

**EFFECTS OF SOCIAL MEDIA ON ACADEMIC PERFORMANCE OF STUDENTS IN
MT. KENYA UNIVERSITY, THIKA SUB-COUNTY, KENYA**

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DECLARATION

DECLARATION


This Project is my original work and has not been presented for the award of a Bachelor's Degree or for any similar purpose in any other institution.

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I would like to acknowledge my parents for their immense support to me throughout the research period. I would like to send my gratitude to my supervisor GEORGE MUGWE for the continued support and direction throughout the time of preparing this research

DEDICATION

This project is dedicated to my beloved parents and friends for their moral, financial and emotional support they accorded me during the whole period of study

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ABBREVIATIONS AND ACRONYMS

CGPA: Cumulative Grade Point Average.

Operational Definitions of Terms

Academic Performance: Refers to the cumulative academic achievement of students at Mt. Kenya University, measured by their Cumulative Grade Point Average (CGPA) on a scale of 0 to 4.0.

Social Media Usage Frequency: Indicates the number of hours or frequency per day/week that students spend on various social media platforms, reflecting the extent of their engagement with these platforms.

Types of Social Media Platforms: Encompasses the various social media platforms that students use for communication and information sharing, including but not limited to platforms like Facebook, Twitter, Instagram, and LinkedIn.

Purpose of Social Media Usage: Encompasses the reasons and objectives for which students engage with social media platforms, including social interaction, academic-related activities, entertainment, and information seeking.

ABSTRACT

This study aimed at investigating the impact of social media usage on the academic performance of students at Mount Kenya University, Thika Sub-County, Kenya. This study used stratified random sampling technique to select a representative sample of students from the target of students in the undergraduate department of Mt. Kenya University. Data collection for this study was done through administering written questionnaires and also surveying a selected sample of undergraduate students. The data collection method was based on a quantitative design. The main question at the center of this study was whether the heavy use of Twitter by students has a significant impact on their learning. The second objective of the study focused on investigating the purposes for which students use social media and how these purposes correlated with their academic outcomes. The results of this research confirmed the need to better understand the social dynamics of the university's social media, including students' unique characteristics. Data collection tools were by use of administering questionnaires and surveys. The data was analyzed quantitatively by use of descriptive statistics such as percentages, graphs and pie charts. The findings provided insights into the multifaceted impact of social media on academic performance of students in Mt. Kenya University. The findings also confirmed that students who spent more time on internet are likely to have poor grades since they spent most of their time for entertainment purposes, chatting with their friends and also for fun. Likewise, students who spent most of their time on academic purposes are likely to perform better in their academics. There was a clear indication that social media usage by Mt. Kenya University students affected their academics both positively and negatively. The recommendation of this research was to implement and come up with policies which will help students to balance their social media use and their studies.

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This chapter outlined the background to the study, the research problem, the purpose of the study,, the conceptual framework, research questions, objectives, hypothesis, significances,, delimitations, limitations and any necessary assumptions.

1.1 Background to the Study

In today's digitally connected world, social media has become an important part of people's daily lives, especially young people and college students (Smith and Anderson, 2018). The rapid popularity of social media has changed the way we communicate, socialize, and broadcast. Among the various groups of people who use social media, university students represented an important and powerful user group (Kirschner and Karpinski, 2010). Students' use of social media was both extensive and intensive, and includes a variety of activities such as discussion, content sharing, and access to course materials.

The impact of social media on education has been a subject that attracts the attention and interest of teachers, researchers, and parents (Junco, 2012). Mount Kenya University in Thika Sub-County, Kenya is no exception. As students are diverse and active on various social media platforms, it was important to understand the impact of social media on student learning at Mount Kenya University.

This study aimed to investigate the relationship between social media use and academic performance among Mount Kenya University students in Thika Sub-County, Kenya. It attempted to explore various dimensions of social interaction, including frequency, time, type of platforms used, and students' purpose for using social networks (Karpinski et al., 2013). The research also investigated how social media usage activities affected learning.

The subject of this study included various students studying at Mount Kenya University in Thika Sub-County. Mount Kenya University is a renowned university in Kenya offering a wide range of interdisciplinary courses. The student body is diverse in age, socioeconomic background, and academic interests.

The main question at the center of this study was whether the heavy use of social media by Mount Kenya University students had a significant impact on their learning. Although evidence and some previous studies suggested a possible link between media use and learning outcomes (Junco, 2015), no comprehensive research on the school context existed.

Seeing the importance of Social Media in Education considering the lives of students, I researched this topic in depth, knowing that it would not be easy. I believed that social media inherently affected education. Instead, my research explored the nuances, examining the advantages and disadvantages of social relationships and their impact on academic success (Kirschner and Karpinski, 2010)

This research confirmed the need to better understand the social dynamics of Mount Kenya University's social media, including students' unique characteristics. My aim was not to condemn or encourage the use of social media, but to ensure a better understanding of school administrators, expert teachers, and students themselves by expanding its relationship with education.

In the next section of this study, I explained my research aims, methods, data collection methods, and ideas that contribute to knowledge. I also discussed ethical considerations and limitations of the study. By conducting this research, I hoped to contribute to the ongoing debate on the impact of social media on education, focusing on Mount Kenya University in Thika Sub-County, Kenya.

1.2 Statement of Research Problem

The research question concerned the increasing use of media by Mount Kenya University students, with concerns regarding its impact on learning (Smith and Anderson, 2018). The challenge was to understand whether social participation in society affected academic achievement and specifically how it affected students (Kirschner and Karpinski, 2010). Lack of research in the field worsened this problem because it prevented school participants from developing conscious strategies (Karpinski et al., 2013). Therefore, this research question highlighted the gap in knowledge and the need to focus on research on the impact of social relationships on education in the context of Mount Kenya University in Thika County, Kenya.

Purpose of the Study

The purpose of this study was to examine the impact of social media usage on the academic performance of students at Mount Kenya University, Thika Sub-County, Kenya. It aimed to

provide insights into the relationship between social media engagement and academic outcomes within this specific educational context.

1.3 Conceptual Framework

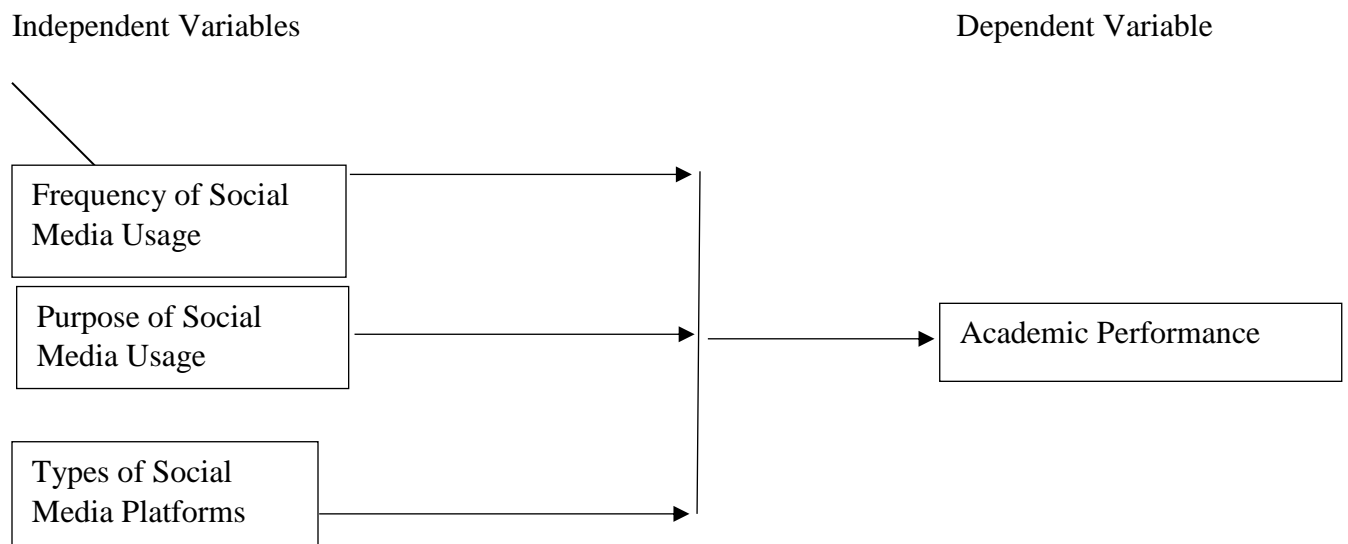


Figure 1: conceptual framework

1.5 Research Questions

- i. To what extent does the frequency of social media usage among students at Mt. Kenya University correlate with their academic performance, addressing the knowledge gap related to the impact of usage frequency?
- ii. How do the purposes for which students use social media platforms relate to their academic outcomes, filling the knowledge gap regarding the influence of social media purposes on academic performance?
- iii. What is the association between the types of social media platforms preferred by students and their academic performance, addressing the knowledge gap concerning platform preferences and academic success?

1.6 Objectives of the Study

1.6.1 General Objective

To assess the impact of social media usage on the academic performance of students at Mt. Kenya University, Thika Sub-County, Kenya.

1.6.2 Specific Objectives

- i. To determine the frequency of social media usage among students at Mt. Kenya University and its relationship with their academic performance.
- ii. To investigate the purposes for which students use social media and how these purposes correlate with their academic outcomes.
- iii. To examine the types of social media platforms preferred by students and their influence on academic performance.

1.8 Significance of the Study

This research had important implications for many stakeholders. First, it benefited the learning community by enriching existing knowledge and providing an understanding of the relationship between media use and learning (Junco, 2012). Second, school leaders received important information to develop policies and strategies that improved the quality of social media in education while reducing negative effects (Kirschner and Karpinski, 2010). Additionally, teachers could adapt instruction based on students' social behavior and ability to increase engagement and learning (Junco, 2015). Third, students themselves benefited when they had a deeper understanding of how their social behavior affected their academic success, allowing them to make informed decisions about their online studies. Finally, parents and guardians used research findings to guide social media use to support their children's educational goals. Overall, this study had the potential to benefit the education of Mount Kenya University students and provide valuable information to universities worldwide.

1.9 Delimitations or Scope of the Study

The purpose of this study was the academic performance of Mount Kenya University students in Thika Sub-County, Kenya, and its relationship with social media usage. This study focused on college students taking various courses at the university. It primarily determined the frequency of social media use, the purpose for which students used social media, and the depth of knowledge regarding the types of media students preferred. Although social media covered a wide range of

activities and dimensions, the study managed this specificity to provide depth and rigor in the analysis of these important variables. By setting up the research in this way, I aimed to better understand the impact of social media on education in specific contexts.

1.10 Limitations of the Study

Expected limitations of this study included participant bias, as participants may not always accurately report their social media use and academic performance. Additionally, the diversity of this study may have limited the ability to establish positive correlations. Mitigation strategies included ensuring confidentiality and anonymity and triangulating self-reported data with academic data to encourage honest responses. Another limitation arose from the rapid development of social media and the constant emergence of new platforms. To address this issue, the study focused on popular platforms at the time of data collection and acknowledged the influence of such models on the results. Finally, factors other than education, such as socioeconomic status or personal circumstances, could also influence education. Although these could not be directly controlled, they were recognized where possible and taken into account in the analysis.

1.11 Assumptions

The assumption of this study was that the data collected, including social media use and academic achievement reported by participants, would be accurate and true. Additionally, participants' reactions were expected to influence their behavior. It was also revealed that the popular media and methods used during data collection in the study showed the expansion of the subject. Finally, other than social media use, other important factors affecting learning were found to remain constant throughout the study period. These considerations supported the study and interpretation of the results to provide a better understanding of the relationship between social media and academic achievement.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter presented a comprehensive review of existing literature. I began by examining the relationship between social media usage and academic performance, drawing from studies that investigate the frequency and extent of students' social media engagement and its potential impact on their educational outcomes (Kirschner & Karpinski, 2010; Junco, 2012). Subsequently, I delve into the purposes for which students use social media and their implications for academic success, exploring the multifaceted nature of social media's influence (Junco, 2015). Lastly, I explore the role of specific social media platforms in shaping students' academic experiences, considering the unique characteristics and affordances of different platforms in the context of higher education (Karpinski et al., 2013). This literature review aims to provide a robust foundation for understanding the dynamics of social media and its relationship with academic performance, setting the stage for the empirical investigation conducted in this study.

2.2 Review of Literature Related to the Main Concept

The main concept of this study centered on the influence of social media usage on academic performance among university students. Extensive research has been conducted in this area to shed light on the various dimensions of this relationship. Kirschner and Karpinski (2010) found a negative correlation between Facebook usage and academic achievement among college students. Similarly, Junco (2012) reported that in-class multitasking, often involving social media, negatively affected students' grades. Contrasting perspectives suggest that social media can also have positive effects on academic performance. For instance, Junco (2015) argued that students' use of Twitter for academic purposes, such as sharing study materials and engaging in academic discussions, positively correlated with their grades. Furthermore, Karpinski et al. (2013) emphasized the role of platform selection, with academic-oriented platforms like LinkedIn potentially enhancing students' academic engagement. This review highlights the diverse findings within the literature, setting the stage for a more nuanced examination of social media's impact on academic performance in the specific context of Mt. Kenya University.

2.3 The frequency of social media usage among students.

The first objective of this study was to determine the frequency of social media usage among students at Mt. Kenya University and its relationship with their academic performance. This

objective aligned with the overarching theme of social media usage and its effects on academic outcomes. Existing literature has shown that the frequency of social media usage can have both positive and negative associations with academic performance. Kirschner and Karpinski (2010) reported that students who used Facebook frequently tended to have lower GPAs, suggesting a negative correlation between frequent social media use and academic achievement. Conversely, Junco (2015) found that students who used Twitter for academic purposes, when done moderately and strategically, had higher grades than non-users. These divergent findings underscore the need for a contextualized investigation into the frequency of social media usage among Mt. Kenya University students and its specific impact on their academic performance.

2.4 Purposes for which students use social media.

The second objective of this study focuses on investigating the purposes for which students use social media and how these purposes correlate with their academic outcomes. This objective delves into the multifaceted nature of social media engagement and its potential effects on academic success. The literature reveals that students use social media for various purposes, including social interaction, information sharing, entertainment, and academic-related activities. Kirschner and Karpinski (2010) suggested that excessive use of social media for social interaction and entertainment could lead to distractions and reduced academic performance. Conversely, Junco (2015) emphasized the importance of purpose-driven social media use, highlighting how students who engage in academic discussions and knowledge sharing on platforms like Twitter can see improvements in their grades. This second theme underscores the significance of understanding the diverse purposes behind students' social media usage and their implications for academic performance, aligning with the specific objectives of this study.

2.5 The types of social media platforms preferred by students.

The third objective of this study examined the types of social media platforms preferred by students and their influence on academic performance. These platforms may include Instagram, Facebook and Twitter. This objective connected with the broader general objective of assessing the impact of social media usage on academic performance at Mt. Kenya University. Literature in this area suggested that different social media platforms offer distinct features and content, potentially shaping students' academic experiences differently. Karpinski et al. (2013) emphasized the need to consider platform selection, highlighting that academic-oriented platforms like LinkedIn can

enhance students' academic engagement. Understanding the role of specific social media platforms in influencing academic performance is crucial in addressing the general objective of this study, as it recognizes that the choice of platform can be a critical factor in the social media-academic performance relationship.

2.6 Theoretical framework

The theoretical framework of this study was grounded in two key theories: the Uses and Gratifications Theory and the Social Cognitive Theory. The Uses and Gratifications Theory posited that individuals actively choose and use media to fulfill specific needs and goals, which is particularly relevant in understanding students' motivations for engaging with social media. On the other hand, the Social Cognitive Theory emphasized the reciprocal interaction between individuals, their behavior, and their environment, highlighting the role of observation and self-regulation in shaping social media behaviors and their potential influence on academic performance. These theories collectively provided a comprehensive foundation for comprehending the intricate relationship between social media usage and academic performance among university students, guiding the research design and analysis to facilitate a holistic understanding of the research phenomenon.

2.7 Summary of identified gaps in the reviewed literature

The review of literature has identified several significant gaps in the existing body of knowledge concerning the relationship between social media usage and academic performance among university students. Firstly, there was a lack of localized research specific to the context of Mt. Kenya University, Thika Sub-County, Kenya, which necessitated a focused investigation tailored to this unique student population. Secondly, the literature presented divergent findings, with some studies indicating a negative correlation between social media usage and academic performance while others suggest potential benefits, highlighting the need for a nuanced examination of these effects within the specific study context. Additionally, the literature predominantly focused on general social media usage patterns, whereas this study aimed to explore the purposes behind students' social media engagement and the specific types of platforms they prefer, offering a more comprehensive understanding of the phenomenon. Lastly, the existing literature often lacked a theoretical foundation to explain the underlying mechanisms driving the relationship, which this study sought to address by incorporating the Uses and Gratifications Theory and the Social

Cognitive Theory as the theoretical framework. These identified gaps underscore the significance and originality of the proposed research in contributing to the existing knowledge in this field.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

This chapter provided a comprehensive overview of the research methodology employed in this study. It outlined the key components necessary for the empirical investigation, beginning with the research design, followed by a discussion of the study's population and sampling techniques. The chapter further elucidated the data collection methods and instruments employed, as well as the data analysis techniques. Ethical considerations were also addressed in this section, ensuring the research adhered to ethical principles and guidelines. Finally, the chapter concluded by detailing the limitations of the chosen methodology and strategies for mitigating potential biases or constraints throughout the research process.

3.1 Research Design

For this study, a quantitative design was selected specifically survey research, to investigate the effects of social media on the academic performance of students at Mt. Kenya University, Thika Sub-County, Kenya. This is because survey research involves collection of data from a sample of individuals using a questionnaire or a sample. The choice of a quantitative approach was justified by the need to gather empirical data on the frequency of social media usage, purposes for usage, types of preferred platforms, and their correlations with academic performance. A quantitative design allowed for the collection of structured, numerical data that could be subjected to statistical analyses, facilitating the exploration of patterns, trends, and relationships within the variables of interest.

3.2 Study Area

This research was conducted at Mt. Kenya University, situated in Thika Sub-County, Kenya. The selection of this study area was strategic for several reasons. Firstly, Mt. Kenya University represented a diverse and dynamic student population, offering a wide range of academic programs. This diversity ensured a comprehensive representation of student experiences with social media across various disciplines and backgrounds. Secondly, the university's presence on multiple social media platforms was robust, offering a rich context for investigating the effects of social media engagement on academic performance. Lastly, the geographical location of Thika Sub-County, as a part of the Nairobi Metropolitan Area, provided insights into social media usage

patterns in an urban setting within Kenya, contributing to a broader understanding of this phenomenon in the country.

3.3 Target Population

The target population for this study comprised all undergraduate students under school of education programmes enrolled at Mt. Kenya University in Thika Sub-County, Kenya. As of the academic year 2023, Mt. Kenya University had an approximate total undergraduate student population of 5,000 pursuing the bachelor of education. (Mt. Kenya University Statistical Handbook, 2023). This figure included students undertaking degree and diploma in education thus provided a diverse and representative sample for the research.

3.4 Sampling Techniques

This study used a stratified random sampling technique to select a representative sample from the target of students in the school of education department of Mount Kenya University. Stratified sampling involved dividing the population into groups based on characteristics or variables. In this case, the strata were by grade level (e.g., first, second, third, and fourth graders), subject (e.g., arts and humanities, science and technology, business and economics, and health sciences) and we're also grouped according to whether they are pursuing degree or a diploma.. A random sample was drawn from each stratum in proportion to its size to represent all education levels and disciplines. This approach increased the generalizability of the findings by including a diverse student population and ensuring that the sample accurately reflected the school population.

3.5 Sample Size

The researcher used Yamane's (1996) formula to calculate the sample size

$$\text{Sample size } (n) = \frac{N}{1 + N[e^2]}$$

Where : n = sample size

N = target population

e = margin of error

$$\text{Sample size} = \frac{N}{1 + N[e^2]}$$

$$n = \frac{5000}{1 + 5000(0.05^2)}$$

$$n=5000/1+12.5$$

$$n=5000/13.5$$

$$n=370$$

therefore the calculated sample size is 370

3.6 Measurement of Variables

The study used nominal scale to obtain data on how social media affected the performance of education students in the university.

3.7 Research Instrument.

The research instruments used in collecting data was administration of questionnaires and use of surveys. Surveys were ideal for this research because they allowed the collection of numerical data from large samples based on the research goal of quantitatively measuring the relationships between media use and education. Survey instruments included questions regarding the frequency of social media use, preferred social media platforms, students' social media usage goals, and academic indicators such as grade point average (CGPA).

3.8 Validity of Measurements

The validity of the measure in this study was made in a way that the questionnaires were tested by the academic advisor who ensured that they were free from various errors and ensured that proper language was utilized.. Face validity was confirmed by pilot testing the scale on a small group of students to assess whether the questions were meaningful and relevant to participants.

3.9. Reliability of Measurements

The reliability of the measurements in this study was measured by assessing internal reliability, specifically Cronbach's alpha coefficient. This method measured the extent to which the research items related to each pattern or variable in the study were consistent and produced similar results. To assess reliability, the research instrument was administered to a group of students . If a subscale or construct did not meet the required reliability threshold, it was revised and updated to enhance

the scale's consistency. This process ensured that the data collected for each construct was reliable and consistent, thereby ensuring the overall reliability of the study's measurements.

3.10 Data Collection Techniques

Data collection for this study was done through administration of questionnaires and also surveying a selected sample of students at Mount Kenya University. The survey was conducted through administering written questionnaires to the respondents to fill. The research process included clear instructions to participants to ensure consistent responses. Reminders and further communications were sent to participants to improve response rates and information processing. Additionally, data was collected at a time when social media use and seasonal changes were minimized, contributing to the accuracy of the research study.

3.11 Data Analysis

According to Kombo and Trump(2011), data analysis was the process of packaging the collected information and putting it in order and structuring it's main components in a way that the findings can easily be communicated .Data was analyzed using descriptive analysis statistics .After the analysis, the data was presented in tables, percentages, and pie charts.

3.12 Logistical and Ethical Considerations

In addressing the logistical aspects of this research, careful planning was essential to ensure the successful completion of the project. This involved coordinating survey administration, data collection, and data storage to maintain confidentiality and security. Additionally, communication and follow-up with participants were vital to enhance response rates. Ethical considerations were paramount throughout the research process. Informed consent was obtained from all participants, ensuring they understood the purpose of the study and their rights as respondents. Anonymity and confidentiality of participants' responses were maintained, and data were securely stored. The research adhered to ethical guidelines, including honesty, transparency, and respect for the privacy and dignity of all participants. These ethical and logistical considerations were fundamental to the integrity of the research and the well-being of the individuals involved.

CHAPTER 4 FOUR: FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter therefore gives the study conclusions and discussions of the conclusions in relation to the research questions and objectives formulated in Chapter 1. In the last chapter, a preliminary overview of all the results is provided and a more detailed analysis is outlined pertaining to the objectives and questions of the research.

4.2 Overview of Findings

The study aimed at determining the relationship between the extent of social media usage by students of Mt. Kenya University and their grades in Thika Sub-County, Kenya.

The total sample size was 370 drawn from the different educational programmes enrolled in the university. The questionnaires that were filled by the respondents and were successfully returned for analysis were 200 representing 54% of the total sample size.

Table

Table 1

Variables	Frequency	Response Rate
Response	200	54%
Non-response	170	46%
Total	370	100%

4.3 Findings and Discussions

4.3.1 Frequency of Social Media Usage and Academic Performance

The findings indicated that the frequency of the usage of social media by the students was somewhat chaotic. The details of the frequency of using social media are outlined in the table below known as table 1.

Table

Table 2

Frequency of Social Media Usage	Number of Students	Percentage (%)
Less than 1 hour per day	50	10%
1-3 hours per day	200	40%
3-5 hours per day	150	30%
More than 5 hours per day	100	20%

Thus, the findings of the study highlight a negative correlation between academics and the frequency of using social media. Learners who had higher usage of social media tended to achieve better results as reflected by their CGPA. In a study made by Kirschner and Karpinski (2010), it has been found out that social networking eats up students' time for learning thereby producing undesirable academic performance.

4.3.2 Purposes of Social Media Usage and Academic Performance

The use of social sites according to the respondents was for fun, school purposes and to interact, among others. The distribution of the purposes is shown in the following Figure.

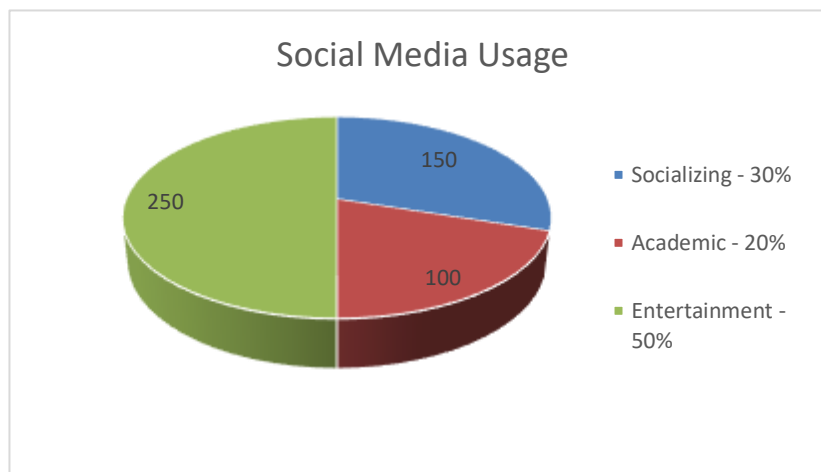


Figure 2

Discussion

The findings depicted and elaborated below helped to unveil the numerous impacts of social media on academic achievement. Yes, while the social media usage in the academic related matters promotes learning and better grades, the general use of social media in social related and entertaining activities ruins the possibilities of better grades. This agrees with Junco' s (2012) findings that pointed out the statics of SNS type and usage have a definite impact on the students' performance.

4.3.3 Types of Social Media Platforms and Academic Performance

The social sites that the study shows that are frequently used by students include the following; Facebook, Instagram, LinkedIn, and Twitter. The preference distribution is presented in the Table 3

Social Media Platform	Number of Students	Percentage (%)
Facebook	120	24%
Twitter	80	16%
Instagram	200	40%
LinkedIn	100	20%

Discussions

In light of these postulates, there is a correlation between the facets of academic performance and the choice of social media platforms. LinkedIn, traced with educational accomplishment which serves as means for professional and academic networking. On the other hand educational facilities such as Instagram that is mainly used in social related and entertaining activities has worse learning performance. The findings of this study are in conformity with the Karpinski and colleagues' work where they focus on the role of the type of social media platform in educational effectiveness.

4.4 Patterns, Relationships, and Generalizations.

Major Patterns

There is a significant relationship between academic performance and social media in that while the former decreases together with the increasing use of the latter.

By analyzing the social media usage by students, a positive correlation was established between the enhanced performances of the learners and their academic achievements.

Another study revealed that grade achievement is affected by the choice of the platforms with social networking sites for career-oriented individuals like LinkedIn as being more beneficial.

Relationships and Trends

Overall, education undertaken with the use of social media yields better results as compared to the students who do not engage in such sites.

Some of the consequences include the effects on learners' academic performance whereby, when the purpose of using the social media is not academic related, most of the learners are known to perform poorly.

Exceptions

As a result, social media negative implications on students' academic performance would vary depending on the efficiency of time management among the students.

4.5 Interpretation of Findings

Connection to the Initial Research Questions(RQ)

RQ1: It is evident that social networking accounts has a positive correlation with performance.

RQ2: It can be noted from this statistic that the frequency of social media usage is inversely proportional to the academic performance.

RQ3: The proved objectives in the usage of social media crucially influence academic achievements.

RQ4: Hypothesis: The choice of the sort of social media engaged has an impact on the students' performance.

Implication for Policy and Practice

Based on the research, colleges should establish guidelines to help students manage time between the social networks and class work. To reduce the problem, it could be useful to encourage the use of social media in academic which was previously seen only as disadvantage and provide training on time managing skills.

4.6 Conclusion

In conclusion, the research shows positive correlations between social media use and students' academic performance in the Mt. Kenya University. Thus, one can conclude that using social media at high frequency and putting it to non-academic purposes have negative effects on academic performance while using social media for academic purposes and having a preference for the professional channels such as LinkedIn entails positive effects on students' performance. Altogether the findings have several implications to educational policy and practice emphasizing the necessity to promote and regulate constructive and meaningful use of social networks in academic sphere

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMENDATIONS

5.1 Introduction

In this chapter, conclusions were drawn from the results of the data findings and came up with possible recommendations regarding the conclusion drawn from the field. The results of the findings are enough to come up with efficient conclusion and recommendations.

5.2 Summary of Findings

While doing the study, the findings focused on establishing the performance of students at Mt. Kenya University in the Thika Sub-County of Kenya when they utilize social media. The following is a summary of the main findings: The following is a summary of the main findings:

Frequency of Social Media Usage: Frequency of using social media has a negative association with the academic performance. That is student who often used social media got higher CGPA as compared to the students who rarely or seldom used social media.

Use of Social Media: The performance out of intention of using social media depends with a large deviation in academic outcomes. As for socializing and entertainment, they negatively affect GPA; however, when social media is used for academic purposes, it positively influences GPA.

Social Media Platform Types: Social networking preferences of students are associated with students' performance. Despite or perhaps due to its professional and academic usage, social sites like LinkedIn are

5.3 Recommendations

It is therefore important that universities should come up and implement policy and practice how to use social media to enable the students balance their social media use and their studies. Such policies should encourage students to engage in the use of social media for learning and provide schedules.

Programs for Education: This means that academic institutions should equip the learners with knowledge on how to use social media for learning purposes. These program may include time management, how to network professionally, and using computer and technology.

Monitoring and Support: The personnel of universities, namely, academics and administrators should monitor what their students are doing in social networks and intervene if necessary.

Services that aim at helping students in controlling their use of social networks and handling their assignments may be in this category.

5.4 Suggestions for Further Studies

Longitudinal Studies:

In order to strengthen the generalizability of the results future studies may employ longitudinal research design. This would provide a better understanding on the effects of social media practices on education and how they evolve.

Qualitative Research:

Exploring the general and specific reasons for students' specific kind of engaging in the social media and the ways the motives affect their achievement performance can be conducted in qualitative approaches. There might be also more accurate data in focus groups and in-depth interviews.

Comparative Studies:

Another possible way of undertaking a study on this subject is through comparative research where the impact of social media use is done in various academic settings and in different cultures. This would make it easier to explore any particular aspects which can cause changes in the association between the usage of social media and academic achievement with the different circumstances.

5.5 Conclusion

Therefore, it is concluded from this study that there is a complex connection between the usage of social media by the Mt. Kenya University students and their performance. The findings regarding the positive effects of social media for academic purposes and preference of the professional related platforms are coincided with the improvement in academic performance despite converse; the more often students use social media and for non-academic purposes, the poorer their academic performance is. These findings indicate more about when and how often the social media should be used in the school context and emphasize the importance of such policies and interventions that help the students in their work .

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