Social Media Sites and Their Effect on Academic Perfomance: A Case of Zivezano High School

Hasan Simani
University of Zimbabwe Applied Psychology lecturer (Msc in Counselling Psychology)

ABSTRACT

This quantitative study to examine student's perceptions on the effect of social networks on their academic performance in the Province of Masvingo focusing on Zivezano high school students. A descriptive cross-sectional survey design was used and standard questionnaires were used to collect the data. A sample of 51 students were purposively sampled. Data analysis was done using SPSS IBM Version 21). Research findings showed that a great number of Zivezano high students were frequently using WhatsApp as compared to other social sites and there was no effect to their academic performance. To this end, the researcher recommended that social media should be used for educational purposes as well; Social Networking Sites should be extended and new pages should be created to enhance academic activities and avoid setbacks in the students' academic performance; and Students should be monitored by teachers and parents on how they use these sites This is to create a equilibrium between social media and academic activities of students to avoid hindrances in the academic performance of the students.

I.   Introduction

The purpose of the study was to find out the perceptions of student at Zivezano high on the effects of social networks on student academic performance. The present age is digitalised with technology reigning supreme. The world is ever changing owing to the advancement in the realm of science and technology. The group that is largely influenced is the youth and young adults (Gary, 2005). Elmore (2011) termed them screenagers, while Garry (2005) refers to them as digital natives. According to Sheldon (2008) more than 50% of college students go on social network site several times a day. Similarly, Foehr and Robert (2008) reported that the youth spent nearly 10 hours per day using some form of technology with socially networked media playing a large role in their daily lives. Junco, (2012) stated that between 2009 and 2010 in America about 67 to 75 percent of young adults used social networking sites. Davis, Canche, Deil-Amen and Rios-Aguilar, (2012) refer to these social networks as web-based and mobile applications that allow individuals to create, engage and share new user generated or existing content in digital environment through multiway communication. These social networks include Facebook, twitter, YouTube, whatsapp, instagram and blogs. These social networking sites such as Twitter and Facebook have become a furious craze for students these days.

The intriguing aspect of social networks is that they are not limited to desktop or laptop computers but can be accessed through mobile applications and smart phones making it very accessible and easy to use. Banquil, Chuna, Leano, Rivero, Bruce and Dianalan, (2009) found out a continuing drop of grades among students who used social networks. Kirshcner & Karpanishi (2010) found out a significant negative relationship between Facebook use and academic performance. They concluded that students who used Facebook spend few hours per week studying on average than Facebook non users. Contrary to that, Ahn (2011) found out that social networks do provide a platform for youth to participate in communities that help learn and practice within a particular knowledge area.

In other words, high school students are becoming symbiotic with computer tools and growing into connected systems. The researcher became interested in the topic because it seems they are various debates surrounding the issue. Mwenje (2015) reported the minister of education Mr Dokora in Zimbabwe legalising the use of cell phones at school because they must move with times of technology.

1.2 Statement of the problem

There are various debates surrounding the issue of social networks on their role in academic performance. Some studies revealed a drop of students grades and academic performance due to social media network participation for example Kirshcner and Karpinski, 2010; Ndaku, 2013). Kalra and Manami (2013)

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argued that most students lost their interest in their studies as they spend most of their time on these sites. Other studies found no correlation between social network and academic performance for example (Hunley, Evans, Delgado-Hachey, Krise, Rich, and Schell, 2005). Kolek and Saunders (2008) did not find any correlation between GPAs of student users and social network participation such as Facebook. It is against this background that this research is being conducted to find the perception of the students regarding the use of social networks on student academic performance at Zivezano high school.

1.3 Purpose of the study
To examine the students perceptions of the effects of social networks on student academic performance
1.4 Rationale of the study
The research is significant to the teachers, educators, researchers and students. It will help the teachers of the school to know the effects of social networks on students' academic performance. It will also help researchers with more information on the effects of social networks on the student academic performance at high school.
1.5 Objectives of the study
The study will be guided by the following objectives
• To identify the social networks sites visited by the students
• To assess the usage of social networks sites on the student's academic performance
• To ascertain the hours spend on social networks and academic performance
• To evaluate the benefits and non-benefits of social networks on academic performance
• To come up with recommendations based on the research findings
1.6 Research questions
• Which social networks are being used by the students?
• How is the usage of social networking playing a role in academic performance?
• Are the hours students spend on social network playing a role in academic performance?
• What are benefits and non-benefits of social networks to academic performance?
• What suggestions can be made based on the research findings?
1.1.1 Delimitations of the study
The study covered only one school in Masvingo Zivezano high school focusing on students' perceptions on the effects of social networks on academic performance.
1.1.2 Definition of key terms
Social networks sites – online platforms that allow users to create public profile and interact with other users on the website. This include Facebook, YouTube, Twitter, MySpace and Linkedln
Academic performance- refers to apparent demonstration of ideas, understanding, skills, knowledge measured by grades point scores (GPs)
Perception – conscious awareness of the individual

II.   LITERATURE REVIEW
The purpose of this chapter is to identify the prevailing information concerning the effects of social networks on the academic performance of students. The literature discussed in this chapter is structured thematically as it focuses on key concepts such as the knowledge, effects and nature of social networks on academic performance. Several books and publications are evaluated to widen the range of these key concepts dealt with in this research. The chapter will focus on the following subheadings conceptual framework, related studies and theoretical framework.

2.2Conceptual framework
According Boyd and Ellison (2007) "social networking sites are web based services that allow individuals to construct a public or semi-public profile within a bounded system , articulate a list of other users with whom they share a connection and view and traverse their list of connections and those made by others within the system". Helou and Rahim (2010) also defined online social networks as virtual communities which allow people to connect and interact with each other on a particular subject or just hang out together online. Social media sites around the globe provide users with a number of options to interact with each other though entertainment, chats, gossip and games. Through these social network platforms students are able to interact with others on various topics and interests.
Davis et al (2012) refer to these social media technology as web based and mobile applications that allows individuals and organisations to create, engage, and share new user generated or existing content in digital environments through multiway communication. Popular social network platforms on mobile and web applications include Facebook, Twitter, You tube, Whats app, Instagram, snap chat, Google Plus, Linkedln.
In the early 1990s, online communication technologies were introduced to the public in forms such as email and chat rooms (Peter and Valkenburg, 2009). It also assumed by some professionals that adolescents would spent

too much time on computers. The increased internet use and social networking has become very popular in the recent years. Nowadays, it seems as if everyone is a member to at least one social networking site where they have created a personal profile online which they use to interact. Boyd, (2007) positioned that teenagers and young adults have embraced these social network sites as a platform to connect with their peers ,share information ,reinvent their personalities and showcase their social lives. Lewis (2008) asserts that contrary to the older generations who used resources like television, newspapers, teenagers now use the internet for the majority of their daily activities and information gathering. Those teenagers still schooling spent hours on the internet sacrificing the precious study time which can have a negative impact on their academic performance.
Peter, Baker and Cochran (2012) state that academic performance is measured in terms of attention span, time management skills, student characteristics, academic performance and time spent on online social networks.

2.3 Review of related studies
   A lot of studies were done to find the effects of social networks on the academic performance in various settings. Some found the negative effects of social networks which might affect student academic achievement. However, some found no correlation between the social network platforms and academic performance and other positive use of social networks on academic achievement.
   Miguel (2010) focused on the relationship between time spend on Facebook and the academic performance of students. The overall findings indicated that more time on Facebook equals slightly lower grades. In his study the average Facebook user had a grade point average of 3.0 to 3.5, while a non-Facebook user had a Grade point of 3.5 to 4.0. It also revealed the average Facebook user study for 1-to 5 hours per week, while non-Facebook user would study 11 to 15 hours per week.
   Mingle and Adams (2015) studied students in senior high schools in Ghana focusing on how social networks participation influenced academic performance. They used a mixed approach which involved the survey of students in four senior high school and interviews of the heads of the senior high schools. The findings revealed that 70.3 % of respondents used Whatsapp and Facebook for making friends and chatting. The majority of respondents experienced negative effects such as grammar and spellings and late submission of assignment, less study time and poor academic performance due to heavy participation on social network sites. However, they were cases where others experienced improvement in their reading skills as a result of participation on social networks. They were also other factors which decreased academic performance such as duration of education, quality of teaching, teaching methods and unavailability of books.
   Malaney (2005) found that 8.9% of students in 2000, and 4.4% in 2003, reported that their grades had suffered as a result of too much spent on the internet as well as on social media networks. Similarly, Paul, Baker & Cochran (2012) in this research on effect of online social networking on student academic performance found a statistically significant negative relationship between the hours spend by student on online social networks and their academic performance. Social networks websites also found to grab attention of students and divert it towards non-educational and inappropriate actions such as chatting with friends (Kuppuswamy & Shankar, 2010).
   Similarly, Yeboah and Ewur (2014) studied the impact of whatsapp messenger usage on students' performance in tertiary institutions in Ghana. To achieve this, 50 students were used from the five tertiary institutions. The study revealed that whatsapp impacted negatively on the performance of tertiary students in Ghana. Other things unveiled from the study are the following; whatsapp takes much of students study time , results in procrastination related problems, destroy students' spellings and grammatical construction of sentences , leads to lack of concentration during lectures , results in difficulty in balancing online activities(whatsapp) and academic preparation and distracts students from completing their assignments.
   Klemm (2016) positioned that kids are excellent digital natives but it affects their performance at school. He argued that the phones are called smart but actually making humans dumb. He further adds that it may be one of the reasons that underperformance in schools is so common. Klemm (2016) argues that multitasking interferes with the learning at school, since it   causes less productivity and promotes stress and fatigue.
   Consistent with that, Levitan cited in Klemm (2016) from a neuroscientific point of view reminds us that multitasking is stressful as indicated by the secretion of cortisol and adrenalin. He opined that Intelligence Quotient can temporarily drop points during multitasking on social networks. A brain scan study showed that new information gets processed in the wrong parts of the brain and not in the hippocampus where it should go in order to be remembered. The most insidious aspect of multitasking is that it programs the brain to operate in this mode, creating a debilitating thinking habit that is permanent. The constant switching on social networks trains the brain to have a short attention span and shrinks working memory capacity. He further argued constant switching on social network not only becomes a habit but addictive. Thus many high school children have withdrawal symptoms if they can't check their phone messages every few minutes. Mail messages send an associated signal that someone thinks you are important enough to contact. This provides powerfully reward

personal affirmation (Klemm, 2016). In other words it reinforces behaviours of constantly switching on the internet.

Social networking sites, as well other forms of communication technology are also a concern to many schools professional because of the level of distraction they create within the school (Greenfield & Subrahmanyam, 2008). They further argued that though the school have tried to block social networks some students still unscrupulously use their own cell phones to connect to the social networks. This has caused distractions during instruction time and has had a negative impact on the learning environment.

Contrary to that , study conducted by Roberts and Foehr (2008) in United States about student extracurricular activity , rather suggested that new media such as Facebook, Twitter substitute or enhance other leisure activities , but do not take away time from the youth. They argued that the time spent by students on social networks site is the same time that normally use for extracurricular activities and therefore do not take away their productive time for studies. Negussie and Ketema (2014), study in Ethiopia also indicated that there is no significant relationship between hours spent on social on social networks such as Facebook and students' grade point average. Similarly, Ahmed and Quazi (2011) found no difference between hours spend on social media networks and student's academic performance in Pakistan.

According to Tavares (2013) Social networks have become an integral part of student social life. These networks have become important as they serve as platforms for users to interact and relate with their peers. They are now being is seen as platforms or communities that could be utilised to enhance student engagement and performance. A number of researchers have found several positive influences of online community engagement students and their peers. According to Tiene (2000) written communication on cyberspace enables students to take part in discussions at a time convenient to them and articulate their ideas in a more carefully thought and structured ways. Yunus (2012) indicates that students gained more vocabulary and improved their writing skills as a result of their participation on social networks. Similarly, a study by Asad, Mamum &Clement (2012) revealed that social networks allowed students to exchange assignments and discussions in academic work.

Salvation & Adzharuddin (2014) found that students are able to formulate group discussions to exchange ideas and communicate to their teachers as well as appeal to their friends about assignments on social network sites. Their study further revealed teachers share course related materials with their students and create student groups to collaborate on projects and communicate with their fellow teachers from other universities through Social network sites thus facilitating student academic performance.

Facebook was used as a tool to enhance peer support among business education students during their training programme and detected that students exchange were mostly affective type facilitating group cohesiveness through encouragement and support (English & Duncan-Howell, 2008).

A research at Solusi University in Zimbabwe by Dlamini, Ncube and Muchemwa (2015) focused on how productive Solusi students use the social media technology. They sampled 108 from various departments and results indicated students were knowledgeable about social media. They used social networks like Facebook, My space, social search, Google and wikis. They utilised the social networks for academic purposes like sending and receiving assignments, discussing assignments and even created platforms for sharing academic information. A regression analysis revealed .78 an indicator of a strong relationship between the social media and academic performance. This research showed that social networks have positive effects on students' academic performance.

Moreover, Fewkes and McCabe (2012) conducted a qualitative study focusing on the aspect of social media being a learning tool for students. The purpose of the study was theoretical, the use of Facebook moves beyond formal academic learning. In this study a sample of 63 high school students were used to complete a questionnaire. The results revealed that 73 % of the students surveyed believe it can be useful as an educational tool. Students explained that Facebook could make communication easier with classmates, quick and easy discussion forums, group collaboration, awareness campaigns, increased self-organisation and homework help. Based on the results of the study, the researchers concluded Facebook is not commonly used by the teachers; however, it can be effective educational tool if implemented correctly.

2.4Theoretical framework

In psychology theories are formulated to explain, predict and understand phenomena and in many cases to challenge and extend knowledge within the limits of critical bounding assumptions. According to Swanson & Richard, (2013) theoretical framework introduces the theory that explains the reason the research under study exists.
This study based its roots on the following theories, Kartz's uses and Gratification theory and Flow theory.

2.4.1 Kartz Uses and Gratification theory

Uses and Gratifications Theory, also called Needs and Gratifications Theory is a model that focuses on why people use certain media rather than on the content. Uses and Gratifications theory was propounded by

Elihu Katz, Jay Blumler and Micahel Gurevitch in 1974. According to Severin & Tankard (2001), the uses and gratifications theory involves a shift of focus from the purposes of the communicator to the purposes of the receiver to determine what functions mass communication is serving for audience members. One of the tenets of the uses and gratifications theory is that audiences are active, and they seek to find out the mass media that satisfy their gratifications. The Internet has enabled audience to find and also have more options from which they are able to select the websites and web pages that satisfy their specific needs. The Internet also allows audiences to be in more control of the media.

Uwem, Enobong& Nsikan (2013) asserts that while using the new media, people are actively combining several motives to fulfill their yearnings and aspirations, properly referred to as gratifications. This also happens when they are using social networking websites. The uses and gratifications approach is therefore a good way to find out what other purpose students use social networking sites for Zivezano high school in Masvingo. From a uses and gratifications perspective, social networking sites have a wide range of information material, thus those who utilize their services and resources should be able to satisfy a wide array of needs (Uwem, Enobong, & Nsikan, 2013) Also, the gratification theory which answers the second objective of the study, holds that people are responsible for choosing a particular media to meet their needs. That media in turn compete with other information sources for viewers' gratification (Katz, 1974). Therefore, the academic performance of students is as a result of the competition between social media network participation and academic work. This implies that the amount of time invested participating on social media could affect the time allocated for studies by students and this could affect their learning outcome as a result.

2.4.2 Flow theory
Flow theory helps assess human- computer interactions and addresses people's use of internet. According to Cskszentmihalyi (1997) flow is defined as the holistic sensation that people feel when they act with total involvement. It implies absorption in a task, such that the person is completely attracted by the artifact and task being performed. Websites, email tools and computer itself are all artifacts; the tasks refer to an assignment performed using these tools (Finneran and Zhang, 2003). It is also described as total concentration and deep involvement in the tasks, these activities result in intrinsic enjoyment, combined with keen curiosity and pleasure encourages repetition of the activity, but also the loss of the time and inability to control usage or halt the activity. The flow theory explains that the flow of information shared on these walls increase with the size of the user's network that is number of friends and groups. Consequently, the user's attraction to and involvement in activities on the social platform likely means greater concentration and time spend following updates and news. Although users experience delight and enjoyment when interacting with others on these social networks, they may lose control over tasks like writing an assignment they are expected to perform. Time flies while they are absorbed in the joy and curiosity produced by these websites and no time or effort is left to conduct other tasks (Hofstede, 2010).

The chapter explained the conceptual framework, empirical studies and theoretical framework which tries to explain the effects of social networks on academic performance. The research is therefore justified since it will be used to test theories and validity of different studies to the students at Zivezano high school.

III. METHODOLOGY
This chapter outlines the methodology that was used in carrying out the study. The subsections explore the research approach, research design, the number of participants who participated in the study, the sampling frame used to select the subjects required, instruments used, research procedure, pilot study and ethical considerations.

3.2 Research approach
A quantitative approach is the most appropriate for this study because it allows the researcher to measure the perceptions of Zivezano high school students using the same standardised questionnaire. Quantitative approach also saves time and easy to administer.

3.3   Research Design
The researcher used a cross-sectional survey design to investigate the perceptions of students at Zivezano on the effects of social networks on their academic performance. Cross sectional surveys involve the collection of data a single point in time from a sample drawn from a specified population (Lavrakas, 1993). The rationale for choosing this design is that it is most often used to document the prevalence of particular characteristics in a population thus for example assessing the frequency with which people perform certain behaviour or the number of people who hold particular attitudes and beliefs. Another advantage of Cross-sectional surveys does offer the opportunity to assess relations between variables and differences between subgroups in a population.

3.4 Population and Sampling
The researcher selected 50 participants (25 males and 25 females) from a population of 500 students at Zivezano. A stratified sampling technique was employed which involved dividing the sample into subgroups or strata and sampling process is executed separate on each stratum. The forms selected included Form 3, form 4, form 5, and form 6 selecting both boys and girls. The advantage of using this type of sampling is that it provided greater control over the composition of the sample, assuring the representatives of the sample in terms of the stratification.

3.5 Data Collection Instruments
A questionnaire was used as an instrument to collect the data from a sample of Zivezano students in Masvingo. A questionnaire was appropriate to this research since it was a quantitative cross-sectional survey. An advantage of using self-completion questionnaire is that it is an entirely standardized measuring instrument because the questions are is always phrased exactly in the same way for all respondents. The first part of the questionnaire included questions about Gender of the participants, age, level of study, social networks students use, purpose of using social networks, frequency of students on social networks, hours spent on social networks and how they affect academic performance. The second part of the questionnaire consisted of 11 items which measured the perceptions of students on the effects of social networks on academic performance. The instrument was designed using a 5 point likert scale (1 **strongly disagree** 2 **disagree** 3 **fair** 4 **agree** 5 **strongly agree).**

3.6 Pre-test
A pilot study is a standard scientific tool for soft research, allowing scientists to conduct a preliminary analysis before committing to a full-blown study. It is thus a pre-study of the fuller study or it may be thought of as a miniature version of your research . A pilot study was conducted with 5 male students to investigate the perceptions of students of social network role on their academic performance and specifically to test the reliability of the research instrument before the main study. The questions that were not appropriate were removed and added those that were relevant for the main study. The pilot study provided the researcher with ideas, approaches and clues that may not have been foreseen before conducting the pilot study. The researcher made needed alterations in the data collection methods.

3.7 Research Procedure
Formal approval was granted from the Chairperson of the Department of Psychology at the Great Zimbabwe University to carry out this study and the chairman granted a letter to permit the researcher to carry out the study.
After receiving permission from the Headmaster of Zivezano, the researcher introduced himself to each and every respondent who participated in the study. After the introduction, the subjects gave their consent orally if they wanted to participate in the study**.** Those who agreed were given self-administered questionnaire to fill in the needed information and the researcher assisted them in areas of difficulty.
The researcher administered questionnaires to the subjects in their school settings which include break time and sports fields. The research allowed subjects to take their time in the process without rushing to complete it and do it honestly to avoid biases.
Questionnaires were collected from the participants after they had finished filling in. Subjects were debriefed of the study and the researcher assured them that the results were not going to be directly linked with their names**.** The subjects were thanked for their participation in the study. The last thing was to analyse the data using the statistical package for social sciences to make it more meaningful.

3.8 Data Analysis and Interpretation
The data was analysed using Statistical package for social sciences (IBM 21 VERSION). The advantage is that it helped the researcher to work out the descriptive statistics. The software is basically used for interpreting of quantitative data. The data was interpreted according to the research objectives.

3.9 Ethical Considerations
The researcher observed all the protocols as outlined in the American Psychological Association code of ethics. The first step was to seek for consent from the Headmaster of Zivezano high school and those with 18 years and above will also give their consent. The subjects were notified that they had the freedom to withdraw from the study without any form of punishment or consequences that could cause psychological harm. Thirdly, confidentiality was guaranteed that is the results of the study will not be directly linked to their names. The respondents of the subjects were used for academic purposes not for commercial purpose. After the study the researcher debriefed the subjects.

IV.   RESULTS

This chapter shows results that were obtained from the study that was carried out among the students at Zivezano High School. These results were computed using SPSS (19) using Frequencies in Descriptive statistics and these results are going to be presented in line with the objectives of the study. The data was grouped according to tables, bar graphs and pie charts.

4.2 Objective 1: To identify the social networks sites visited by the students

The results of the study demonstrated that a lot of students used WhatsApp, followed by Facebook and lastly Google+. 88% were using whatsapp, 8% were using Facebook and lastly 4% visited to Google+ and nobody used emails and Viber. The popularity of WhatsApp is attributed to it being an instant messaging application that runs on mobile phones and can be used while one is on the go and thus allowed multitasking which students are known for. See pie chart on **Fig 2.** A lot of students connected to whatsapp, Facebook and Viber using gadgets such as computer, cell phones and I phones. This is shown by the diagram below see **Fig 3.**

Fig 3 show a pie chart showing types of social networks visited by students
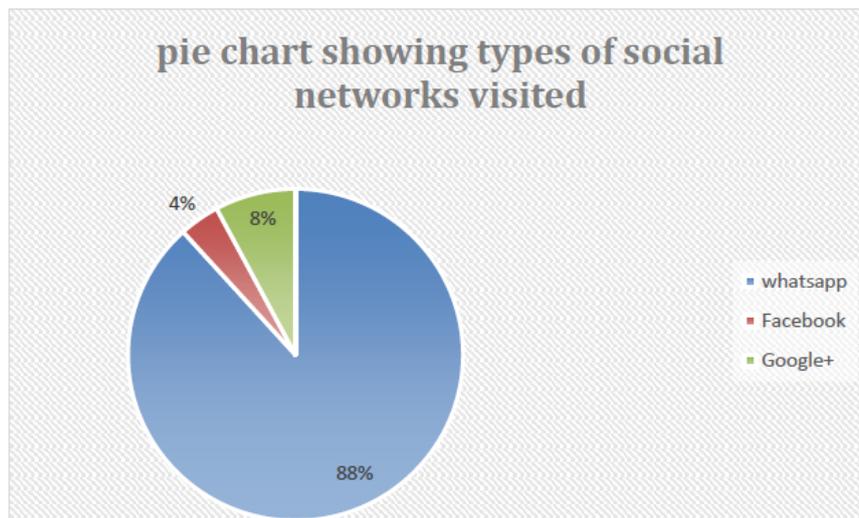
The bar graph below demonstrates that cell phones were mostly used by students at Zivezano high as shown by the highest percentage rate of 82 %, roughly 14 % uses computers and rough 4 % uses I phones

Fig 3 Gadgets used to connect to social networks sites
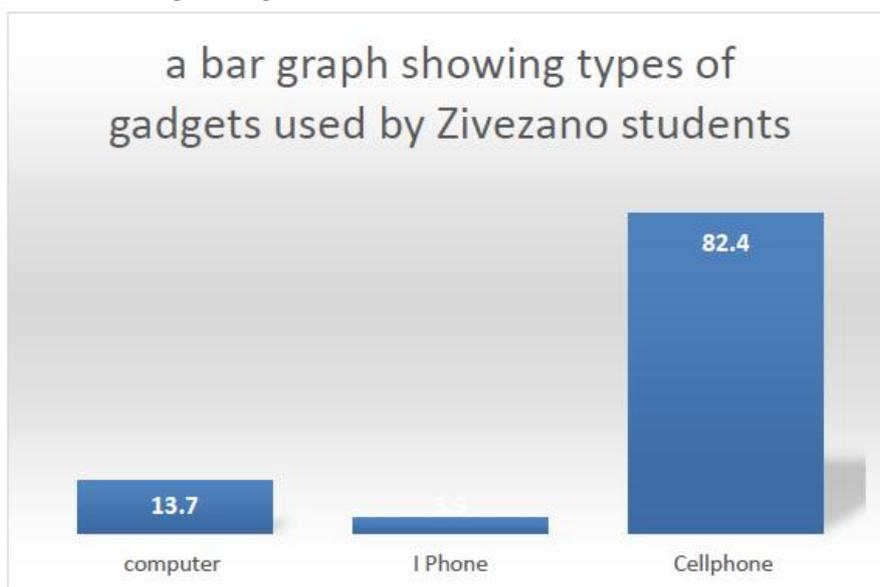
4.4 Objective 2: to assess the usage of social networks

The results established that a lot of students used the social networks for discussion, chatting with their friends, entertainment and making friends. Discussion had the highest response rate of about 80 % followed by chatting with almost 57%, entertainment had a 49 % and lastly making friends was another purpose of using social networks with a response rate of about 14%. This is illustrated by the bar graph below fig 4. In a way the main purpose of using these social networks is to discuss school related assignments and least is to make friends using social networks like Facebook.

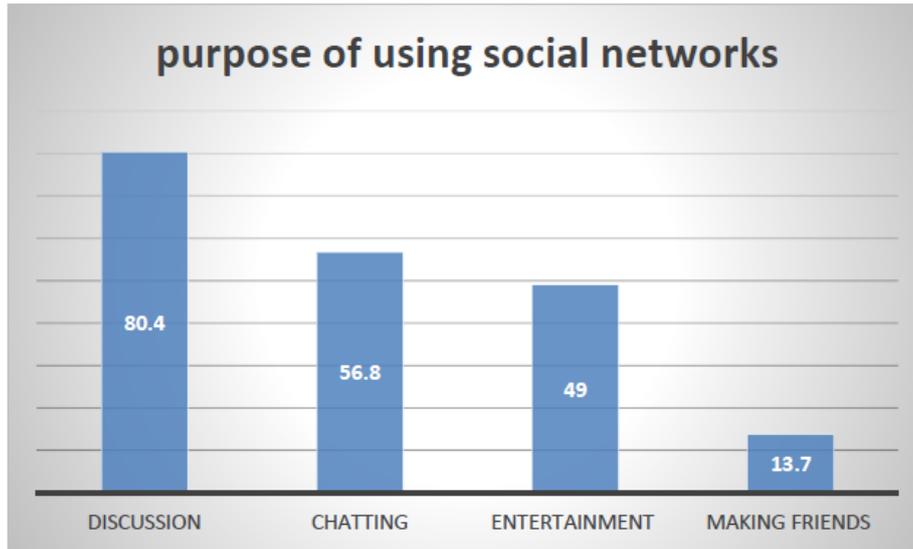**Fig 4 showing the purpose of using social networks**

	Table 4 shows groups students subscribe to on social networks			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	educational	40	78.4	78.4	78.4
	soccer	6	11.8	11.8	90.2
	social	4	7.8	7.8	98.0
	music	1	2.0	2.0	100.0
	Total	51	100.0	100.0	

The table above shows that students preferred groups by the students. Results indicate that educational groups had about 78% followed by soccer with 12%, social with 8% and lastly music with 2%. All this reinforces the fact that students at Zivezano are using social networks are utilising social networks for the academic purposes

4.5 Objective number 3: To ascertain the hours spend on social networks and academic performance

Results of the study indicate that roughly 63. % responded that they spent two hours on the social network, 18 % spent an hour on social sites, those who spent four hours were 16% , students who spent 6 hours had the percentage of 2% so like those who spent 30 minutes . This is illustrated by the table below and the pie chart on **Fig 5**

	Table 5 show hours spent per day on social network			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30minutes	1	2.0	2.0	2.0
	one hour	9	17.6	17.6	19.6

two hours	32	62.7	62.7	82.4
four hours	8	15.7	15.7	98.0
six hours	1	2.0	2.0	100.0
Total	51	100.0	100.0	

Fig 5: A Pie chart showing hours spent on network sites

The results also established that students at Zivezano were not frequently using the social networks. The bar graph below shows that largest percentage of about 77% sometimes log on to social network sites, 16% often visited the social networks and 8% visited social networks all the time.

Fig 6: showing a bar graph of the frequency of students on social networks
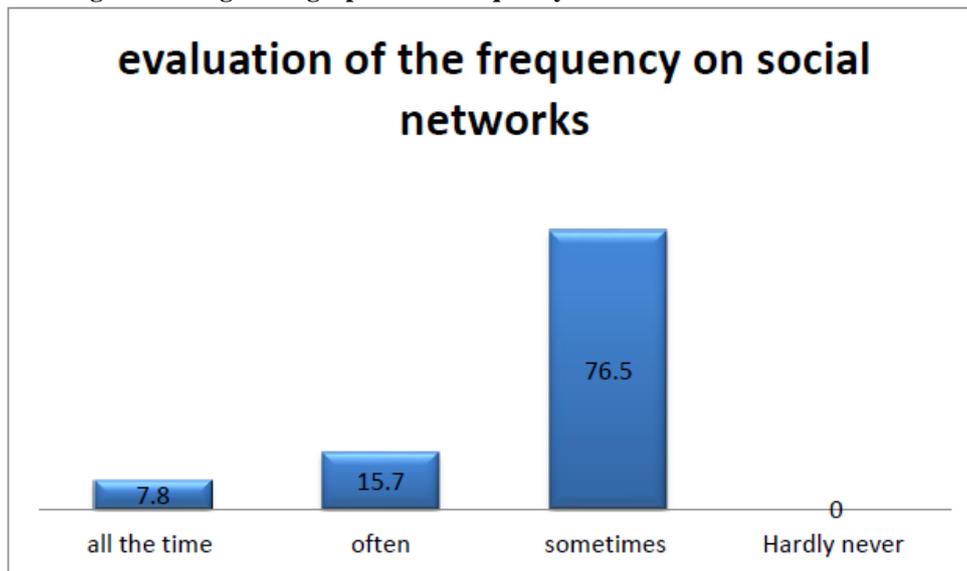
The results also revealed that the hours and frequency of students had an effect on their academic performance. 51% students rated themselves as good, 29% as fair, 16% as excellent and 4% as poor. This reflects that social networks had both positive and negative effects although positives were more than negatives. This is clearly illustrated by the diagram below.

Fig 7: Academic performance after visiting social networks
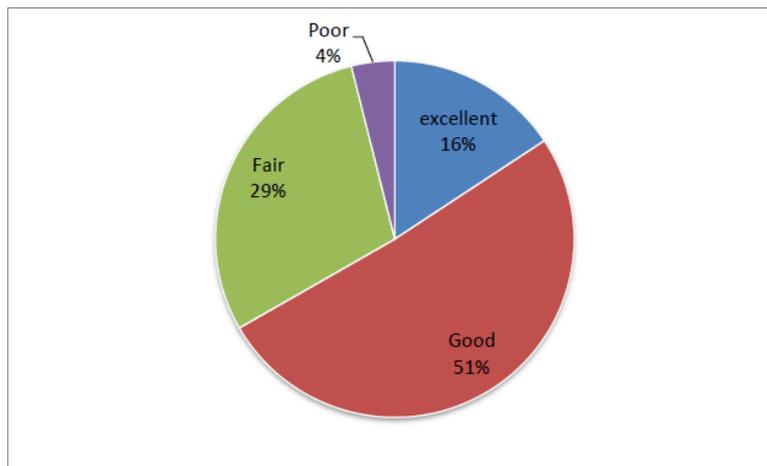
4.6 Likert scale results

The table 6 below reveals that exactly 51% disagreed that addiction to social media could was a problem affecting their academic performance, about 26% were neutral on this issue, approximately 12% strongly disagreed , almost 8 % agreed on this issue and roughly 4% strongly agreed. This reflects that a lot of participants were not seeing the effects of addiction on social networks academic performance.

		Frequency	Percent	Valid Percent	Cumulative Percent
Table 6 addiction					
Valid	strongly disagree	6	11.8	11.8	11.8
	disagree	26	51.0	51.0	62.7
	neutral	13	25.5	25.5	88.2
	agree	4	7.8	7.8	96.1
	strongly agree	2	3.9	3.9	100.0
	Total	51	100.0	100.0	

Table 7 depict that roughly 80% of the participants disagreed with the notion social media caused poor concentration , nearly 8 % were both neutral and agree , followed by those who strongly agreed had almost 4% and strongly agree had no respondents. This reflects that social networks caused problems of poor concentration to a lesser extent.

		Frequency	Percent	Valid Percent	Cumulative Percent
Table 7 poor concentration					
Valid	strongly disagree	2	3.9	3.9	3.9
	disagree	41	80.4	80.4	84.3
	neutral	4	7.8	7.8	92.2
	Agree	4	7.8	7.8	100.0
	Strongly Agree	0	0	0	
	Total	51	100.0	100.0	

The majority of participants disagreed that it caused a drop in grades, whilst a few agreed. About 63% disagreed; nearly 14 % strongly agreed, almost 12 % agreed, approximately 8% were neutral and nearly 4% strongly agreed. It shows that social networks are not problematic to the academic performance of students at Zivezano. This is depicted in the table below.

		Frequency	Percent	Valid Percent	Cumulative Percent
Table 8 drop in grades					
Valid	strongly disagree	7	13.7	13.7	13.7
	disagree	32	62.7	62.7	76.5

	neutral	4	7.8	7.8	84.3
	agree	6	11.8	11.8	96.1
	strongly agree	2	3.9	3.9	100.0
	Total	51	100.0	100.0	

The majority of participants disagreed that they social networks were not personal sites but they were good for education, whilst the minority agreed. This is depicted by the **Table 9**

Table 9 social networks as personal sites

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	6	11.8	11.8	11.8
	disagree	36	70.6	70.6	82.4
	neutral	6	11.8	11.8	94.1
	Agree Strongly Agree	3 0	5.9 0	5.9 0	100.0
	Total	51	100.0	100.0	

Table 10 depict that exactly 49% disagreed that social networks should be banned, approximately24 % were neutral on this issue, and almost 20% agreed on the issue whilst an estimate 8% strongly disagreed. In a way, social networks are a benefit to the students since most of the students who participated disagreed that they should be banned.

Table 10 harmful nature of social networks

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	7.8	7.8	7.8
	disagree	25	49.0	49.0	56.9
	neutral	12	23.5	23.5	80.4
	Agree Strongly Agree	10 0	19.6 0	19.6 0	100.0
	Total	51	100.0	100.0	

Social networks were seen as useful to the academic performance of the students because they can be used as collaborating tools with their teachers. This is depicted by the results on table 11: around 73% agreed with the statement, almost 12 % strongly agreed, nearly 10 % participants remained neutral, almost 4% disagreed and 2% strongly disagreed.

Table 11social network as collaborating tools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	2.0	2.0	2.0
	disagree	2	3.9	3.9	5.9
	neutral	5	9.8	9.8	15.7
	agree	37	72.5	72.5	88.2
	strongly agree	6	11.8	11.8	100.0
	Total	51	100.0	100.0	

Almost 7 5% agreed that social sites could be used for academic appointment with their teachers, almost 12% were neutral, nearly 6% disagreed, while the rest had about 4 % on both strongly agree and strongly disagree. This is illustrated on table 12 below.

Table 12 using social sites for academic appointment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	2	3.9	3.9	3.9
	disagree	3	5.9	5.9	9.8

neutral	6	11.8	11.8	21.6
agree	38	74.5	74.5	96.1
strongly agree	2	3.9	3.9	100.0
Total	51	100.0	100.0	

The table 13 summarise that 72% agreed that their grades were improving since they started using social networks, nearly 22% were neutral, almost 4% strongly agreed and only one participant disagreed.

Table 13 grades improving

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	0	0	0	0
	disagree	1	2.0	2.0	2.0
	neutral	11	21.6	21.6	23.5
	agree	37	72.5	72.5	96.1
	strongly agree	2	3.9	3.9	100.0
	Total	51	100.0	100.0	

Table 14 shows that around 80% agreed that social networks could be used as discussion sites, about 12 % were neutral; almost 4% disagreed and strongly agree. This depicts that social network sites can be used as discussion sites for students.

Table 14 social sites as discussion sites

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree Disagree	0 2	0 3.9	0 3.9	0 3.9
	neutral	6	11.8	11.8	15.7
	agree	41	80.4	80.4	96.1
	strongly agree	2	3.9	3.9	100.0
	Total	51	100.0	100.0	

The majority of the participants agreed with the statement social networks can enhance academic performance of students is used properly. Roughly 78% agreed with the statement, nearly18 % strongly agreed and almost 4 % were neutral on this statement.

Table 15 social networks if used propEerly can enhance academic performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree Disagree neutral	0 0 0 2	0 0 0 3.9	0 0 0 3.9	0 0 0 3.9
	agree	40	78.4	78.4	82.4
	strongly agree	9	17.6	17.6	100.0
	Total	51	100.0	100.0	

Table 16 shows that nearly 73 % agreed that social networks as tools for educational attainment, about 14% were neutral, almost 6 % strongly agreed, nearly 4 % participants both strongly disagreed and disagreed.

Table 16 social networks as tools for educational attainment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	3.9	3.9	3.9
	disagree	2	3.9	3.9	7.8

neutral	7	13.7	13.7	21.6
agree	37	72.5	72.5	94.1
strongly agree	3	5.9	5.9	100.0
Total	51	100.0	100.0	

4.7 Objective number 4: to evaluate the non-benefits and non-benefits of social networks on academic performance.
The respondents answered that they were more benefits than non-benefits of social networks on academic performance. The Table below summarise the respondents' answers.

Table 17 showing the respondents answers of non-benefits and benefits of SNS

Benefits	Non-benefits
• Helps students to find new information • Used for sharing information for example assignments, • Getting updates of new information • Improves critical thinking • Can be used as collaborating tools with teachers • Writing skills can be improved • If used for academic purpose social networks can provide a student with more information that can enhance academic performance.	• Addiction can lead to poor grades at school • Students end up researching unnecessary information • Students end up making grammatical mistakes • Distraction on their studies

V. DISCUSSION
The project's main aim was to find the perceptions of students at Zivezano high on the effect of social networks on academic performance. The chapter presents the link between the results and literature review identifying the weakness in the study, recommendations and suggestions for further research based on the results of the study.

5.2 Objective 1: To identify the social networks sites visited by the students
The results of the study demonstrated that a lot of students used WhatsApp, followed by Facebook and lastly Google+. 88% were using whatsapp, 8% were using Facebook and lastly 4% visited to Google+ and nobody used emails and Viber. The results depict that students attend to social networks when they are at school. The results are consistent with the literature for example Junco, (2012) stated that between 2009 and 2010 in America about 67 to 75 percent of young adults used social networking sites. Mingle and Adams (2015) found out that a lot of students were visiting social networks like Facebook, whatsapp. Dlamini, Ncube and Muchemwa (2015 found that students at Solusi University attend to social networks like social search, Facebook and wikis. This is similar to the views of the gratification theory that audiences are active, and they seek to find out the mass media that satisfy their gratifications. However, in most studies a lot of students in different studies showed that Facebook was a major type of social network being used but in this study a lot students log on whatsapp using their phones.

5.3Objective 2: To assess the usage of social networks sites on the student's academic performance
The results established that a lot of students used the social networks for discussion, chatting with their friends, entertainment and making friends. Discussion had the highest response rate of about 80% followed by chatting with almost 57%, entertainment had a 49% and lastly making friends was another purpose of using social networks with a response rate of nearly 14 %. Similarly, Boyd, (2007) positioned that teenagers and young adults have embraced these social network sites as a platform to connect with their peers, share information, reinvent their personalities and showcase their social lives. Consistent with the results was a research done by Asad; Mamum and Clement (2012) revealed that social networks allowed students to exchange assignments and discussions in academic work

5.4 Objective3: To ascertain the hours spend on social networks and academic performance
According to the results of the study nearly 62 %responded that they spent two hours on the social network, almost 18 % spent an hour on social sites, those who spent four hours were approximately 16 % , students who spent 6 hours had the percentage of 2% so like those who spent 30 minutes. The majority rated

themselves as generally good in terms of academic performance, while a few rated themselves as poor. The likert also showed that majority of students were not seeing a drop in grades, poor concentration, no harm of social networks rather could be used to enhance academic performance. Correspondingly, A regression analysis revealed .78 an indicator of a strong relationship between the social media and academic performance (Dlamini, Ncube and Muchemwa, 2015) Negussie and Ketema (2014), study in Ethiopia also indicated that there is no significant relationship between hours spent on social on social networks such as Facebook and students' grade point average. Similarly, Ahmed and Quazi (2011) found no difference between hours spend on social media networks and student's academic performance in Pakistan.

Contrary to the findings, Paul, Baker & Cochran (2012) in this research on effect of online social networking on student academic performance found a statistically significant negative relationship between the hours spend by student on online social networks and their academic performance. This might probably mean that more time spent on these social networks can have a negative effect on academic performance, however if students can regulate themselves not constantly switching on these social networks it can help them achieve better results.

5.5 Objective 4: to evaluate the non-benefits and non-benefits of social networks on academic performance.

An open-ended questionnaire was used to find out the benefits and non-benefits of using social networks on academic performance. The majority of partipants listed benefits such as useful for discussion, helps students to find new information, used for sharing information for example assignments, getting updates of new information Improves critical thinking, can be used as collaborating tools with teachers, writing skills can be improved, if used for academic purpose social networks can provide a student with more information that can enhance academic performance. They also outlined non-benefits of social networks such as addiction can lead to poor grades at school, students end up researching unnecessary information, students end up making grammatical mistakes and distraction to their studies. Correspondingly, Facebook was used as a tool to enhance peer support among business education students during their training programme and detected that students exchange were mostly affective type facilitating group cohesiveness through encouragement and support (English & Duncan-Howell, 2008).

Flow theory shows the non-benefits of using social media. It explains that the flow of information shared on these walls increase with the size of the user's network that is number of friends and groups. Consequently, the user's attraction to and involvement in activities on the social platform likely means greater concentration and time spend following updates and news. Although users experience delight and enjoyment when interacting with others on these social networks, they may lose control over tasks like writing an assignment they are expected to perform. In a way, social networks they are both good and bad to the students' academic performance but in this research survey they were more benefits than non-benefits.

5.6 Limitations of the research

This study is limited with regards to how much information can be generalised to all high school students. Out of a school with 500 students, only 51 participants were able to participate, making it unlikely that all students in the school were represented from the sample. The survey itself is also limited the answers that students could give, as it did not include more open-ended questions.

5.7 Recommendations

In the light of the above research, the researcher recommends the following

• School counsellors should only be aware of what sites students are participating on but also the significant role of these sites in the lives of students. Though they are beneficial to the student academic performance, they have the potential to distract students from studying homework or other academic requirements

• School counsellors should build upon the positive attributes that these sites have, such as the ability for students to join student groups or meet others from school.one way to do this would to give classrooms presentations on the risks and benefits of social networking highlighting problematic behaviours associated with these sites but also educating students on how these sites can improve their lives and academically.

• School counsellors should conduct workshops with parents about children and internet use in the home.

• Students with phones and computers having internet should be encouraged to either use them to supplement their research in the library rather than spent on social media sites per day chatting with friends all the time.

5.8 Suggestions for future research

• Since the research was done using a cross sectional survey there is need to do a longitudinal survey studying the effects of social networks on the academic performance on a period of time

- It maybe also of equally important to measure to examine how a student's psychological state influences motivation for social media use.
- Do social media sites have positive influence on study and academics and are students leveraging them?
- Do constant switching on these social media impairs the memory of a student?

5.9 Conclusion
Overally, the research envisioned at examining the perceptions of the students on the effects of social networks on student academic performance. Although much is left to learn, the results of the study unveiled that a lot of students use social networks to improve their academic grades by utilising them to discuss assignments, gain new information and as platforms to collaborate with their teachers. The research also showed that a lot of benefits can be harnessed from social networks that can improve academic performance. The research had its own limitations such as small sample size, hence it is recommended next research improve on sample size and also use inferential statistics or using mixed approach.

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