

THE IMPACT OF SOCIAL NETWORK SITES ON THE ACADEMIC PERFORMANCE OF STUDENTS IN THE POLYTECHNICS OF GHANA

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Abstract

This study looked at the influence of social media usage on academic performance of students in tertiary institutions. It took into account types of social media sites and devices used. Tamale polytechnic was the study area which is made up of (3) major academic schools. A sample size of 600 was drawn out of a total population of 6000. Total 558 of the questionnaires were retrieved which represents a response rate of 93.0%. The findings revealed that most of the students make use smartphones, Followed by cell phones and laptops. For the use of social network sites, it was obvious that, most of the students made use Facebook, followed by Google and Whatsapp. As to whether social media assist academic work, 345, representing 64.6% indicated that social media enhances academic performance of students. The study also revealed that there is no correlation between academic schools and use of social media. likewise the year groups, there is no relationship between year group and use of social media. Even though students generally use social media for academic purposes; they also use it for non-academic matters. Students should be encouraged to spend more time of their social media interactions on academic issues rather than non-academic matters.

Keywords: Social Network Sites, Academic Performance, Polytechnics, Students' engagement

INTRODUCTION

The use of Social Network Sites (SNSs) among students of tertiary institutions especially, polytechnics in Ghana is becoming popular and fashionable. Most students in the polytechnics do not want to be left out but get actively connected to the social media sites, and for that matter social websites and applications now proliferate. The question is whether students use social networking extensively for their academic work. Social network comprises a set of individuals who are interconnected through certain relationships such as friendship, co-working or information exchange (Garton, Haythornthwaite & Wellman, 1997). Social network has provided us the opportunity to connect with people and build better relationships with friends and relations. It brings down Communication barriers and raise users voice since users are able to communicate their thoughts and perceptions over different topics with a large number of audiences. It offers opportunities for businesses, since businesses have noticed the value of social networks in their life, and they are using different techniques to promote their products. On the other hand, the extensive use of social media can actually cause addiction to the users. It also leads to isolation since extreme usage of social media has reduced the level of human interaction. Larry (2011) in a paper presented at the 119th Annual Convention of the American Psychological Association, said pre-teens and teenagers who use technology, like the Internet and Video games, on a regular basis will have more stomach aches, sleeping problems, anxiety and depression. He pointed out that Teens who use facebook continuously may show narcissistic tendencies and young adults show more signs of other psychological disorders.

LITERATURE REVIEW

Social media according to (Dhiraj, 2013) has been defined to refer to the many relatively inexpensive and widely accessible electronic tools that enable anyone to publish and access information, collaborate on a common effort, or build relationships. Kaplan and Haenlein (2007) define social media as a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content. Furthermore, social media depends on mobile and web-based technologies to create highly interactive platforms through which individuals and communities share, co-create, discuss, and modify user-generated content. Some SNSs are social-oriented while others are business or relationship oriented; activities are therefore dependent on the orientation (Salvation and Adzharuddin, 2014). Pinterest is a social curation website for sharing and categorizing images found online (Hall and Zarro, 2012). WhatsApp (Church and de Oliveira, 2013) is a cross-platform instant messaging application for smartphones. It enables users to send and receive location information, images, video, audio and text messages in real-

time to individuals and groups of friends at no cost. The study of kanagarathinam(2014) showed that students used more of Facebook, Skype, Watsapp and YouTube, however Google+ and LinkedIn were the least used among the respondent. Google is a universally accepted medium for searching all or any type of information through Internet; one can create individual forums for detailed discussions relating to all fields of study (Periyar, 2015). *Facebook* is a popular social-networking site (Mazman and Usluel, 2010), and also a useful educational tool due to its structure and multiple uses. It provides users with learning opportunities by way of sharing interests, exchanging information, sharing ideas and discussing topics. While network sites like Facebook and Twitter attract broad audiences who socialize. LinkedIn and tribe.net are business oriented sites that attract professional businessmen who share business ideas together (Gangadharbatla, 2008). The use of social media sites by students have both positive and negative repercussion on the lives of students (Boyd, 2007) indicated that SNS started as a hobby for some computer literate people, of late it has become a social norm and way of life for people from all over the world. Banquil & Chua (2009) came up with a conclusion that social networking sites do affect one's academic performance adversely. It directly causes the gradual drop of grades of students. It directly affects students' academic performance if the student invest his time in social networking sites instead of his studies. Academic performance is a multifaceted construct made of three dimensions, thus, students' characteristics, instructors'/lecturers' competencies and the conduciveness of the academic environment. The students perspective is how they deal with their studies and how they cope with or accomplish learning situations (Salvation and Adzharuddin, 2014). Responses on the positive impact of SNSs to students' academic performance have higher means, which range from 3.20 to 3.70 for all the questions. The majority of respondents clearly indicated that SNSs can be used to discuss assignments (3.40), group discussions (3.70) and also to improve interaction between lecturers and classmates (Helou and Ab.Rahim, 2014). A descriptive stats output displayed(Abdelraheem, 2013) showed that there are no significant differences in the means of the GPA and Social Network Site, implying the GPA has no effect on the use of SNSs; students with high GPA use SNSs as those with average or low GPA. The works of Hargittai & Hsieh, (2010) revealed that there is no relationship between social media usage and academic activity, contrary to the findings of this study, and that most of the users use it for socializing purposes. (Hamat, *et al.* 2012) contend that students spend more time for social issues rather than learning, implying the time meant for studies is used on non-academic issues like chatting and making friends. The findings of kanagarathinam (2014) revealed that about 61% of the respondents used social networking sites for downloading music, posting photos and chatting. While about 39% used the networking for research, submitting of assignment and articles. Most

of these students agreed on the fact that these sites helped them academically in getting educational materials for their assignments and projects as well as for research work. He further explained that about 26% of the respondents indicated that they use SNSs for academic purposes like communicating with their supervisors and lecturers (8%), conducting academic related discussions (9%), and communicating with friends for academic interests (9%), which is less than the time they spend on other activities unrelated to academic matters (ibid). A study revealed that (Helou and Ab.Rahim, 2014) there are no significant differences in students grades before and after their involvement with SNSs. They however believe that SNSs are for personal use as well as for education. With reference to negative impact of SNS, the highest mean for the negative impact was on students addiction to SNSs, which affect their academic life. Paul, Baker & Cochran, (2012) in their research on effect of online social networking on students' academic performance found that there is statistically insignificant negative relationship between time spent by students on online social networking and their academic performance. Madge, et al (2009) in a related development argue that often student use social networking websites to discuss their academic issues formally and informally and also to interact with their instructors, teachers and professors.

Statement of the Problem

The use of social network sites among students of tertiary institutions is now widespread. It seem to becoming popular and fashionable in the polytechnics which may one way or the other affect the performance of students. The researchers are so much concerned about students spending so much time on social networks chatting with friends, watching movies, posting photos, etc at the expense of academic activities. It is on the basis of this fact that the study had been conducted to assess the impact of students' use of social network sites on their academic performance.

Scope and objective of the study

The scope covered types of social media devices as well as social network sites available to students in the Tamale Polytechnic. The objective of the study was to investigate the effects of the use of social media on academic performance of students, whether positive or negative.

METHODOLOGY

Tamale Polytechnic is one of the ten public tertiary polytechnics situated in the Northern part of Ghana. The polytechnic is made up of (3) major academic schools; School of Engineering, School of Business and School of Applied Sciences. Each School has a definite student

population within a specified period of time, especially in an academic year. These three schools constitute the population of the study and, a sample size was drawn from these. It is pertinent to point out that the School of Engineering was made up of four (4) Departments, namely Mechanical Engineering (with 3 options); Agric Engineering (with 3 options), Electrical/Electronic Engineering and lastly Building/Construction Department with a total population of 1000 students. School of Business was made up of Three (3) Departments; Accountancy, Secretarialship / Management and Marketing Departments with a total student population of 3600 as at the time this study was conducted. School of Applied Sciences was made up of three (3) departments, called Statistics/Mathematics, Liberal Studies and Languages, Computer Department and Hotel, Catering and Institutional Management (HCIM). School of Applied Sciences had a student population of 1400. A sample fraction of 1 in 10 was used to draw the sample size of 600 students, however 558 questionnaires were retrieved, representing 93.0%. The students were first stratified into various Schools and into various Departments as well as year groups. A simple Random Sampling was then used based on calculations as follows: $S = 1/10 \times N$, where S is sample size and N is total number of students belonging to a particular school. Obviously a total sample of 600 was drawn out of a total population of 6000 which is a representative of the population. The distribution is clearly spelt out in the table below. The ratio of the three schools as tabulated below is 5:18:7

Table 1. Sampling Design

Academic School	Population	Computation	Sample Size
School of Engineering	1000	$S = 1/10 \times \mathbf{1000}$	100
School of Business	3600	$S = 1/10 \times \mathbf{3600}$	360
School of Applied Sc.	1400	$S = 1/10 \times \mathbf{1400}$	140
Total	6000	$S = 1/10 \times \mathbf{6000}$	600

The Instruments used were predominantly questionnaire, constituting both closed and open-ended items. A total of 24 items constituted the questionnaire, including personal or bio-data, labeled from 1 to 24 for easy identification. For validity and reliability the questionnaires were carefully designed and test ran; all ambiguities and misunderstanding were eliminated in the items. Data collection commenced on the 26th May, 2015 with research assistants, which took a period of four (4) weeks. The data were analysed using both Excel and SPSS. Some variables were cross tabulated to examine the correlation or the difference between those variables.

ANALYSIS AND RESULTS

Considering Table 1, female students were 177, representing 31.7% and male students were 381, representing 68.3%. This gives a total of 558 instead of 600, the discussion was therefore centered on this figure. Clearly, the results showed that majority of the respondents were males. The age distribution was as follows, 225 respondents, representing 45.7% had their ages between 18 – 24 years old, and 273 respondents, representing 48.9% had their ages between 25 – 31 years while 30 of them, representing 5.4% had their ages within the range of 32 – 38 years. The data showed that majority of the respondents were in the age range of 25 – 31 years. This exhibited a youthful population of the participants who normally would engage in social media sites. The sample came from the three schools of the polytechnic in accordance with their ratios.

Table 1. Characteristics of Respondents

Characteristic	Count	Percent (%)
Gender		
Female	177	31.7
Male	381	68.3
Total	558	100.0
Age		
18-24	255	45.7
25-31	273	48.9
32-38	30	5.4
Total	558	100.0
Programme		
Business	262	47.0
Engineering	124	22.2
Applied Sciences	172	30.8
Total	558	100.0
Year Group		
Year One	181	32.6
Year Two	193	34.8
Year three	181	32.6
Total	555	100.0
Knowledge of Social Media		
Yes	516	92.5
No	42	7.5
Total	558	100.0

Thus School of Business (262/47.0%), School of Engineering (124/22.2%) and School of Applied Sciences (172/30.8%). The study also considered year groups of participants (Table 2). Exactly 181 of the participants, representing 32.6% were in year one, 193, representing 34.8%

of the participants were in year two and also 181, representing 32.6 % of the participants were in year three. Participants knowledge and awareness of social network sites was crucial to the researchers and this item was asked to ascertain the knowledge of participants on social media usage, and the distribution was that 516 of the participants, representing 92.5% had knowledge about social media while 42 of them, representing 7.5% had no knowledge about social media.

Type of Social Media Device Commonly Used

To find out the common devices used by respondents in social media sites, the researchers posed this variable to elicit information from them and the results are presented in table 3.

Exactly 330 respondents, representing 59.1% of the respondents used Smartphones (Android phones) to access social network sites, and 246 respondents, representing 44.1% used cell phones to access social network sites. However 312 of them, representing 55.9% do not use cell phones. On the part of Tablet (ipad), 30 respondents, representing 5.4% use tablet (ipad) while 528, representing 94.6% of the respondent do not use tablet (ipad). Those who use desktop were 48, representing 8.6% while 144, representing 25.8% of the respondents use laptops. The results indicate that most of the respondents make use of smartphones (59.1%) followed by cell phones (44.1%) and laptop (25.8%), few of them use desktop (8.6%) and tablets (5.4%)

Table 3. Type of Social Media Device Commonly Used

Device	Use	Don't Use	Total
Smart phone	330 59.1%	228 40.9%	558 100.0%
Cell phone	246 44.1%	312 55.9%	558 100.0%
Tablet	30 5.4%	528 94.6%	558 100.0%
Desktop	48 8.6%	510 91.4%	558 100.0%
Laptop	144 25.8%	414 74.2%	558 100.0%

Use of Social Network Sites (SNSs)

It is evident (Table 4) that 345 out of a total of 558, representing 61.8% of the respondents used Facebook, 330 out of a total of 558, representing 59.1% of the respondents used Google while 327 participants out of a total of 558, representing 58.6% of the respondents used Whatsapp, A total of 84, representing 15.1% of the respondents used twitter, and 21 of them, representing

3.8% used linkedIn while 84(15.1%) and 126(22.3%) use instagram and yahoo messenger respectively. Obviously, most of the respondents make use of facebook (61.8%) followed by google (59.1%) and whatsapp (58.6%) as against, yahoomessenger, twitter, instagram and linkedin.

Table 4. Use of Social Media Sites

	Use	Don't Use	Total
Whatsapp	327 58.6%	231 41.4%	558 100.0%
Google	330 59.1%	228 40.9%	558 100.0%
Facebook	345 61.8%	213 38.2%	558 100.0%
Twitter	84 15.1%	474 84.9%	558 100.0%
Linkedin	21 3.8%	537 96.2%	558 100.0%
Instagram	84 15.1%	474 84.9%	558 100.0%
Yahoo messenger	126 22.6%	432 77.4%	558 100.0%

Effects of Social Network Sites on Students' Academic Performance

The researchers were interested in finding out if social media has any negative effects on the personal behaviour of the respondents, and the results are presented in table 5. About 54.3% of the respondents answered in affirmative when posed with the question of whether social media has a negative effect on their personal behaviour while 225, representing 45.7% of the respondents answered negatively when pose with the question of whether social media has a negative effect on their personal behaviour. The results indicated that social media has negative effect on individual personalities. Another variable (Table 4) was to determine whether respondents had used the social media to look for academic materials. The results revealed that, 528 of them, representing 94.6% responded in the affirmative when asked as to whether they had used the social media for academic work, while 30, representing 5.3% of the respondents answered in the negative. It is evidently clear that respondents used social media for academic information (94.6%).

Table 5. Effects of Social Network on Students

	Count	Percent (%)
Negative Effect		
Yes	303	54.3
No	255	45.7
Total	558	100.0
Academic purpose		
Yes	528	94.6
No	30	5.4
Total	558	100.0

Influence of Social Media Usage on Students

On a 5-point rating scale (Table 6), students were asked to rate their opinion with regard to the influence of social media usage. The variables incorporated were that social media usage; 1. Affects Performance Negatively, 2. Assists Academic Performance, 3. Consumes Much Time, 4. Students Cannot Do Without Social Media and 5. Is Addictive. The rating scales took the form of VI (Very Inaccurate), MI (Moderately Inaccurate), IA (neither Inaccurate nor Accurate), MA (Moderately Accurate) and VA (Very Accurate). As to whether social media has negative effect on academic performance, those who rated moderately inaccurate and very inaccurate were 240, representing 45.2% while moderately accurate and very accurate were 210, representing 39.5%. Implying the use of social network sites has a bit of negative effect on students since 39.5% of the students agreed to this fact and 45.2% of them expressed their opinion against the fact that social media has negative effect on students. The second variable was to find out whether the use of social media sites assists academic activities of students. Those who rated moderately accurate and very accurate were 345, representing 64.6%. Evidently, social media sites enhance academic performance of students. However, those who expressed their opinion in contrast were 20.8% which is relatively very low. The third item was to determine whether the use of social media consumes much time and the results revealed that 57.8% admitted the fact that it consumes much time while 27.8% disagreed. The fourth item was to solicit the views of respondents on the item; "students cannot do without social media sites", and the response was as follows: Those who admitted the fact that they cannot do without the media sites were 207, representing 40.1%, most probably for academic purposes. On the contrary, those who live without social media were 39.0%, supposedly this category of students use more of the library and other sources extensively. On the part of social media addictiveness, 312 participants agreed to the fact that media sites are addictive and this represents 58.7% while 126 of them, representing 22.6% disagreed.

Table 6. Effects of Social Media on Students

	VI	MI	IA	MA	VA	Total
Neg. effect	174 32.8%	66 12.4%	81 15.3%	90 16.9%	120 22.6%	531 100.0%
Asst Studies	51 9.6%	60 11.2%	78 14.6%	114 21.3%	231 43.3%	534 100.0%
Time Cons.	60 11.6%	84 16.2%	75 14.5%	117 22.5%	183 35.3%	519 100.0%
Can't Forgo	126 23.7%	81 15.3%	111 20.9%	90 16.9%	123 23.2	531 100.0%
Fashionable	75 14.3%	78 14.9%	75 14.3%	162 30.9%	135 25.7	525 100.0%
Addictive	81 15.3%	45 8.5%	93 17.5%	102 19.2%	210 39.5%	531 100.0%

Time and Period of Social Media Usage

In order to find out at what time respondents use the social media, this variable was to elicit information from the respondents (Table 7), 420 respondents, representing 75.7% indicated that they use social media only after Lectures, and 27, representing 4.9% of the respondents indicated that they use social media During Lectures while 51, representing 9.2% of the respondents used social media during school hours. Twelve (12) of them, representing 2.2% use social media during preps and 45, representing 8.1% go to social media anytime they wish. It is clear from the discussion that most of the respondents did indicate that they use social media only after lectures (75.7 %). The researchers were interested in finding out the time spend in a day on social media by the respondents and the results (Table 6) indicated that 405 respondents, representing 73.0% spent 1 – 2 hours in a day on social media while 87, representing 17.0% of the respondents spent 3 – 5 hours on social media in a day. Nine (9) of them, representing 1.8% spent 6 – 7 hours on social media, and 9, representing 1.8% of the respondents spent 8 – 10 hours on social media daily. It could be generalized that majority of the respondents spent on the average 1 – 2 hours on social media in a day.

Table 7. Time and Period of Social Media Usage

	Count	Percent (%)
During Lectures	27	5.3
During School Hours	51	10.0
After Lectures	420	82.4
During Preps	12	2.3
Anytime	45	8.8
Total	510	100.0
No. of Hours Daily		
1-2	405	79.4
3-5	87	17.1
6-7	9	1.8
8-10	9	1.8
Total	510	100.0

Female Student on a series of attributes on a 4-point scale

A 4-point likert scale was established to solicit the opinion of participants as to why female students go to social media apart from academic purpose. The results showed that (table 8) female students use the social media sites for both fashion and companionship, and the breakdown is as follows: For companionship 288 respondents rated the variable strongly agree, representing 53.3%, and 165 respondents, representing 30.6% rated agree. That is an aggregate of 83.9%, indicating that female students were likely to use media sites for companionship. The Disagree option attracted 45 counts, representing 8.3% while the strongly disagree option attracted a total of 42 counts, representing 7.8%. The entertainment option attracted 267 respondents, representing 48.6% thus, those who strongly agree while those agree were 216, representing 39.3%, however the disagree and strongly disagree attracted 42 (7.7%) and 24 (4.4%) respectively. Those who strongly agree on the variable "maintaining relationship" were 252, representing 46.6% while those who agree were 177, representing 32.5%. The disagree and strongly disagree options represented 78 (14.4%) and 36 (6.6%) respectively. The "fashion" variable attracted the highest count of 303, representing 55.2 on the part of strongly agree and 138 on the part of agree, representing 25.1%. The other two ratings "agree and disagree" had 84 and 24 counts, representing 15.1% and 4.4% respectively. The variable "broken heart" attracted a total of 132 respondents, representing 24.2% on the strongly agree option, while the agree option attracted a total of 114 counts, representing 20.9%. The disagree and strongly disagree options had counts variously as 119 and 180, representing 22.0% and 30.0% respectively. Conclusively, female students use social media at their leisure for entertainment (87.9%), companionship(83.9%) and for fun(80.3%), they also use it for relationship(79.1%).

Table 8. Female Student and the Type of Association

	SA	A	D	SD	Total
Companion	288 53.3%	165 30.6%	45 8.3%	42 7.8%	540 100.0%
Entertainment	267 48.6%	216 39.3%	42 7.7%	24 4.4%	549 100.0%
Relationship	252 46.6%	177 32.5%	78 14.4%	36 6.6%	543 100.0%
Fashion	303 55.2%	138 25.1%	84 15.1%	24 4.4%	549 100.0%
Broken Heart	132 24.2%	114 20.9%	119 22.0%	108 33.0%	545 100.0%

Activity mostly engaged on during social media usage

On a 5-point likert scale (Table 9), students were asked to rate their opinion on the activities mostly engaged on when browsing on social media; the variables incorporated were texting /messaging, music, academic enquiry, radio, pictures, calculations, games and movies. The rating scale took the form of VI (Very Inaccurate), MI (Moderately Inaccurate), IA (neither Inaccurate nor Accurate), MA (Moderately Accurate) and VA (Very Accurate). Those who rated 'texting and messaging' very accurate were 189, representing 34.4% while those who rated the same variable moderately accurate were 132, representing 22.4%. Texting and messaging on the aggregate attracted 56.8%. In terms of academic enquiry, those who rated the variable very accurate were 228, representing 42.0% and moderately accurate 105 (19.3%).

On the aggregate, this is 61.3%. It stands to reason that students use social media sites mostly on academic issues. Those who rated movie on the "very accurate" option were 117, representing 21.9% while those who rated moderately accurate on movie were 129, representing 24.2%. General rating for movie was 46.5%. It could be inferred from the discussion that students often use social media sites for academic activities (61.3%) followed by texting and messaging (56.8%) and then movies (46.5%). Music and movie may account for the fact that "all work without play makes Jack a dull boy".

Table 9: Activity mostly engaged on during social media usage

Activity	VI	MI	IA	MA	VA	Total
Text/Message	123 22.4%	75 13.7%	39 7.1%	132 22.4%	189 34.4%	558 100.0%
Music	135 25.0%	119 22.2%	105 19.4%	96 17.8%	84 15.6%	539 100.0%
Academic	102 18.8%	48 8.8%	60 11.0%	105 19.3%	228 42.0%	543 100.0%
Radio	168 30.1%	81 15.3%	114 21.6%	63 11.9%	102 19.3%	528 100.0
Pictures	159 28.5%	81 14.9%	126 23.2%	93 17.1%	84 15.5%	543 100.0%
Calculation	180 34.1%	69 13.1%	96 17.6%	84 15.9%	99 18.8%	528 100.0%
Games	171 31.5%	78 14.4%	99 18.2%	114 21.0%	81 14.9%	543 100.0%
Movies	102 19.1%	93 17.4%	93 17.4%	129 24.2%	117 21.9%	534 100.0%

The study also assessed the correlation between the academic schools and use of social media, likewise between the year groups and use of social media. The inferential stat output below (Table 10) indicated that P-value = 0.001 for the programme of study and that of the year group, P-value = 0.015. We can therefore conclude that the use of social media is independent of academic school and year group.

Table 10. Chi Square Statistics

Programme of Study		Year Group	
	Social Media Sites		Social Media Sites
Chi-square	35.212	Chi-square	27.782
df	14	df	14
Sig.	0.001	Sig.	0.015

CONCLUSION AND RECOMMENDATIONS

On the whole, the cardinal aim of the study was to investigate the type of social network sites and devices used by students as well as the effects of the use of social network on academic performance, and on personal traits of students. From the discussion, most of the students make use of smartphones (59.1%). Followed by cell phones (44.1%) and laptops (25.8%), few of them use desktop(8.6%) for its outmoded nature, and tablets(5.4%) for its expensive nature. For the use of social media sites, it was obvious that, most of the students make use of facebook (61.8%) followed by google (59.1%) and whatsapp (58.6%) as against,

yahoomessenger, twitter, instagram and linkedin. The study was to find out on a 'Yes or No' scale whether the use of social media enhances academic activities of students, and the findings revealed that students use social media as such (95.0%). On a 5-point rating scale, whether the use of social media has negative effect on students' personality traits, those who rated "moderately inaccurate" and "very inaccurate" were 240, representing 45.2% while "moderately accurate" and "very accurate" were 210, representing 39.5%. Implying the use of social media sites have a bit of negative effect on students since 39.5% of the students agreed to this fact and 45.2% of them expressed their opinion against the fact that social media has no negative effect on students. The next variable on the rating was to determine whether the use of social media sites assists academic activities of students. Those who rated moderately accurate and very accurate were 345, representing 64.6%, thus social media sites enhances academic performance of students. However, those who expressed their opinion in contrast were 20.8% which is relatively very low. In another instance students were asked to rate their opinion on the activity they invariably engage themselves on in the use of social media. It was evident from the discussion that students often use social media sites for academic activities (61.3%) followed by texting and messaging (56.8%) and then movies (46.5%). Music and movie account for the fact that "all work without play makes Jack a dull boy. The findings further revealed that majority of the students spent on the average, 1 – 2 hours on social media in a day, since 420 students, representing 75.7% indicated that they use social media only after Lectures. It is common knowledge that female students have passion for social media. This study however tried to investigate the activity they are invariably engaged on, and conclusively, female students use social media at their leisure for entertainment(87.9%), companionship(83.9%) and for fun(80.3%), they also use it for relationship(79.1%). The various schools were cross validated to verify the particular school that uses social media most, and the findings indicated that there is no relationship between academic schools and use of social media. For the year group, it is evident from the descriptive stat output that there is no relationship between year group and use of social media.

It is therefore recommended that the polytechnic should organize a semester based lecture, at least once in every semester on departmental bases, for all those with smart phones having internet facility. Students should be briefed the pros and cons of social media, and should be advised to always use this media to support their studies in terms of assignment, projects, organizing academic materials, etc. They should also be discouraged using so much time on chatting with friends, watching movies and other activities that are not related to the programme of study.

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