

# Students' Perception on the Effects of Social Network Sites on Their Academic Performance at Kumasi Technical University Campus

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## Abstract

The purpose of the study was to examine how students of the Kumasi Technical University perceive the use of social network sites (SNS) on their academic performance and the factors that influence their perception. The general assumption was that Kumasi Technical University students had positive perception on the use of social network sites on their academic performance. A sample size of 160 students made up of 103 male and 57 female respondents were selected using the stratified and the systematic sampling techniques. The descriptive survey design was used for the study. The instrument used was the questionnaire designed and administered by the researchers. There was 100% retrieval of the completed questionnaire from the respondents. From the statistics, the results showed that students of the University believed that there are both positive and negative effects of the use of social network sites on academic performance. Based on the findings, it was recommended that for students to reap the full benefits of social network sites they should use social network sites solely for academic purposes. It was suggested that, future studies should consider using a larger sample size.

**Keywords:** Perception, Social Network Sites, Academic, Performance, Internet.

## Introduction

Internet is undoubtedly a very important element of life which cannot be ignored. Internet is used for educational purpose by a large community but unfortunately, we have a large community including majority of youth and teenagers who use internet for only social network sites (Boyd, 2006). The medium of internet has evolved with growth in its applications. The interactive nature of online environments has expanded with social network sites (Saba & Tarang, 2013). Connecting through social network sites started as a niche activity, but with time it is now a phenomenon. The social network sites are being used in various ways like relationship or communities, chatting, and blogging among others. Apart from that, different institutions nowadays are forming communities or groups on different social network sites.

Kuppuswamy and Shankar (2010) further explain that social network sites have captured the attention of students and are gradually diverting their focus towards non-educational and inappropriate social actions including useless chatting. On the basis of this statement one can say that social network sites may badly affect the academic life and learning experiences of students. However, (Liccardi, Ounnas, Pau, Massay, Kinnunen, Lewthwaite, Midy, & Sakar, 2007) revealed that the students are socially connected with each other for sharing their daily learning experiences and have conversations on several topics.

In recent years, social network sites such as Facebook, Twitter, WhatsApp, YouTube, Wechat, Chat On, Ning, Instagram, MySpace and others have become widely accepted among students and even workers. These tools have become part of students' lives which they use to build their connection with others, find academic materials, read news and journals among others. These connections are based on related interest, work, interactions and personal relationship. Consequently, academic institutions have realized the importance of social network sites and the growing number of academic communities are creating account and joining groups through these sites (Al-Daihani, 2010)

Online social network sites serve as significant destruction for undergraduates. For example, time spent on Facebook and WhatsApp may directly affect traditional predictors that is; study time and attention at lectures of academic performance. Although, these social network sites provide access to greater information sources, encouraging creativity between and among individuals and groups, and reducing barriers to group interactions and communications such as distance, we do not know the extent to which the positive outweighs the negative and vice-versa. This was confirmed by (Canales, Karpinski & Duberstein, 2009) who explored the effects of Facebook on students' academic performance.

## Purpose of the Study

This research seeks to explore students' perception on the effects of social network sites on their academic performance at Kumasi Technical University campus. The focus of the study is intended to;

Determine how social network sites affect the academic performance of students in the Kumasi Technical

University,

Examine the benefits students in Kumasi Technical University derive from the use of social network sites,  
Investigate the perception students in Kumasi Technical University have on the use of internet and social network sites use.

Identify measures appropriate in regulating the use of social network sites by Kumasi Technical University students.

### **Research Questions**

What extent is social network sites an effective tool for learning?

What type of social network sites do students of Kumasi Technical University use?

To what extent does social network site positively affect students' academic performance?

To what extent does social network site negatively affect students' academic performance?

What measures do students of Kumasi Technical University consider appropriate in regulating the use of social network sites to mitigate their adverse effects?

### **Methodology of the Study**

Descriptive survey was used for the study because it allows us to study relationship between variables and generalize in real world settings. Descriptive research also refers to the systematic empirical investigation of social phenomenon through statistical, mathematical or computational techniques. The advantage of using descriptive research design is to provide a multifaceted approach for data collection.

The Population for the study were undergraduate students of the Centre for Entrepreneurship and Finance. The population at the Centre for Entrepreneurship and Finance is six hundred and sixty-eight (668) students of which four hundred and thirty-three (433) are male students and two hundred and thirty-five (235) are female students.

The study used both stratified sampling technique and systematic random technique to select the respondents. According to Cohen, Manion, and Morrison (2007), "systematic sampling technique involves selecting subjects from a population list in a systematic rather than random fashion" (p.111). The stratified sampling was used to divide the entire population into different strata of male and female students. The systematic random technique was used to select respondents for the study because this enabled everyone to have an equal chance of being selected to respond to the questionnaire from each level. The study targeted respondents of eighteen years and above who are undergraduate students and had knowledge and access to both internet and social networking sites.

### **Data Analysis**

Data collected was edited to ensure that questions are properly answered to determine accuracy, consistency and appropriateness of the responses. The data collected from the questionnaire was coded and imputed into Statistical Product and Service Solutions (SPSS) version 16. It was analysed, summarized and interpreted accordingly with the aid of descriptive statistical techniques such as frequency table, percentages, and bar charts.

### **Literature review**

#### **History of Online Social Network Sites**

According to Boyd & Ellison, in late 1990s social network sites born with Web 2.0 introducing features of blogging and posting with the website named 'SixDegree.com', which promoted itself as a tool to help people connecting with each other and providing e-messaging facility. Weinreith (2007) says that although it attracted millions of people but unfortunately it fails to become a sustainable business. Its organizer believes that SixDegree.com was simply a head of its time. Wasoww (2007) argues that from 1997 to 2001, number of social network sites began to support various combinations of profiles and publicly expressed friends. Later, it comes up with new features in year 2003. A new face of social network sites, LinkedIn.com and MySpace.com, but in year 2003 Facebook.com and Orkut.com change the total concept of social network sites in the history of social media and web sciences, it changes the definition of social network sites. After 2003 social network sites were very much advance with new features, by new features the user even can change the whole front-end appearance of the website on his profile which is a step towards evolution.

In recent decades, the levels on internet use have increased dramatically. By 2007, around 75 percent of all college students owned a laptop and spent 18 hours a week online, (Aleman & Wartman, 2009). Interestingly, 199 (99.9%) out of 200 undergraduate students overwhelmingly believe that the primary purpose of technology is communication and 154(81%) communicate with friends, classmates and others on social network sites. This information indicates that the early 21<sup>st</sup> century college students were and still are skilled users of technology and the internet.

The first social network site, SixDegree.com (SixDegree), launched in 1997, but fizzled out in 2000 when

the service ended (Boyd & Ellison, 2007). SixDegree.com was the first site to combine users' profile, a friends list and the ability to search the friends list into one site. It was a site that connected people and allowed messages to be sent between people, like features of today's Facebook. At the demise of SixDegree.com, the founder figured the site was simply ahead of its time (Boyd & Ellison, 2007).

After 2003, more social network sites were launched. Most of these sites had a profile feature and tried to replicate the early success of Friendster or target specific demographic, (Boyd & Ellison, 2007 p.216). MySpace, which is still popular today, was created in 2003. After Friendster rumour of a possible fee implementation, the number of MySpace users expanded quickly because former Friendster users joined MySpace site. In 2004, teenagers flocked to MySpace expanding the number of users, (Boyd & Ellison, 2007). Later in 2004, Facebook was developed. Moreover, Twitter and WhatsApp happen to be recent development in the arena of social network sites.

### **Meaning of social network sites**

While analyzing the research available it was noted that studies generally focused on students at the university levels, and as result, this study focuses mainly on this level of higher education. In the context of this review, Social Network Sites (SNSs) refers to general social network sites such as Facebook or Myspace, and WhatsApp which students are free to join, and which enable "friending" other students, placing of photos and information, allowing continuous status updates, the potential for collaboration and chatting, and encourage the joining of "groups" reflecting personal interest. In this study, the definition for student academic performance/achievement is derived from the Report of the Student Achievement Task Force based in British Columbia, which states that "students' achievement/performance is an improvement in learning that develops both the individual and the individual's ability to contribute to society" (Brownlie & Renihan, 2003,p.9), combined with the suggestion put forth by Ahmed and Qazi (2011b) that the use of technology such as the internet (and by extension, social network sites) is one of the most important factors that can influence educational performance of students positively or negatively. Likewise, for the purposes of this study, students' perception is defined as the belief or ideas students hold about issues (Kuh, 2009). Since one of the primary goals of the education system is to enhance students' perception and advance achievement or performance, it seems logical to analyze what the research has to say about the effects of social network sites on academic performance of students.

### **Purpose of using Social Network Sites**

Social Network Sites could, in general term, be seen as a way of describing the modelling of everyday practices of social interaction, including those that take place within family structures, between friends, and in neighborhoods and communities (Merchant, 2012). With social network sites, these practices of social interaction are taken to the technological level which allows for social interactions within families, between friends, in neighborhoods and communities, and now, even the world, through the development of online communities. Most social network sites incorporate a range of communication tools such as mobile connectivity, blogs, and photo/video sharing; with many platforms cross-posting to each other. For example, a student or teacher could post a comment on Twitter and it would appear in their blog or on a private or educational social network site such as Facebook. Presently, many students are using this cross-connectivity of social network sites for non-academic (or purely social) purposes (Ahmed & Qazi, 2011a). Shapira (2009) also confirms this high usage rate as he indicates that approximately 85% of 18 to 34-year-old internet users logged on to Facebook, Myspace, or Twitter in August of that year and that 84% of 18-29-year old check their networking site at least once a week. However, just because these sites are used on a large-scale basis for personal use, it does not mean that they necessarily lend themselves to more professional use.

### **Types of social network sites**

Facebook, WhatsApp, and Twitter, three very popular social network sites are often mentioned in relation to student participation. In a study examining the relationships among frequency of Facebook use and participation, and students' performance, Junco (2011), a prolific researcher on modern technology and its effects on education, suggests that using Facebook in certain ways is positively predictive of students' perceptions (p.169). Facebook, MySpace, WhatsApp, Instagram, Twitter, and Ning are but a few examples of the relatively new phenomenon of online social network sites used at Kumasi Technical University campus.

### **Uses of social network sites in education**

Merchant (2012) has suggested that there are three possible approaches to the use of social network sites in educational settings: learning about social network sites (including understanding and identifying the knowledge, skills, dispositions and learning involved); learning from social network sites (to understand and appreciate the kinds of learning social network site can support); and learning with social network sites (making use of the students' existing SNSs to support and extend curriculum-based work); suggesting that these three areas describe

how students and teachers trying to incorporate social network sites into their classroom (p.16). As further support for teachers contemplating using social network sites in the classroom, it has been proposed that social network sites-type interactions such as quality relationships, connectedness, modelling positive behaviors and sharing information have been observed taking place through social network sites (Martin & Dowson, 2009).

### **Positive effects of social network on students' academic performance**

It is important to understand the connection between students' perceptions and students' academic performance. Much of the research indicates that students' academic performance/achievement may be increased by enhancing students' perceptions, and accordingly, students' perceptions have been identified as a significant predictor of academic performance (Zhao & Kuh, 2004, p.1332; Wise, Skues, & Williams, 2011). The connection between perceptions on social network sites and academic performance was supported by Junco, Heiberger and Loken (2011), when they reported that they know that academic and co-curricular perceptions are powerful forces in students' psychosocial development and in academic success.

Brady, Holcomb and Smith (2010), in a study of the educational benefits of the social network sites, Ning stated that, since social network sites are centered on the individual, rather than on the class, they have the potential to increase students' involvement. These same authors also noted that most participants in their study highlighted the educational advantages of social network sites and the instructors observed positive effects of using Ning on students' participation (2010). These types of interactions begin to identify how relationship development in social network sites may contribute to increased participation and learning.

Wise et al, (2011) promote the information-sharing social network site, 'Twitter' as having positive potential for improving academic performance. Support for the connection between students' perceptions and students' performance, in relation to the effects of social network sites provided by Hoffman (2009) when she stated that among the positive attributes of social network sites, are impacts on affective aspects of the learning environment, as well as impacts on motivation and students' performance.

In a study designed to investigate the effects of social network sites (Facebook, WhatsApp, and Twitter) involvement on cognitive and social skills, Alloway and Alloway (2012) suggested that some activities predicted higher scores in verbal and visual-spatial working memory performance. Results such as these would suggest a possible connection between this social network sites involvement and improvement of students' performance. In fact, Alloway and Alloway stated in their discussion that, given the importance of working memory in education, further research should investigate this possible connection. Similarly, Yu, Tian, Vogel and Kwok (2010) determined that online social network sites can improve students' psychological well-being and skills development; desired learning outcomes.

### **Negative effects of social network sites on students' academic performance**

While teachers may be looking towards social network sites for inspiration, a look at the research suggests the connection between social network sites and students' performance is not always a positive one. Several studies have found a negative relationship between students' use of social network sites and their academic performance. Even before the development of social network sites such as Facebook and Myspace, research was reporting that internet use in general could cause some students' academic difficulties (Kubey, Lavin & Barrows, 2001). In a much-reported explorative study to determine whether differences existed in the academic performance of college students who were Facebook users, and those who were not Facebook users; considering Facebook as an activity that students carry out while studying- in other words, multitasking; Kirschner and Karpinski (2010) reported significant findings. The authors found a negative correlation between Facebook and students' performance, relaying that Facebook users reported having a lower mean grade point average (GPA). They also reported spending fewer hours per week studying and engaged in procrastination behavior. This study apparently reflects the fears educators have about the dangers of social network sites, and how social network sites will detriment to students' achievement. In a similar but larger-sampled linear regression analysis of the frequency among Facebook use; participation in Facebook activities; time spent preparing for class; and actual, as opposed to self-reported, overall GPA; Junco (2012) suggests several negative predictors of overall GPA, including chatting, checking, and posting status updates on Facebook. The author places further emphasis on this negative correlation in his discussion when he states "specifically, large increases in time spent on Facebook relate to lower overall GPAs" (p. 194). Junco (2012) continues to relate how this increased time on Facebook would certainly detract from time spent focusing on academic work and would negatively affect academic success. Flad (2010) agrees, reporting that social network sites use can have negative effects on study habits and homework completion, with students in their study admitting to having spent time on social sites network rather than studying, and that time spent on a social network sites have prevented them from completing homework.

## Presentation of data and analysis

**Table 1: Gender Distribution of Respondents**

Gender	Frequency (F)	Percentage (%)
Male	103	64.4
Female	57	35.6
<b>Total</b>	<b>160</b>	<b>100</b>

Source: Fieldwork Survey

Table 1 shows the gender distribution of respondents. It is revealed that 103 respondents corresponding to 64.4% were males while 57 respondents corresponding to 35.6% were females.

**Table 2: Age Distribution of Respondents**

Age	Frequency (F)	Percentage (%)
18-25	124	77.5
26-33	27	16.9
34-40	6	3.8
Above 40	3	1.9
<b>Total</b>	<b>160</b>	<b>100</b>

Source: Fieldwork Survey

Table 2 shows the age distribution of respondents. It is shown that 124 respondents representing 77.5% were within the 18-25 age range. Again, 27 respondents (16.9%) were within the 26-33 age range. 6 respondents were within the 34-40 age range while the remaining 3 respondents were above 40 years.

**Table 3: Level of Respondents**

Level	Frequency (F)	Percentage (%)
100	31	19.4
200	44	27.5
300	44	27.5
400	41	25.6
<b>Total</b>	<b>160</b>	<b>100</b>

Source: Fieldwork Survey

Table 3 shows the levels of respondents. It is revealed that 44 (27.5%) respondents were in level 200. Also, 44 (27.5%) respondents were in level 300, 41 (25.6%) respondents were in level 400 while the remaining 30 (19.4%) respondents were in level 100.

## Research result analyzes

Question 1. Do you think social network sites can be an effective tool for learning?

This part shows whether social network sites can be an effective tool for learning. The responses are presented in terms of frequencies and percentages. The total number of respondents is 160, indicated by the letter N.

**Table 4: SNS an effective tool for learning? N=160**

Responses	Frequency (F)	Percentage (%)
Yes	145	90.6
No	15	9.4
<b>Total</b>	<b>160</b>	<b>100</b>

Source: Fieldwork Survey

Table 4 shows the responses that the respondents gave in answer to the question “Do you think social network sites can be an effective tool for learning?” It is revealed that about 145 (91%) of the respondents indicated ‘Yes’ while about 15 (9%) indicated ‘No’. This finding is in line with the findings of Martin and Dawson (2009) that using SNS in the classroom can be effective learning through interactive means such as quality relationships, connectedness, modelling positive behaviors and sharing academic information.

## Question 2. What type of Social Network sites do students of Kumasi Technical University use?

This part shows the type of social network sites students’ use and the number of SNS students’ use. The responses are presented in terms of frequencies and percentages. The total number of respondents is 160, indicated by the letter N.

**Table 5: What type of social network sites students use N=160**

Type of SNS students use	Frequency (F)	Percentage (%)
YouTube	56	35.0
Twitter	49	30.6
Facebook	103	64.4
Google+	92	57.5
WhatsApp	129	80.6
Others	25	15.6

Source: Fieldwork Survey

Table 5 shows the type of social network sites that students use. The table again reveals that 129 (80.6%) of the respondents use WhatsApp, 103 (64.4%) indicated that they use Facebook, 92 (57.5%) indicated that they use Google+, 56 (35%) indicated that they use YouTube, 49 (30.6%) indicated that they use Twitter while 25 (15.6%) indicated they use other SNS like Viber and Instagram.

**To what extent does social network site positively affect students’ academic work**

This section describes the positive effect of SNS use on students’ academic performance. Respondents were provided with some statements to which they had to respond by ticking either ‘Strongly Agree (SA)’, ‘Agree (A)’, ‘Undecided (U)’, ‘Disagree (D)’ or ‘Strongly Disagree (SD)’ to indicate the rate at which these statements are true. The letter (N) represents the total number of respondents for the study. Frequency is represented by the letter “F” and percentage is represented by the symbol “%”. For purpose of clarity, responses of Strongly Agree and Agree were interpreted as Agree while those responses for Disagree and Strongly Disagree were regarded as Disagree. The results are presented in table 10.

**Table:6 Positive effect of SNS use on academic performance N=160**

Statement	SA+A		U		SD+D		TOTAL
	F	(%)	F	(%)	F	(%)	
Improves quest for knowledge	148	92.5	5	3.1	7	4.4	160
Acquire typing and good writing skills	104	65.0	20	12.5	36	22.5	160
Motivate to study hard	110	69.6	17	10.8	31	19.6	158
Access to greater information	153	96.2	3	1.9	3	1.9	159
Encourages creativity	132	83.0	21	13.2	6	3.8	159
Reduces barriers to group interaction	130	82.2	14	8.9	14	8.9	158
Reduces barriers to communication	137	85.6	7	4.4	16	10	160
Help do assignments	140	88.0	6	3.8	13	8.2	159
Dissemination of information	153	96.2	3	1.9	3	1.9	159
Receive academic information	154	96.3	4	2.5	2	1.3	160

Source: Fieldwork Survey

The table shows respondents perception on the positive effects of SNS use on academic performance. The table shows that about 154 (96%) of the respondents indicated that SNS helps students receive academic information quickly, helps in the dissemination of information easily and provides access to greater information and fact sources. The other major positive effects perceived by the respondents include; helping students to do their assignments 140 (88%), reducing barriers to communications between and among students 137 (86%), encouraging creativity between and among students is 132 (83%) and 130 (82%) reducing barriers to group interactions on academic issues. Finally, SNS being a tool for motivating students to study hard was indicated as a positive effect by 70% corresponding to 110 of the respondents and acquiring typing skills was also indicated by 104 (65%) of the respondents. It can be realized from the findings that students perceive SNS usage to have a positive effect on academic performance. It can also be realized from the table that some of the respondents about 21, 20 and 17 (13.2%, 12.5% and 10.8%) were undecided about whether SNS use encourages creativity between and among students, helps acquire typing skills and motivates students to study hard respectively.

**To what extent does social network site affect student academic**

This part describes the negative effect of SNS use on academic performance. Respondents were provided with some statements to which they had to respond by ticking either ‘Strongly Agree (SA)’, ‘Agree (A)’, ‘Undecided (U)’, ‘Disagree (D)’ or ‘Strongly Disagree (SD)’ to indicate the rate at which these statements are true. The letter (N) represents the total number of respondents for the study. Frequency is represented by the letter “F” and percentage is represented by the symbol “%”. For ease of understanding, responses of Strongly Agree and Agree were interpreted as Agree while those responses for Disagree and Strongly Disagree were regarded as Disagree.

**Table :7 Negative effect of SNS use on academic performance N=160**

Statement	SA+A		U		SD+D		TOTAL
	F	(%)	F	(%)	F	(%)	
Disturbs during learning	143	89.4	6	3.8	11	6.8	160
Students become addicted	134	83.8	13	8.1	13	8.1	160
Affects study habit negatively	119	74.4	24	15.0	17	10.6	160
Reduces command over language use	111	69.4	24	15.0	25	15.6	160
Does not allow focus	111	69.4	20	12.5	29	18.1	160
Reduces GPA	70	43.8	33	20.6	57	35.6	160
Reduces attention	127	79.4	19	11.9	14	8.7	100

Source: Fieldwork Survey

Table 7 shows the negative effects of SNS on academic performance as perceived by students. It is revealed by 143 (89%) of the respondents that SNS disturbs students during learning hours. Again, 134 (84%) of the respondents indicated that students become addicted to the use of short form of words in their academic work. Further, it is revealed by 127 (79%) of the respondents that SNS use reduces students' ability to pay attention during lecture hours. Most of the respondents again perceived SNS use as affecting students study habit negatively as indicated by 119 (74%) of the respondents. Again, 111 (69%) of the respondents indicated that SNS use reduces students' command over language use and speaking skills. Similarly, 111 (69%) of the respondents indicated that SNS use does not allow students to focus on their academic work. Finally, regarding whether SNS use reduces students Grade Point Average (GPA), the views of respondents were varied as 70 (43.8%) indicated that SNS use reduces GPA while 57 (35.6%) indicated otherwise. However, 33 (20.6%) of the respondents were undecided. Regardless, the percentage which indicated that GPA is reduced is the highest.

The results of this current study support the findings of Flad (2010) that SNS use can have negative effect on study habits and homework completion. Flad's study found that students admitted to spending more time on SNSs rather than studying. The results further confirm the findings of Ahmed et al., (2011) who sampled 1000 students from various universities in Pakistan to explore the relationship between social networking and educational performance of students. Their findings revealed that study habits were significantly affected by time spent using social networking sites concluding that internet and SNS usage "significantly (negatively) affect the studying habits of students and eventually their academic performance" (p. 156).

What measures do students of Kumasi Technical University consider appropriate in regulating the use of social network sites to mitigate their adverse effects?

**Table 8: Measures to regulate SNS use N=160**

Statement	SA+A		U		SD+D		TOTAL
	F	(%)	F	(%)	F	(%)	
Mobile phones should not be used	138	86.3	8	5.0	14	8.7	160
Reduce time wasted	148	92.5	7	4.4	5	3.1	160
Focus on language skills more	101	63.1	29	18.1	30	18.8	160

Source: Fieldwork Survey

Table 8 shows the measures which can help regulate appropriate use of SNS. Majority of the respondents 148 (92.5%) indicated that students should reduce time wasted on social network sites. Again, 138 (86%) of the respondents indicated that mobile phones should not be used during lecture hours. Finally, the table reveals that 101(63%) of the respondents indicated that students should focus more on language skills than writing or typing skills.

The findings confirm the findings of Jabr (2008) that one-third of the students sampled indicated that access and time spent on social networking sites should be reduced. Again, the results are in line with the study of Flinders (2008) who found that in a study of 1500 teachers, approximately half indicated that they believed that networking sites served as a distraction and so gadgets that provide access to SNs should not be used during academic work.

## Conclusions

The following conclusions can be drawn from the above findings:

1. Social network sites are used by students mostly for communication and interaction with people.
2. There are positive effects of the use of SNS on academic performance, in the form receiving academic information, disseminating academic information, getting access to greater information and fact sources and helping in the doing of assignments.
3. There are also negative effects of the use of SNS on academic performance. This is seen in the form disturbing during lecture, affecting the writing skills of students and reducing ability to pay attention. In the extreme, it can lead to reduction in GPA.

4. Students get several benefits from the use of SNSs. Some of the benefits are helping in e-learning, promoting flexibility in searching for academic information, promoting discussion, innovative ideas and easy access to learning materials.
5. Finally, measures such as reducing time wasted on social networks, not using phone during lecture hours and focusing on how to improve language can regulate the appropriate use of SNS.

### Recommendations

From the conclusions above, the following recommendations are made:

1. Since it has been concluded that there are both positive and negative effects of SNS, we recommend that students use SNS for only the right purposes such as interaction and discussion of academic of information in order to benefit from SNS use positively.
2. Students should reduce the amount of time wasted on social network sites. This will help ensure that their study habits are not affected negatively.
3. Gadgets that are used to access social network sites such as phones should not be used during lecture hours. This will help students pay attention during lecture.
4. Students should watch their language and typing/writing skills when using SNSs. This is to ensure that they do not get addicted to the use of short form of words thereby affecting their language use during academic work.

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