults, and community support for seniors. Recognizing these diverse motivations can inform discussions around the design, regulation, and ethical use of social media.

Singh, Gupta, Jasial, & Mahajan (2023), investigated the experience of information overload and social media fatigue. In contemporary society, where individuals are increasingly interconnected through digital platforms, the sheer volume of information shared by friends and followers on various social media channels has become a significant aspect of online life. Information overload due to the vast amount of information circulating on social media platforms is a common experience reported by users. The constant influx of updates, posts, images, and videos creates a digital environment characterized by information saturation. Users may find it challenging to keep up with the content generated by their online connections, leading to a sense of cognitive overload and, ultimately, social media fatigue.

Managing online connections on social media demands a considerable amount of time and attention. Users often feel pressured to stay updated with the lives and activities of their friends, family, and acquaintances, leading to a continuous cycle of scrolling, browsing, and consuming content. This constant engagement can become a time-consuming task, potentially encroaching on other aspects of users' lives, such as work, studies, and offline relationships. Social media fatigue encompasses not only a sense of information overload but also the emotional and psychological toll of continuous online

engagement. Users may experience fatigue in the form of decreased interest, motivation, and satisfaction with their social media interactions. The need to present curated and idealized versions of one's life on these platforms, coupled with the comparison to others, can contribute to feelings of inadequacy and stress.

Importantly, social media fatigue is not only a subjective feeling but also has implications for users' well-being and productivity. The constant exposure to curated images and narratives on social media can contribute to a distorted perception of reality, leading to negative self-esteem and mental health concerns. Additionally, the time spent on these platforms may detract from other meaningful offline activities, potentially impacting overall life satisfaction and productivity. Understanding the factors contributing to social media fatigue is crucial for individuals, platform developers, and policymakers. For users, establishing healthy boundaries, practicing digital detox, and being mindful of their online habits can mitigate the negative effects of social media fatigue. Social media platforms can play a role by implementing features that promote meaningful interactions over quantity, emphasizing quality content, and providing tools for users to manage their online presence effectively.

Boyd (2015), asserted that, despite occasional misconceptions due to the distracting nature of social media platforms, students effectively use them to enhance their academic progress and performance introduces a nuanced perspective on the relationship between students and digital technologies. This viewpoint challenges that social media inherently hinders academic success and underscores the multifaceted ways in which students engage with these platforms to support their educational endeavors. While social media platforms are often criticized for their potential distractions, Boyd (2015), suggests that these distractions might be intermittent or

situational. This perspective highlights the need to recognize individual differences and varying contexts in which students navigate the digital landscape.

According to different scholars, social media use necessarily translates into detrimental effects on academic progress, as some students may employ effective strategies to balance their online activities with their educational responsibilities. Rather than being passive consumers of online content, students can leverage these platforms for educational purposes. For example, social media can serve as a space for collaborative learning, knowledge-sharing, and academic discussions. Online forums, study groups, and educational communities on platforms like Facebook, You Tube, WhatsApp and Twitter provide students with opportunities to seek assistance, share resources, and engage in intellectually stimulating conversations.

Social media platforms can be valuable tools for staying informed about academic events, accessing relevant resources, and connecting with peers and mentors. Platforms like Twitter and LinkedIn, when used strategically, can facilitate networking and professional development, enhancing students' academic and career trajectories. Recognizing social media as a tool that students can actively employ to support their learning emphasizes the importance of digital literacy, responsible use and self-control. It encourages educators and institutions to explore ways to harness the benefits of social media for educational purposes, rather than imposing blanket restrictions based on assumptions about its distracting nature.

4.6.2 Amount of Time Spent on Social Media And Academic Performance Of The Undergraduate Students

The study's second objective was to determine the amount of time an undergraduate student spends on the selected social media platforms and its effects on academic

performance. Respondents were asked five questions regarding this objective. Likert scale was used to present the responses. Out of 238 respondents, 39% strongly agreed on the use social media platforms during lecture sessions, 57% agreed and 4% were neutral (Mean=4.35; SD=0.553). However, 32% strongly agreed, 61% agreed and 7% proposed a neutral idea on the use of social media platforms during group discussions (Mean=4.25; SD=0.570). Use of social media platforms during group discussions was strongly agreed by 38% of the respondents, 59% agreed and 3% were neutral (Mean=4.35; SD=0.537). Additionally, 29% strongly agreed on the use social media platforms when studying in the library, 66% agreed while 6% were neutral (Mean=4.23; SD=0.542). Use of social media platforms during their private reading in the hostel was investigated and the findings showed that, 37% strongly agreed, 57% agreed and 6% were neutral on the same idea (Mean=4.31; SD=0.577). This is shown in Table 4.15.

Table 4.15: Amount of Time Spent On Social Media And Academic Performance

Statements	N	Mea n	Std. Dev	S D	D	N	A	S A
I use social media platforms during lecture sessions	23 8	4.35	0.553	0	0	4	5 7	39
I use social media platforms during group discussions	23 8	4.25	0.570	0	0	7	6 1	32
I use social media platforms for my academic research purposes	23 8	4.35	0.537	0	0	3	5 9	38
I use social media platforms when I am studying in the library	23 8	4.23	0.542	0	0	6	6 6	29
I use social media platforms during my private reading in my hostel	23 8	4.31	0.577	0	0	6	5 7	37

Source: Research Data

The findings presented in Table 4.15 collaborates with the findings of Kolhar, Kazi, and Alameen (2021), who investigated the effects of prolonged use of social media for non-academic purposes on various aspects of students' lives. Engaging in extended periods of non-academic social media use may contribute to distractions, subsequently affecting academic performance, social relationships, and sleep quality. The implications of these findings extend beyond the academic realm, encompassing broader well-being concerns, including potential impacts on both physical and mental health. Accordingly, students who spend significant amounts of time on social media for non-academic purposes may find it challenging to focus on their studies, leading to decreased productivity and lower academic achievement.

Distractions arising from social media use can disrupt the learning process, hinder concentration, and impede effective information retention. Students in prolonged non-academic social media activities may face challenges in maintaining meaningful interpersonal connections. Excessive use of social media can detract from face-to-face interactions, reducing the quality of relationships and hindering the development of crucial social skills. This aspect is particularly relevant in an educational context where interpersonal skills are vital for collaborative learning and overall personal development. Excessive use of social media, especially during late hours, can disrupt sleep patterns. The constant connectivity and engagement with digital devices may contribute to sleep disturbances, leading to insufficient and poor-quality sleep. Sleep is a fundamental aspect of overall health, and disturbances in sleep patterns can have cascading effects on both physical and mental well-being.

Baria (2021), investigated the link between college students' academic performance and their exposure to social media, introduces a contrasting perspective to the potential negative impacts highlighted by Kolhar et al. (2021). According to the findings, despite being exposed to social media, students were able to sustain good academic performance. This implied that the mere exposure to social media, as well as the time spent on these platforms and the number of gadgets used, did not serve as determinants to their academic success. The relationship between social media use and academic success is more complex than a straightforward cause-and-effect scenario. Instead, other factors may play a crucial role in mediating this relationship, and the nature of social media engagement may differ among individuals. The impact of social media on academic performance is likely influenced by various contextual factors, including the specific nature of social media use, individual differences in study habits, and the content consumed on these platforms. Baria (2021), the findings underscored the

importance of considering these nuances when examining the relationship between social media and academic outcomes.

Orji, Anulika, Zudonu, Iua-Maduenyi, Uwakwe and Elejere (2022), examined the influence of students' time spent on social media on academic performance adds another layer to the discourse surrounding the impact of digital platforms on educational outcomes. Unlike the concerns raised by Kolhar et al. (2021), regarding distractions and negative effects, and in contrast to the neutral stance observed by Baria (2021), Orji et al. (2022) study suggested a proactive approach. The findings recommend that teachers can harness the potential of social media by integrating it into educational practices, specifically by using these platforms for giving assignments and instructions. The recommendations emphasized a shift in perspective, suggesting that social media, when strategically incorporated into the learning environment, can serve as a valuable tool for enhancing student engagement and academic performance.

When social media are leveraged for educational purposes, teachers have the opportunity to meet students in a space where they already spend a significant amount of their time. This approach acknowledges the ubiquitous nature of social media in students' lives and seeks to turn it into a resource for educational benefit rather than viewing it solely as a potential distraction. Use of social media for giving assignments and instructions aligns with the concept of blended learning, which combines traditional classroom instruction with online and digital resources. Incorporating social media into the educational framework can foster a more dynamic and interactive learning experience. It allows for the dissemination of information in a format that students find familiar and engaging, potentially enhancing their comprehension and retention of academic content.

Dzvapatsva, Mitrovic and Dietrich (2014), emphasized the detrimental impact of insufficient contact hours and inconsistencies in setting final examination papers on the academic performance of learners. This observation underscored the critical role that structured and sufficient educational contact hours play in facilitating effective learning outcomes. Additionally, the inconsistency in the formulation and administration of final examination papers can contribute to an environment that is not conducive to optimal academic achievement. Insufficient contact hours refer to the amount of time students spend in direct interaction with their instructors or educational materials (Dontre, 2021). The importance of adequate contact hours lies in the opportunity they provide for students to engage with the subject matter, seek clarification on concepts, and receive guidance from educators. When contact hours are limited, students may face challenges in fully grasping the content, leading to gaps in their understanding and potentially impacting their overall academic performance.

Inconsistencies in setting final examination papers introduce an element of unpredictability and inequality in the evaluation process. If the standards for creating and grading exams vary, students may find it difficult to prepare effectively and may feel unjustly assessed (Abaleta, Centaza, & Calimlin, 2004). This lack of uniformity can lead to frustration, anxiety, and a sense of unfairness among learners, further hindering their academic success. The correlation between these factors and academic performance highlights the need for educational institutions to prioritize and ensure adequate contact hours and consistent examination practices. This could involve reviewing and optimizing the curriculum to allow for sufficient time dedicated to each subject, ensuring that students have ample opportunities for interaction with instructors (Kazam, Islam, & Rasheed, 2023). Additionally, establishing standardized procedures for creating and grading examinations can contribute to a fair and transparent

assessment process. Addressing these issues requires collaboration between educators, administrators, and policymakers to implement systemic changes that promote a supportive learning environment (Mazana, 2018). Through recognition of the importance of consistent and sufficient contact hours, as well as fair examination practices, educational institutions can contribute to the overall success and well-being of their students, fostering a more conducive atmosphere for academic achievement.

4.6.3 Student-Lecturer Interaction on Social Media Platforms and Academic Performance of The Undergraduate Students

The study's third objective was to examine student lecturer-interaction on the selected social media platforms and its effects on academic performance of undergraduate students. The respondents were asked six questions regarding this objective. Likert scale was used to present responses. Out of 238 respondents, 53% strongly agreed on receiving of academic related comments from their lecturer via social media platforms, 45% agreed and 2% were neutral (Mean=4.50; SD=0.542). 55% strongly agreed on receiving and sending course assignments to their lecturer(s) via social media platforms, 42% agreed while 3% were neutral (Mean=4.53; SD=0.548). Thirty seven percent strongly agreed on receiving past papers from their lecturer(s) via social media platforms, 61% agreed and 2% were neutral (Mean=4.35; SD=0.521). Moreover, 34% strongly agreed on receiving course notes from the lecturer(s), 60% agreed while 7% were neutral (Mean=4.27; SD=0.577). The question on whether the undergraduate students discussed with their lecture(s) about their academic performance was strongly agreed by 48% of the respondents, 50% agreed and 3% were neutral (Mean=4.45; SD=0.547). Moreover, 39% strongly agreed on communicating with their lecturer(s) on any updates regarding to class schedules, 57% agreed while 3% were neutral on the same (Mean=4.36; SD=0.547)

Table 4.16: Student-Lecturer Interaction on Social Media And Academic Performance

Statements	N	Mean	Std. Deviation	S	D	N	A	S
Receive academic related comments from my lecturer(s)	23 8	4.50	0.542	0	0	2	4 5	53
Receive and send course assignments to my lecturer(s)	23 8	4.53	0.548	0	0	3	4 2	55
Receive past papers from my lecturer(s)	23 8	4.35	0.521	0	0	2	6 1	37
Receive course notes from my lecturer(s).	23 8	4.27	0.577	0	0	7	6 0	34
Discuss with my lecture(s) about my academic performance	23 8	4.45	0.547	0	0	3	5 0	48
Communicate with my lecturer(s) on any updates regarding to class schedules	23 8	4.36	0.547	0	0	3	5 7	39

Source: Research Data

4.6.4 Social Media use and Academic Performance

The study examined the influence of selected social media platforms and academic performance of undergraduate students of Kenyatta University. Respondents were asked seven questions regarding the objective. Likert scale was used to present the

responses. The findings indicated that out of the 238 respondents, 34% of the respondents strongly agreed that social media interactions with their classmates had a good effect on their academic achievement, 62% agreed and 4% were neutral (Mean=4.30; SD=0.537). 31% strongly agreed that interaction with their professors on social media sites improved their academic performance, 62% agreed while 7% were neutral (Mean=4.24; SD=0.566). Additionally, 39% strongly agreed that undertaking group discussion on social media platforms positively influenced their academic performances, 59% agreed and 2% were neutral (Mean=4.37; SD=0.526). 28% of the respondents strongly agreed that lecturer's comments and feedback that they received on social media platforms were important for their academic performance, 66% agreed while 6% were neutral (Mean=4.22; SD=0.538). Out of the 238 respondents, 39% strongly agreed that the use of social media sites had a favorable effect on how well they performed on their academics, 57% agreed and 3% were neutral (Mean=4.36; SD=0.547). Thirty nine percent strongly agreed that social media platforms positively influenced the academic groups that they joined and which were specifically related to their course of study, 59% agreed while 2% were neutral (Mean=4.37; SD=0.526). Finally, 28% strongly agreed that social media platforms positively influenced the way they conducted their class or group discussions, 66% agreed and 6% were neutral (Mean=4.22; SD=0.538). This is illustrated in table 4.17:

Table 4.17: Social Media Platforms Use and Academic Performance

Statements	N	Mean	Std Dev.	SD	D	N	A	SA
My social media interactions with my classmates have a good effect on my academic achievement.	238	4.30	0.537	0	0	4	62	34
My interaction with professors on social media sites improves my academic performance	238	4.24	0.566	0	0	7	62	31
Group discussion on social media platforms positively influences my academic performances	238	4.37	0.526	0	0	2	59	39
Lecturer's comments and feedback that I receive on social media platforms are important for my academic performance.	238	4.22	0.538	0	0	6	66	28
My use of social media sites has a favorable effect on how well I perform in my academics.	238	4.36	0.547	0	0	3	57	39
Social media platforms positively influence the academic groups that I join which are related to my course of study.	238	4.37	0.526	0	0	2	59	39
Social media platforms positively influence the way I conduct my class or group discussions	238	4.22	0.538	0	0	6	66	28

Source: Research Data

Terblanche, Fakir, Chinyamurindi, & Mishu (2020), observed that a favorable learning environment promotes engagement and enhances students' self-esteem. The connection between a positive learning environment, elevated self-esteem, and improved learning outcomes underscores the importance of considering not only the content but also the context in which education takes place. Furthermore, the recommendation that educators should employ techniques to boost students' self-esteem and motivation is a valuable proposition, particularly in disciplines like accounting where active participation and understanding are pivotal for success. Creating a favorable learning environment involves various factors, such as the physical setting, the instructor's

teaching style, the classroom atmosphere, and the overall support provided to students. When students feel comfortable, respected, and supported in their learning environment, they are more likely to actively engage with the material and participate in class activities. This positive atmosphere contributes to a sense of belonging and fosters a mindset conducive to learning.

The link between a favorable learning environment and heightened self-esteem is important. When students perceive themselves as valued members of the learning community, it positively influences their self-esteem. When students feel acknowledged and appreciated for their contributions, this significantly impacts students' confidence in their abilities and their willingness to tackle challenging concepts. The recommendation for educators to use techniques that raise students' self-esteem aligns with the understanding that motivation and confidence are integral components of effective learning. In the context of accounting qualifications, where complex concepts and problem-solving skills are central, students need to be motivated to actively participate in the learning process. Techniques that acknowledge individual achievements, provide constructive feedback, and encourage collaborative learning can contribute to a positive and supportive atmosphere, ultimately enhancing students' confidence in their accounting abilities. Active participation in the learning process is a key factor in improving students' performance on accounting qualifications. Lecturers can employ various strategies, such as interactive discussions, case studies, real-world applications, and group projects, to stimulate engagement. These techniques not only make the learning experience more dynamic but also provide students with opportunities to apply theoretical knowledge to practical scenarios, reinforcing their understanding and boosting their confidence.

Nyadanu, Garglo, & Adampah (2024), assertion notes that student-lecturer relationship forms a crucial component of the overall academic experience. While the direct impact on academic performance may not be as pronounced, the indirect influence on students' self-esteem is deemed significant. Positive relationships with lecturers contribute to a supportive atmosphere where students feel acknowledged, respected, and encouraged in their academic pursuits. This, in turn, can lead to an enhancement of students' self-esteem. When students feel valued and supported by their lecturers, it can positively impact their confidence in their abilities and their sense of belonging within the academic community. Fostering high self-esteem becomes a critical factor, as students with a positive self-perception are more likely to approach academic challenges with resilience, motivation, and a growth mindset. The belief in their capabilities encourages students to actively engage with the learning process, take academic risks, and persist in the face of difficulties that contribute to academic success. Furthermore, the student-lecturer relationship is not only about academic guidance but also about mentorship and role modeling. Positive interactions with lecturers can inspire students, providing them with examples of dedication, passion, and intellectual curiosity. Such role modeling contributes to shaping students not just academically, but holistically, influencing their attitudes, values, and aspirations. Educational institutions and instructors can benefit from recognizing the impact of positive relationships on students' self-esteem and academic attainment. Encouraging approaches that promote open communication, accessibility, and personalized support can contribute to building strong connections between students and lecturers. This, in turn, creates an environment that nurtures not only academic growth but also the development of students as confident, motivated, and resilient individuals.

Akakandelwa, Moonga, & Changala (2018), assessed the widespread use of WhatsApp for social interactions and the potential for its adoption to enhance academic material delivery offers insights into the evolving landscape of communication in educational settings. The observation that WhatsApp is predominantly used for social interactions, coupled with the suggestion that it could be a viable tool for academic purposes, highlights the dynamic nature of digital communication platforms and their potential impact on student engagement and learning outcomes. The integration of WhatsApp in education has elicited positive responses in the development of interactive and blended learning. Recognized as a prevalent learning tool across various institutions, WhatsApp contributes to creating a student-centered learning environment, facilitating differentiated instruction, and fostering higher-order thinking skills (Sayan, 2016).

Effective teaching strategies should embrace student-centered approaches, utilizing technology not only as a demonstrative tool but as a means to support and enhance learning experiences. Daily social interactions are pivotal for learning, serving as a bridge between the classroom and the real world (Cilliers & Tinashe, 2017). Educational mobile tools, including WhatsApp, have emerged, demonstrating potential for information sharing and knowledge construction. Social networks like WhatsApp play a crucial role in raising awareness about reliable information sources among students (Dontre, 2021). This highlights the broader impact of technology in creating an informed and connected learning community. As a platform for communication and collaboration, social media platforms facilitate not only interpersonal interactions but also the dissemination of credible information, contributing to the overall knowledge-building process.

4.7 Inferential analysis

The study adopted correlation analysis since the main aim was to investigate the existence of any relationship between the two variables of this study.

4.7.1 Correlation Analysis

Pearson correlation analysis was carried out and results illustrated in Table 4.18

Table 4.18: Correlation Analysis

Variable		academic performance	Usage of SMP	Time spent on SMP	Student-lecturer interaction on SMP
Academic performance	R	1	.954**	.672**	.820**
	P		0.000	0.000	0.000
	N	238	238	238	238
Usage of SMP	R	.954**	1	.752**	.763**
	P	0.000		0.000	0.000
	N	238	238	238	238
Time spent on SMP	R	.672**	.752**	1	.566**
	P	0.000	0.000		0.000
	N	238	238	238	238
Student-lecturer interaction on SMP	R	.820**	.763**	.566**	1
	P	0.000	0.000	0.000	
	N	238	238	238	238
**. Correlation is significant at the 0.01 level (2-tailed).					

Source: Research Data

The research findings highlighted significant correlations between the variables. The significance of correlations is determined by the p-values. In this context, $p < 0.05$ denotes significance. There existed a strong correlation ($r=0.954$, $p=0.000$) between selected social media platforms' use and academic performance of the undergraduate students. These findings align with those of Okyeadie and Nizam (2016), who emphasized the nature and functionality of social media as web-based services that empower individuals to establish public or semi-public profiles within a confined digital system. This definition highlights the core features of social media platforms, elucidating their capacity for users to create personal profiles, form connections, and engage with a network of individuals within the system. The concept of connections is central, representing the relationships formed within the platform. Users can create lists of connections, share these connections with others, and navigate through their own connections as well as those formed by others within the system.

Social media platforms use offers flexibility and control users have over the visibility of their content. Social media platforms often allow individuals to decide whether their profiles are fully public, visible to anyone on the platform, or semi-public, visible to a select group or those with specific permissions. This feature enables users to tailor their online presence based on their comfort level and intended audience. The emphasis on creating connections within the system aligns with the fundamental social aspect of these platforms. Social media facilitates the building of virtual communities, where individuals can connect with friends, family, colleagues, and even strangers who share similar interests. The ability to navigate through connections formed by others expands the social landscape, allowing users to discover and engage with a broader network of individuals.

Similarly, the study revealed a significant and positive association between amount of time an undergraduate student spends on the selected social media platforms and academic performance ($r=0.672$, $p=0.000$). These findings concur with those of Bitherman & Frempong (2021), who established the correlation between the academic performance of undergraduate students and their usage of social media. The study sought to understand the relationship between the amount of time spent on social media platforms and academic achievement. The time spent on social media has become a critical variable in studies examining its impact on various aspects of individuals' lives, including academics. Understanding the relationship between social media usage and academic performance is complex and multifaceted. On one hand, social media platforms can offer educational resources, foster collaboration among students, and serve as channels for communication and information-sharing related to coursework. On the other hand, excessive use may lead to distractions, reduced study time, and potential negative effects on concentration and focus.

The study revealed a positive and significant correlation between student-lecturer interaction on the selected social media platforms and academic performance of undergraduate students ($r=0.820$, $p=0.000$). This is in line with a study by Jayaseelan, Pichandy, & Boobalakrishnan (2020), who explored the impact of ICT on academic performance and highlighted the role of social media platforms as virtual spaces for unconventional and collaborative learning, emphasizing their impact on students' academic-intended communication with teachers and peers.

4.7.2 Linear Regression Model

Regression analysis was also undertaken with the aim of assessing how the independent variable affects the dependent variable. An overview of the linear regression model is shown in Table 4.19.

Table 4.19: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.967 ^a	0.934	0.933	0.06567	1.457
a. Predictors: (Constant), interaction, time spent, usage					
b. Dependent Variable: academic performance					

Source: Research Data

The findings indicated that the coefficient of determination, represented by R squared, is 0.934, equivalent to 93.4%. This implies that 93.4% of the variability in the academic performance of undergraduate students could be explained by social media platforms' use, amount of time spent on the selected social media and student-lecturer interaction on the selected social media platforms, with a confidence level of 95%. Only 6.6% of the variability in undergraduate students' performance can be explained by other factors. The correlation coefficient, denoted as R, quantifies the relationship between the two variables. The findings showed a significant and positive correlation between the variables, evident by a correlation coefficient of 0.967. With a Durbin Watson statistic of 1.457, it can be inferred that no autocorrelation existed among the variables. This allowed for reliable deduction of inferential statistics and accurate interpretation.

Table 4.20: Coefficients

Model		Unstandardized Coefficients	Std. Error	Standardized Coefficients	T	Sig.	Std. Error
1	(Constant)	-0.140	0.083		-1.686	0.093	
	usage	0.880	0.033	0.862	26.568	0.000	3.744
	time spent	-0.089	0.023	-0.100	-3.948	0.000	2.300
	interaction	0.235	0.028	0.219	8.421	0.000	2.395
a. Dependent Variable: academic performance							

Source: Research Data

Table 4.20 shows the model equation to be:

$$Y = -0.0140 + 0.880 X_1 - 0.089 X_2 + 0.2395 X_3 + \varepsilon$$

Holding social media platforms' use, amount of time spent on the selected social media and student-lecturer interaction on the selected social media platforms to a constant zero, academic performance of undergraduate students of Kenyatta University, Mombasa Campus would be at a constant value of -0.0140. The Variance Inflation Factors (VIF) indicates the extent to which the variance of the weight coefficient is inflated. The VIF for the three variables; 13.744, 2.300 and 2.395 are all less than 4, hence satisfactory. Hence, the degree to which the weight is correlated with either of the predictors in this model is low.

Findings indicated a positive and significant effect of selected social media platforms use on academic performance of undergraduate students at Mombasa Campus, Kenyatta university ($\beta = 0.880$, $p < 0.05$). These findings corroborate with those of Langat (2017), who stated that social networks usage among undergraduate students is

high, and it affects positively on their academic performance. Shana (2012), concluded that, students believe that when they use social media platforms, it improves their academic performance. The tendency of undergraduate students using social media as their communication and socialization tool is currently on the rise, and it has developed into popular culture since undergraduates can socialize, share information, and communicate amongst each other virtually at real times.

Meghan, Hayden, and Stacy (2017), stated that social media is a social phenomenon to be analyzed due to its addictiveness and psychological adjustments instances. This aligns with the findings of a research conducted by Kazam, Islam, and Rasheed (2023), revealing a significant correlation between social media usage and academic performance. Social media exerts both positive and negative influences on students' academic achievements. While certain social networking sites prove beneficial for academic purposes, overindulgence in social platforms leads students to divert their attention from studies, resulting in a substantial portion of their time being spent online.

Chukwuere (2021), research examined the positive effects of social media platforms on the academic learning progress of students, specifically addressing concerns commonly shared by students and scholars in developing countries. The study aimed to illuminate the ways in which social media platforms contribute to ongoing learning opportunities for students throughout their academic journey. In developing countries, students are progressively utilizing social media platforms to positively impact their learning processes and academic performance. Despite occasional misconceptions related to the platforms being distracting, the study revealed that students effectively employ social media to enhance their academic progress and overall performance. Notably, the study observed a positive influence of social media use on student performance.

Sivakumar (2020), evaluated rapid proliferation of social media among the younger generation on a global scale, particularly with school-age students actively participating in its use. Recognizing the potential impact of social media on both personal and academia. The study emphasized the imperative of fostering digital literacy among both staff and students in higher education. Acknowledging the widespread use of sophisticated computing devices for purposes extending beyond formal learning, the research emphasizes the need for individuals within the education system to be well-versed in navigating the digital landscape effectively. The research findings proved that social media, despite its potential distractions, plays a pivotal role in shaping the academic experiences of students.

The positive interest expressed by students in utilizing social media for academic purposes implies that these platforms can serve as valuable tools for learning, collaboration, and information dissemination. Furthermore, the study addresses the evolving landscape of communication, emphasizing the rising prominence of social media networking as a means of interaction. The implication is that institutions of higher education must adapt the new education technological based approaches to ensure the provision of modern, relevant, and effective learning environments. Aligning with students' expectations and the demands of the professional world becomes crucial as social media continues to ascend as a prominent communication medium.

According to Francisco, Andrei Jacinto, Simoune Molina, Jungco, Cardanon, & Berbos (2021), in the new normal learning system, students engage in learning through mediums that also serve as platforms for social media interaction. The purpose of the study was to find out if students' use of social media platforms affected their academic achievement in the new, standard learning environment. The results aimed in the

creation of efficient teaching strategies in this dynamic educational environment. The usage of social media sites did not always have a uniform impact on students' academic performance, according to the results. While some students saw these platforms as useful for improving their speaking and reading skills, others saw them as distractions from their academic work.

Results revealed a negative significant effect of amount of time an undergraduate student spends on the selected social media platforms and academic performance ($\beta = -0.089$, $p < 0.05$). This aligns with findings by Langat (2017), who noted that learners who spend a lot of time on social networks tend to perform poorly academically. Indeed, most of the time is usually not spent on academics; instead, they spend it conversing online and making acquaintances on social media networks.

Time is an important aspect to an undergraduate student's academic life. Regarding the proportion of time a student devotes to academics as opposed to time spent on social media sites, several schools of thought hold divergent views. While some academicians contend that students' usage of social media has minimal effects on their academic success, others think there is a connection between social media use and academic achievement. Therefore, the purpose of this study was to investigate the influence on students' academic performance and the amount of time they spend on the four social media platforms of their choice. This corroborates with findings of a survey conducted by Leslie Reed (2016), at the University of Nebraska- Lincoln, America which stated that college students involve themselves in the usage of social media platforms during lecture sessions, and they admitted that they do not pay attention, miss instructions and sometimes they can be called out by their lecturers for their unwanted behavior. The findings also stated that when students are bored during lectures, they opt to find relief

on social media platforms. The students stated that boredom was the main reason why they used social media platforms during lectures.

Dontre (2021), observed an increasing challenge in recent years, noting the escalating negative effects of academic distraction, primarily attributed to students engaging in media multitasking. The shift to online learning, a trend among educators, has further amplified this issue by diminishing direct teacher supervision. The situation worsened significantly with the onset of the COVID-19 pandemic and subsequent adherence to social distancing protocols. While the effect of student laptop usage on academic distraction is somewhat equivocal, the ongoing debate holds less relevance in the current educational landscape. In contrast, the adverse effects of student smartphone usage and engagement with social media on academic distraction are more apparent, especially considering the widespread use of personal digital devices. There is the necessity for potential interventions, both in terms of self-regulation and environmental adjustments, to safeguard academic performance of the students in the era dominated by social media platforms.

Bitherman & Frempong (2021), established the academic performance of undergraduate students with a specific focus on their use of social media. The findings of the study challenged prevailing concerns about the potential misuse of social media among the youth. Despite these concerns, the research concluded that a majority of students exhibited a positive inclination toward using social media for academic purposes. This suggests that, contrary to fears of distraction, students are leveraging social media platforms as tools for enhancing their educational experiences. The survey approach allowed the researchers to gather comprehensive insights into the multifaceted relationship between social media usage and academic performance.

Baria (2021), analyzed college students' academic performance and their exposure to social media. Findings indicated that the respondents reported a "sometimes" level of social media exposure, while concurrently exhibiting a "good" level of academic performance. The study's analysis further explored the relationship between social media exposure and various demographic factors, including age, sex, and monthly income. Despite the diversity in demographic profiles, the research did not find any significant difference in social media exposure among different age groups, genders, or income levels. Social media usage patterns among college students may not be significantly influenced by these demographic variables. There was no significant association between the level of social media exposure and academic performance among the respondents. Despite their exposure to social media, students were able to maintain a commendable level of academic performance. The study's conclusion challenges the common assumption that the time spent on social media or the number of gadgets used directly determines academic success.

This study findings showed a positive and significant effect of student-lecturer interaction on the selected social media platforms and academic performance of undergraduate students at Mombasa Campus, Kenyatta university ($\beta = 0.235$, $p < 0.05$). According to Choge (2015), lecturers have positive attitude and positive perception towards integrating on social media platforms as their teaching and communication tools. Ismail, El-Nabahany, Yunus, Mwinyi & Mohammed (2016), stated that it is high time that lecturers incorporate social media platforms as one of their teaching aids. Vein, Dzvapatsva et al. (2014) noted that the high prevalence of social media technologies provides an opportunity for lecturers to adopt them as teaching tools to supplement traditional mode of knowledge transfer from the tutor to the student in institutions of higher learning. This is because social media platforms can allow

students and lectures to continue interacting academically and socially outside the limited classroom environment.

Research conducted by Zu, Chen, Duan, Li & Meng (2017), stated that social media platforms can positively enhance academic learning and academic performance. When lecturers adopt social media platforms as one of their tools for academic purposes, the time of interaction between the student and the lecturer is high as opposed to normal classroom time which is time limited. Mazana (2018), observed that WhatsApp serves as a platform for sharing educational materials such as links, notes, assignments and coursework, thereby improving communication between lecturers and students. Within the WhatsApp environment, students engage in mutual assistance and foster an environment that is conducive to learning anytime, anywhere. The identified advantages include staying current with information, promoting collaborative problem-solving, boosting motivation for learning, and lowering the expenses associated with material production.

Nyadanu et al. (2014) investigated the impact of lecturer-student relationships and academic performance in Ghana and noted that while the prevailing student-lecturer relationship may not have a direct and strong impact on high academic performance, it contributes significantly to fostering high self-esteem, consequently influencing academic attainment. According to Akakandelwa, et al. (2018), studies have indicated a general rise in the use of social media for communication among students, particularly in higher education institutions. WhatsApp, in particular, has gained popularity among students, yet little is known about its extent of use for educational purposes and its impact on academic performance. Findings revealed widespread use of WhatsApp for social interactions, with limited academic communication between students and

lecturers. The study concluded that WhatsApp is a viable tool for student interaction and suggested its adoption to enhance academic material delivery.

Technology significantly influences human lives, and the incorporation of WhatsApp in education has yielded positive responses in learning development. This application, popular as a learning tool in various institutions, contributes to a student-centered learning environment, differentiated instruction, and higher-order thinking skills (Sayan, 2016). Effective teaching should embrace student-centered approaches, integrating technology to support learning rather than merely as a demonstrative tool. Daily social interactions are crucial for learning, bridging the gap between the classroom and the real world. Educational mobile tools have emerged, showing potential for information sharing and knowledge construction. Immediate and frequent feedback, facilitated by technology, has been proven to enhance learning. Social networks, such as WhatsApp, play a vital role in raising awareness about reliable information sources among students.

According to Babatunde (2017), Facebook significantly contributed to predicting students' academic performance, emphasizing the need for balanced social media usage for academic purposes. Recommendations included encouraging students to use social media appropriately for academics and improving physical structures for conducive learning environments. Sun, Smith and Cowley (2018), explored the changing landscape of lecturer-student interaction driven by communication technology and social media. The study introduced the (EPDIF), demonstrating the factors influencing lecturers' impact on students through personal influence management on social media. Through WhatsApp group communication, students provided insights into the positive effects of social media communication on their engagement, performance, and

motivation. Privacy concerns, communication frequency, and information shared were highlighted as potential issues. The (EPDIF), refined based on questionnaire results and focus group data, offers educators a tactical model for managing and enhancing digital communication's personal impact on students in higher education.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter provided a summary of the research findings on the influence of the selected social media platforms and academic performance of the undergraduate students of Mombasa Campus, Kenyatta University. The chapter also made conclusions regarding the research findings. Additionally, the recommendations were made in reference to the research findings which were aligned with the objectives.

5.1 Summary of the result findings

This section of research findings is presented according the research objectives.

5.1.1 Influence of The Selected Social Media Platforms Use On Academic Performance Of Undergraduate Students

The study's first objective was to investigate the effects of selected social media platforms' use on academic performance of undergraduate students. It was agreed that social media platforms were used to share each semester's courses of study amongst students, facilitated group discussions and was a source of communication on assignments and class projects. Additionally, students shared educational video content with each other through social media sites and also shared articles and links on social media. Most of the undergraduate students joined academic social media groups which were relevant to their field of study and took part in collaborative projects for academic purposes. The exchange of academic documents via social media platforms was evident and 80 % of the undergraduates attested that social media platform aided in improving their academic performance. The findings confirmed that most students used Facebook, Whats App and Youtube for academic purposes.

5.1.2 Amount of Time an Undergraduate Student Spends On The Selected Social Media Platforms And Its Influence On Academic Performance

The study's second objective was to determine the amount of time an undergraduate student spends on the selected social media platforms and its effects on academic performance. Results proved that students used social media platforms during lecture sessions, during group discussions, during assignments taking, when studying in the library and during private reading in the hostels. The findings established that, the more time a student spends on the social media platforms and engaged in activities which were not related to their academics, had a negative impact on their academic performance. The findings proved that the students spent most of their time on Facebook, Twitter and You Tube.

5.1.3 Student-Lecturer Interaction on The Selected Social Media Platforms and Its Influence on Academic Performance

The study's third objective was to examine student-lecturer interaction on the selected social media platforms and its effects on academic performance of undergraduate students. Students received academic related comments from their lecturers through the social media platforms, received and sent course assignments to the lecturer(s) and received past papers from the lecturer(s). Through social media, students received course notes from the lecturer(s). The four social media platforms allowed students to have discussions on class schedules and academic performance with their lecturers. WhatsApp, Facebook and You Tube were the most used during the student-lecturer interaction.

5.2 Conclusions

There was a positive and significant effect of the selected social media platforms' use on academic performance of undergraduate students. Social media platforms were used

to share course outlines amongst students, facilitated group discussions and as a source of communication on assignments and class projects. The role of social media platforms extends beyond traditional communication to include the sharing of educational resources among students. This includes the exchange of educational video content through various social media sites like on Facebook and WhatsApp. Students can share informative videos related to their coursework through You Tube, which can serve as supplementary learning materials. Furthermore, students can easily exchange academic related articles, scholarly links, and research findings within their social media academic networks. This collective sharing not only broadens the scope of learning resources but also encourages critical thinking and discussion among peers. It transforms social media into a dynamic space for staying abreast of developments in the chosen field of study, contributing to a well-rounded academic experience.

Social media platforms provide a pivotal role in facilitating students' engagement within the social media academic groups pertinent to their field of study. Joining these specialized communities allowed the students to connect with peers who shared similar academic interests. This not only enhanced a sense of community but also provided a platform for collaborative learning. Through these groups, students engaged in discussions, sought advice, and shared valuable insights, enhancing their understanding of the subject matter. Participation in collaborative projects for academic purposes is another noteworthy facet of social media's effect on students' academic performance. The selected social media platforms, therefore, enabled the undergraduate to form virtual teams, collaborate on assignments, and undertake group projects seamlessly.

The collaborative nature of social media-driven projects promoted teamwork, communication skills, and a collective approach to problem-solving, contributing to a

holistic academic development. The exchange of academic documents, including study guides, research papers, and notes, is made more accessible through social media platforms. The undergraduate easily shared and received documents, creating a virtual repository of academic resources. This streamlined exchange of information ensures that students have access to a diverse range of academic materials, empowering them to perform well in their academics by providing comprehensive learning resources and references.

The amount of time an undergraduate student spends on the selected social media platforms negatively affects their academic performance. The undergraduate students, confirmed that they used social media platforms during lecture sessions, during group discussions, during assignments taking, when studying in the library and during private reading. The effect of social media usage on undergraduate academic performance is a critical concern, due to the fact that, excessive time spent on these platforms can lead to detrimental effects. The pervasive use of social media amongst the undergraduate students during lecture sessions may result in decreased focus and engagement with course materials, hindering effective learning.

In group discussions, while social media can facilitate collaboration, it also poses the risk of diverting attention from academic discourse. During assignments and library study sessions, the potential for distraction increases, compromising the quality of academic activities. Even during private reading, social media platforms interruptions may disrupt concentration and hinder effective comprehension. Striking a balance between the benefits of social connectivity and the demands of academic rigor is crucial, as unchecked usage can adversely affect the academic performance of students.

There was a positive and significant effect of student-lecturer interaction on the selected social media platforms on academic performance of the undergraduate students. The undergraduates received academic related comments from their lecturers through social media platforms, received and sent course assignments to the lecturer(s) and received past papers from the lecturers. Social media has become a critical tool for fostering direct communication between students and lecturers. Lecturers often share course notes through social media platforms, providing students with quick and accessible access to essential study materials. This academic interaction facilitates a streamlined learning process, allowing students to reinforce their understanding of the course content. Additionally, social media platforms serve as interactive spaces for discussions on class schedules and academic performance.

Students engaged in real-time conversations with lecturers, sought clarification on schedules, discussed upcoming topics, and addressed concerns related to their academic progress. This direct and immediate communication channel enhanced the student-lecturer relationship, fostering a more collaborative and supportive academic environment. The convenience and accessibility afforded by social media contribute to a more dynamic and interactive learning experience, positively impacting students' ability to navigate course content and engage actively in their academics.

Social media interactions among students play a critical role in academic achievement. Direct interaction with lecturers on these selected social media platforms enables a more accessible and personalized communication channel, positively influencing students' academic performance. Engaging in group discussions on social media platforms enhances collaborative learning, allowing students to share insights and deepen their understanding of the academic concepts. Lecturers' comments on these platforms provide valuable feedback, contributing to academic performance. Social

media platforms also positively affect academic groups, serving as dynamic hubs for knowledge exchange and collaboration, enriching the overall learning experience. Furthermore, these platforms influenced the conduct of class or group discussions since they provided them with versatile communication tools, encouraged diverse perspectives, and fostered more engagements and effective academic dialogues. The multifaceted role of social media in student interactions underscores its positive effect on academic success and the overall educational journey.

5.3 Recommendations for practice

This study recommended that institutions of higher learning in Kenya to institute policies that would enhance the responsible use of social media platforms. The use of online platforms holds significant importance for students, serving as a dynamic link for sharing course outlines and facilitating group discussions. The advent of digital communication tools has provided a seamless avenue for students to access, consume and disseminate essential course information. By sharing course outlines on these platforms, students can benefit from increased transparency and accessibility, ensuring a clear understanding of the curriculum and fostering a sense of organization in their academic pursuits. Moreover, social media platforms transcend the boundaries of conventional classroom interactions, evolving into indispensable mediums for communication on assignments and collaborative class projects. Through the real-time capabilities of online platforms, students can engage in live discussions, clarify doubts, and coordinate efforts efficiently. This not only enhances individual comprehension but also cultivates a collaborative learning environment where students can collectively contribute to the mastery of course materials.

The multifaceted nature of social media platforms extends to the sharing of educational content. Such sharing not only diversifies the learning experience but also encourages a culture of knowledge exchange among peers and enriches the academic journey but also nurtures a sense of community among students. Furthermore, it is important to encourage students to actively participate in social media academic groups that align with their field of study. Joining these specialized groups opens up opportunities for focused discussions, networking, and collaborative projects. Engaging in such academic communities not only broadens students' perspectives but also cultivates a deeper understanding of their chosen field. Additionally, the exchange of academic documents through social media platforms further facilitates seamless collaboration. Students can share research papers, study guides, and other relevant materials, creating an environment that supports and empowers their academic endeavors. This digital exchange not only streamlines the process of information sharing but also equips students with valuable resources that contribute to their overall academic success.

The study recommends that institutions of higher learning should encourage students not to spend too much time on social media platforms while engaging in non-curriculum activities. The effects of social media on the academic performance of undergraduate students have become a subject of serious concern, as the amount of time spent on these social media platforms is often inversely related to scholastic achievement. It is essential to recognize that social media platforms can be powerful tools when used judiciously for academic purposes. Striking a balance between their potential benefits and the potential distractions they pose is crucial for maintaining a positive academic trajectory. Students may find themselves easily drawn away from their academic tasks when notifications, updates, and other non-academic content compete for their attention. Therefore, establishing guidelines for the appropriate use of social media

during designated study times, such as group discussions, assignments, and library sessions, becomes imperative.

During group discussions, social media platforms can be harnessed as effective tools for collaborative learning. By creating dedicated spaces for academic discourse, students can leverage the connectivity afforded by these platforms to engage in meaningful discussions, share resources, and collectively enhance their understanding of course materials. This targeted use aligns social media with academic objectives and minimizes the potential for distraction.

Similarly, during assignments and library study sessions, incorporating social media for academic purposes can enhance collaboration and information sharing. Social media platforms can be adopted to create study groups, exchange relevant research materials, or seek clarification on academic concepts. The important aspect is to channel the use of social media in a way that supports academic endeavors and contributes positively to the learning process. Moreover, integrating social media into private reading routines can offer students with an avenue for exploring diverse perspectives, accessing supplementary learning materials, and staying informed about academic developments. By cultivating a deliberate, purposeful and responsible approach to social media usage, students can harness the benefits of connectivity without compromising their individual study goals.

The study also recommends that higher learning institutions should enhance the capacity and promote the willingness of lecturers to use social media platforms as one of their teaching tools. The integration of social media platforms into the academic sphere presents a transformative opportunity to enhance interaction between lecturers and students. By leveraging these digital channels, lecturers can provide timely and

personalized academic feedback, fostering a more dynamic and immediate communication loop. This direct engagement facilitates a proactive approach to addressing student queries and concerns, contributing to a more responsive and supportive learning environment. Social media platforms also offer a convenient avenue for the exchange of academic materials between lecturers and students. Assignments can be seamlessly submitted and received through these channels, streamlining the process and reducing administrative complexities.

Additionally, lecturers can utilize social media to distribute exam past papers, further aiding students in their exam preparation by providing valuable practice resources. This efficient exchange of academic materials contributes to a more organized and accessible academic experience. Course notes, a fundamental component for student learning, can be distributed through social media platforms, ensuring that students have easy access to supplementary materials. Lecturers can share relevant resources, articles, and additional readings, enriching the learning experience and promoting a deeper understanding of the subject matter. This accessibility to course content beyond traditional classroom settings enhances students' autonomy in their academic journey.

Furthermore, social media facilitates discussions on class schedules and academic performance between students and lecturers. This open communication channel allows for the clarification of doubts, discussion of upcoming topics, and provides a platform for students to seek guidance on academic matters. The interactive nature of social media platforms encourages a more collaborative and engaged academic community, where students feel empowered to actively participate in shaping their educational experience.

It is recommended that policy makers in the education ministry should develop curriculum that would enhance the use of social media platforms in academics. The positive effect of social media interactions among students on academic achievement is increasingly recognized as a significant aspect of contemporary education. One of the key contributors to this positive influence is the interaction with lecturers on social media sites. Platforms like Twitter, Facebook, You Tube and WhatsApp provides a more accessible and informal channel for students to engage with their professors. The increased accessibility of social media platforms fosters a sense of connection, making it easy for students to seek clarification, discuss academic concepts, and receive guidance outside the confines of the traditional classroom settings. The resulting enhances communication which contributes to a more supportive learning environment, which positively influences students' academic performance. Group discussions on social media platforms further contributes to the beneficial effects on academic achievement. These platforms offer a space for collaborative learning where students can share insights, exchange ideas, and collectively solve a common academic problem.

Group discussions on social media transcend physical barriers and time constraints, enabling students to engage in academic conversations at their convenience. This flexibility promotes active participation and deeper understanding of course materials, ultimately positively influencing academic performance. Lecturers' comments on social media platforms emerge as valuable tools for academic success. Timely and personalized feedback through these platforms, allows students to receive constructive criticism, clarification on concepts, and encouragement. This immediate feedback loop enhances the learning process by addressing queries in real-time, offering guidance on assignments, and facilitating a more interactive approach to academic improvement.

The supportive nature of these interactions creates a conducive atmosphere for students to excel academically.

Additionally, the influence of social media platforms extends to the social media academic groups that students join for course studies. By participating in these online communities, students can share resources and discuss coursework. The exchange of ideas within these social media platforms, contributes to a richer learning experience, fostering a sense of camaraderie and shared academic goals. This positive influence reinforces the importance of social media platforms as tools for creating and sustaining academic communities. Furthermore, the effect of social media on the way students conduct their class or group discussions is notable. The interactive and multimedia features of these platforms enabled students to explore varied perspectives, share multimedia content, and engage in dynamic discussions. This versatility in communication enhances the overall quality of discussions, making them more engaged and effective as tools for learning and knowledge retention.

5.4 Recommendations for Further Research

This study focused specifically on the academic performance of undergraduate students at Mombasa Campus, Kenyatta University. While the findings provided valuable insights into this particular group, it's important to acknowledge the limitations inherent in the scope of the research. Future studies could significantly enhance the comprehensiveness and generalizability of the findings by expanding the scope to include diverse calibers of students. Including participants from different academic backgrounds, disciplines, and levels of academic achievement would contribute to a better understanding of the factors influencing academic performance. Furthermore,

broadening the study to encompass more institutions of higher learning would offer a more comprehensive perspective. Different universities may have unique structures, academic cultures, and student demographics which may influence academic performance in varied ways. Including a more diverse range of institutions in future studies would contribute to a more robust and representative understanding of the factors impacting undergraduate academic performance.

This study adopted a quantitative approach for data collection and analysis to investigate the influence of social media the selected media platforms on academic performance of undergraduate students. However, future studies could benefit from employing a mixed methods approach, integrating both qualitative and quantitative methodologies. This could aid gather in-depth narratives and contextual findings that quantitative data alone may not capture. Exploring the subjective experiences and perspectives through qualitative methods could also offer a better understanding of the relationship between social media platforms and academic performance.

The current study focused on the use of social media platforms, the time spent on platforms, and student-lecturer interactions as independent variables influencing academic performance. To deepen the understanding of this dynamic, future research could explore additional variables, such as social media preferences and ease of navigation of social media platforms. Examining students' preferences for specific social media features and their perceptions of the usability of these platforms could offer valuable insights. These variables could contribute to a more comprehensive theoretical framework, providing a better explanation of the influence of social media on academic performance. These factors would not only broaden the scope of existing

theories but also enhance the practical implications for educators and institutions seeking to optimize the positive effects of social media usage on academic performance.

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APPENDICES

Appendix 1: Research Questionnaire

Introduction

The aim of this study will be to investigate the influence of the selected social media platforms (Facebook, Twitter, Instagram, and You Tube) and academic performance of undergraduate students at Kenyatta University, Mombasa campus. You have been randomly selected to participate in this study. I am kindly requesting for your cooperation in filling this questionnaire. You are not required to indicate your name on the questionnaire and your CONFIDENTIALITY is assured. Please answer all questions truthfully and remember there is no right or wrong answer. Thank you.

SECTION A

Fill in or tick where appropriate.

Q1. What is your age? _____

Q2. Gender:

1. Female () 2. Male ()

Q3. Please indicate the name of your university _____

Q4. (i) Indicate your faculty or school _____

(ii) What degree program / course have you enrolled for?

Q5. What is your year of study?

1. First year () 2. Second year () 3. Third year () 4. Fourth year () 5. Fifth Year ()

Q6. What was your GPA in your last academic year?

1. A 2. B 3. C 4. D 5. E 6. F

Other (Specify) _____

Q7. Which electronic device(s) do you own? (You can tick more than one electronic device)

1. Smartphone () 2. Laptop () 3. Desktop computer () 4. All ()

Q8. Can you access internet via your electronic device(s)?

1. No () 2. Yes ()

Q9. Which electronic device(s) do you mostly use to access the selected social media platforms (Facebook, YouTube, Instagram and WhatsApp – you can tick more than one electronic device)?

1. Smartphone () 2. Laptop () 3. Desktop computer () 4. All ()

Q10(a). List the social media platforms that you have subscribed to, or you have created an account with them. (You can select more than one social media platform).

1. Facebook ()
2. WhatsApp ()
3. Instagram ()
4. You Tube ()
5. All ()

Q10(b) In your own opinion, why have you subscribed or created an account with the above social media platform(s) that you have selected?

Q11. How many hours per week do you engage on these selected social media platforms?

- (1) Less than 3 hours () (2) 4-7 hours ()

(3) 8-11 hours () (4) 12 or more hours ()

SECTION B

Social media platform(s) usage by undergraduate students

Please rate the following items based on your learning experiences on your usage of social media platforms (Tick which best suits your answer)

1. SD = Strongly Disagree 2. D= Disagree 3. N=Neutral 4. A=Agree
5. SA = Strongly Agree

	ITEMS	S D	D	N	A	S A	IF N, A OR SA which social media platform do you prefer most (write down your most preferred- select one: Facebook, Twitter, You Tube or WhatsApp)
i.	I use social media platforms to share each semester's courses of study amongst my fellow students						
ii.	I use social media platforms to facilitate group discussions						

iii.	I use social media platforms to share links and literature which are related to our course of study						
iv.	I use social media platforms to join academic groups which are related to my course of study						
v.	I participate in group work activities related to academics via social media platforms						
vi.	I exchange ideas on class projects and assignments via social media platforms						
vii.	I exchange academic related videos through social media platforms with colleagues						
viii.	I exchange academic documents via social media platforms						
ix.	Social media use has enabled me to perform well in my academics						

x.	Social media platforms have enabled me to improve on my English language						

SECTION C

The amount of time spent by an undergraduate student on social media platform(s)

How often do you use social media platforms in relations to the situations below? (Tick which best suits your answer)

1. SD = Strongly Disagree 2. D= Disagree 3. N=Neutral 4. A=Agree
5. SA = Strongly Agree

	ITEMS	S	D	N	A	S	IF N, A OR SA
		D	D			A	which social media platform do you prefer (write down your most preferred- select one: Facebook, Twitter,

							You Tube or WhatsApp)
i.	I use social media platforms during lecture sessions						
ii.	I use social media platforms during group discussions						
iii.	I use social media platforms when I am undertaking my assignments						
iv.	I use social media platforms when I am studying in the library						
v.	I use social media platforms during my private reading in my hostel						

SECTION D

Student-lecturer interaction in social media platforms

What kind of information do you exchange with your lecturer when you interact on social media platforms? (Tick which best suits your answer)

1. SD = Strongly Disagree 2. D= Disagree 3. N=Neutral 4. A=Agree
 5. SA = Strongly Agree

	ITEMS	S D	D D	N	A	S A	IF N, A OR SA which social media platform do you prefer (write down your most preferred- select one: Facebook, Twitter, You Tube or Instagram)
i.	I receive academic related comments from my lecturer(s)						
ii.	I receive and send course assignments to my lecturer(s)						

iii.	I receive past papers from my lecturer(s)						
iv.	I receive course notes from my lecturer(s).						
v.	I discuss with my lecture(s) about my academic performance						
vi.	I communicate with my lecturer(s) on any updates regarding to class schedules						

SECTION E

Social Media Platforms Usage and Academic performance of undergraduate students

Does the usage of social media platforms influence your academic performance? (Tick which best suits your answer)

1. SD = Strongly Disagree 2. D= Disagree 3. N=Neutral 4. A=Agree
5. SA = Strongly Agree

	ITEMS	S		N	A	S	IF N, A OR SA which social media platform do you prefer (write
		D	D			A	

							down your most preferred- select one: Facebook, Twitter, You Tube or Instagram)
i.	The interaction with my fellow classmates on social media platforms positively influences my academic performance						
ii.	My engagement with lecturers on social media platforms positively influences my academic performance						
iii.	Group discussion on social media platforms positively influences my academic performances						
iv.	Lecturer's comments that I receive on social media platforms are important for my academic performance						
v.	The amount of time I spend on social media platforms						

	positively influences my academic performance						
vi.	Social media platforms positively influence the academic groups that I join which are related to my course of study						
vii.	Social media platforms positively influence the way I conduct my class or group discussions						
viii.	Social media platforms influence the academic multimedia resources that I share with my fellow classmates						

Appendix 2: Research Permit

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
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RESEARCH LICENSE	
	
<p>This is to Certify that Mr.. Chris Nyaanga Kimanga of Kenyatta University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Mombasa on the topic: Influence of Selected Social Media Platforms and Academic Performance of Undergraduate Students : Case of Kenyatta University, Mombasa Campus, Kenya for the period ending : 15/November/2024.</p>	
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See overleaf for conditions	

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013 (Rev. 2014)
Legal Notice No. 108: The Science, Technology and Innovation (Research Licensing) Regulations, 2014

The National Commission for Science, Technology and Innovation, hereafter referred to as the Commission, was established under the Science, Technology and Innovation Act 2013 (Revised 2014) herein after referred to as the Act. The objective of the Commission shall be to regulate and assure quality in the science, technology and innovation sector and advise the Government in matters related thereto.

CONDITIONS OF THE RESEARCH LICENSE

1. The License is granted subject to provisions of the Constitution of Kenya, the Science, Technology and Innovation Act, and other relevant laws, policies and regulations. Accordingly, the licensee shall adhere to such procedures, standards, code of ethics and guidelines as may be prescribed by regulations made under the Act, or prescribed by provisions of International treaties of which Kenya is a signatory to
2. The research and its related activities as well as outcomes shall be beneficial to the country and shall not in any way;
 - i. Endanger national security
 - ii. Adversely affect the lives of Kenyans
 - iii. Be in contravention of Kenya's international obligations including Biological Weapons Convention (BWC), Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO), Chemical, Biological, Radiological and Nuclear (CBRN).
 - iv. Result in exploitation of intellectual property rights of communities in Kenya
 - v. Adversely affect the environment
 - vi. Adversely affect the rights of communities
 - vii. Endanger public safety and national cohesion
 - viii. Plagiarize someone else's work
3. The License is valid for the proposed research, location and specified period.
4. The license any rights thereunder are non-transferable
5. The Commission reserves the right to cancel the research at any time during the research period if in the opinion of the Commission the research is not implemented in conformity with the provisions of the Act or any other written law.
6. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research.
7. Excavation, filming, movement, and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
8. The License does not give authority to transfer research materials.
9. The Commission may monitor and evaluate the licensed research project for the purpose of assessing and evaluating compliance with the conditions of the License.
10. The Licensee shall submit one hard copy, and upload a soft copy of their final report (thesis) onto a platform designated by the Commission within one year of completion of the research.
11. The Commission reserves the right to modify the conditions of the License including cancellation without prior notice.
12. Research, findings and information regarding research systems shall be stored or disseminated, utilized or applied in such a manner as may be prescribed by the Commission from time to time.
13. The Licensee shall disclose to the Commission, the relevant Institutional Scientific and Ethical Review Committee, and the relevant national agencies any inventions and discoveries that are of National strategic importance.
14. The Commission shall have powers to acquire from any person the right in, or to, any scientific innovation, invention or patent of strategic importance to the country.
15. Relevant Institutional Scientific and Ethical Review Committee shall monitor and evaluate the research periodically, and make a report of its findings to the Commission for necessary action.

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