The Impact of Social Networking sites on Students' Academic Performance in Zanzibar-Tanzania: A Case of the Zanzibar Journalism and Mass Media College

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Abstract : Social networking sites and applications play an important role in the present generation worldwide. They have created a new social dimension where individuals can increase their social awareness by keeping in touch with old friends, making new friends, dispensing new data or products and gathering information in other aspects of everyday life. This helps individuals become more knowledgeable, which is very beneficial for students. This research attempts to obtain students' perceptions on how their use of social networking sites influences their academic performance. The usage of social networking sites has been common among students in higher learning institutions in the world. Its use has received with different views, positive or negative impact to students' academic performance. This study, therefore anticipates to examining the impact of social networking sites on students' academic performance in Zanzibar. The study was descriptive designed, where data were collected through interview, questionnaire to 45 participants. Data were analyzed using descriptive statistics and presented in forms of frequencies, percentages, graphs, charts and tables. The study found that, students who frequently use social networking cites, records poor academic performance compared to their counter parts. The study recommends that for effective performance of students in their academic endeveours, frequent use of social networking sites should be minimized while studying.

Keywords: Social Networking Sites, Academic Performance, Zanzibar

1. Introduction

Social Networking has been the most preferred source of information among different groups of the society worldwide (Igcasama, Borinaga, Mutia, Suarez, & Balogo, 2019). It has been recognized as is one of the Technological foundation of web which allow people to create, share, exchange information and ideas in virtual communities and networks. Through social networking, social interaction among people in which they can create share or exchange information are prevalent in all groups of the society. Social Networking such as Face book ,Orkut, MySpace, Flicker and YouTube are sites where users apply for membership and maintain their personal profile information in a centrally organized database (Doleck, Bazelais, & Lemay, 2017). Each network member controls access to their profile by accepting or deleting request from other network members to be "friend ". By expanding and developing their networks of friends, social networking members are able to maintain online relationship for work, study, special interests leisure-related purposes.

Social networking Platforms like Twitter, Face book, WhatsApp, Instagram, MySpace etc have created online communities, where people can share as much or as little personal information as they desire with other members (Veletsianos & Navarrete, n.d.). The result is an enormous amount of information that can be easily shared, searched, promoted, disputed and created. Social Networking services utilize the participation technology and software tools such as blogs, wikis instant messaging, chat room message boards and social bookmarking to share online ideas, videos, and photos. At first glance this may seem like a waste of time; however it also helps students to develop important knowledge and social skills, and be active citizens who create and share content (Badri, Al, Guang, & Al, 2017). At present, whether social media is favorable or unfavorable, many students utilize these sites on a daily basis. As social media sites continue to grow in popularity, it is our belief that technology is a vital part of today's student success equation. Many researchers have been diving into a considerable amount of research on how social media influences student retention at colleges. Students have especially recognized these social media platforms to be able to contact their peers, share information, reinvent their personas and highlight their social live (Nicole, 2007).

Apart from the benefits accrued from the emergence and continued use of social networking sites in the word, it has created some negative impacts in the society, in particular effects largely college students. For example, in the early 1990's, online communication technologies were introduced to the public in forms such as email and chat rooms (Boulianne, 2015).Many authors, such as Dr. Norman Nie of Stanford University, predicted that these forms of technology would negatively affect college students' performance and reduce their performance (Peter & Valkenburg, 2009). Doleck & Lajoie (2017) states that the social media sites encourage negative behaviors for teen students such as procrastination (catching up with friends), and they are more likely to drink and drug.

Moreover, many students are spending countless hours immersed in social media, such as Face book, MySpace, World of War craft, or Sim City. Many parents are worried that their college students are spending too much time on Face book and other social media sites and not enough time studying. Therefore, our research ascertains the relationship between the social media and students' study efficiency.

Colleges' students in these days are seen to be very busy with their handset and laptops. It is habitually most of the time to witness students having access to the Internet spending considerable time on chatting, checking their email, their face book profile, updating their Twitter accounts and their Linked in account and unfortunately this situation does not happen only once a day it has been repeatedly several times (Mingle, 2016).

The mushrooming of internet bundles known as student's packages in Zanzibar offered by telecom service providers has increased the use of internet among students. As a result, they spend most of their times charting and perusing different sites which mostly are not connected to their studies (Mcgrath, Hercheui, & Mcgrath, 2012). It has therefore common nowadays to see students in the entire Zanzibar browsing the whole night without actually concentrating or using this valuable time of period to read, study their books or doing research activities. As a result, it has revealed that when the results of the college students given out most of the students have been proving failure a thing that has contributed to lower the standard of education in the country and to lose many potential students who could have been the scientists and the leaders of tomorrow. Generally, apart from connecting students with the most interactive sessions related to their studies, social networking is used by them to fulfil unrelated stuff. This paper therefore, attempts to investigate the influence of social networking sites' usage (face book and Whats App) on the students' academic performance of the Zanzibar Journalism and Mass Media College.

2. Material and Methods

2.1 Study Area

The study was conducted in Zanzibar. The Island of Zanzibar comprises two major islands, which are Unguja and Pemba, and is situated between latitudes 5º 40' and 6º 30' and longitude 39º east. It is about 85km (53 miles) long and at its broadest point, it is 39 km (24 miles) wide. The study was conducted at urban west region where the Zanzibar Journalism and Mass Media College is available and where the respondents are easily reached.

2.2 Research Design

Descriptive research is used to obtain information concerning the status of the phenomena to describe, "What exists" with respect to variables or conditions in a situation (Key, 1997). For the purpose of this study, a descriptive research design was adopted to learn the behaviors and the current situation of the college's students of the (ZJMMC).

2.3 Target Population
The targeted population for this study were the current students of the Zanzibar Journalism and Mass Media College and their instructors. This has been done simply because they use social networks for their daily interactions and different purposes. The instructors were also selected simply because they are charged with the responsibility of monitoring the overall activities of their students. In this case, a total number of 45 respondents(twenty nine(29)ZJMMC students and sixteen(16) college's instructors were used as sampling size of this study to represent vast group of students and instructors of different colleges in Zanzibar. Stratified random sampling was applied in a way that a large population was divided into homogeneous sub groups. This, which involved certificate and diploma students of the different years respectively, whereas purposive sampling method was used to obtain the data from instructors through interviews.

2.4 Data Collection

Both primary and secondary techniques were used to collect data of the study. Interviews, questionnaires and documentary review methods such as journals, reports, records published or unpublished documents and from the internet to collect primary and secondary data. The questionnaires were administered to the ZJMMC students and interviews for ZJMMC instructors. In this study a list of specific questions were developed and given to each category of the involved sample including certificate and diploma students of the Zanzibar Journalism and Mass Media College. Structured interviews were used in this study for ZJMMC instructors. The purpose of applying interview was to collect sufficient information from the respondents in any forms as they deemed fit and it helps to minimize time because had many things to do on academic issues. The method was also used to create the balance with questionnaire results as

all of the questionnaires were distributed to the students. Documentary Review was used to collect information relevant to the research topic to enable the researcher to understand what had so far been done on the subject matter and the existing gap.

2.5 Data Analysis

In achieving the aim of the study, the data collected was analyzed by using descriptive statistics (frequencies and tables).

3. Results and Discussion
3.1 Demographic characteristics

Forty-five (45) respondents participated in the study indicated their age, sex and education levels as shown in table 1.

Table 1: Demographic Characteristics of Respondents

Variable	Frequency (n)	Percentage (%)
Gender of Respondents		
Male	25	56
Female	20	44
Total	**45**	**100**
Age of Respondents		
15-20	10	22.2
21-29	19	42.2
30-39	11	24.4
40-49	4	9
50 and Above	1	2.2
Total	**45**	**100**

Table 1 indicates that 25(56%) respondents were Male and 20(44%) were Female. This indicated that there was adequate representation of all gender. Similarly, 10(22.2%) were aged 15-20 years, 19(42.2%) were aged 21-29 years, 11(24.4%) were aged 30-39 years, 4(9%) were aged 40-49, and 1(2.2%) was aged 50 years.

Education Level

Respondents were of different education backgrounds. Because the main target was the students, most of them were diploma and certificates, whereas the instructors were in master and bachelor degrees, as shown in figure 1.
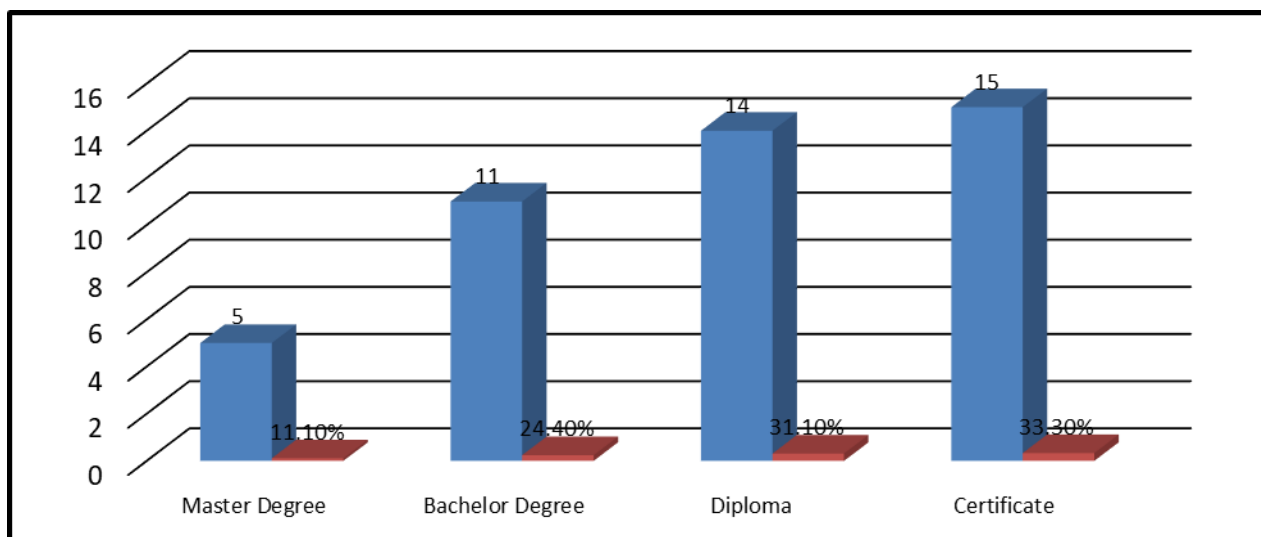

Figure 1: Education of Respondents

Figure 1 indicates that 5(11.1%) had master degree, 11(24.4%) were bachelor degree holders, 14(31%) were undergoing Diploma and 15(33.3%) were pursuing Certificate courses. This implies that majority of the respondents were students pursuing diploma and certificate courses. Besides, respondents with bachelor and master's degrees were instructors.

3.2 The time spent by students on social networks

Participants were asked to state the time they spent on social networks, the responses were as indicated in figure 2.
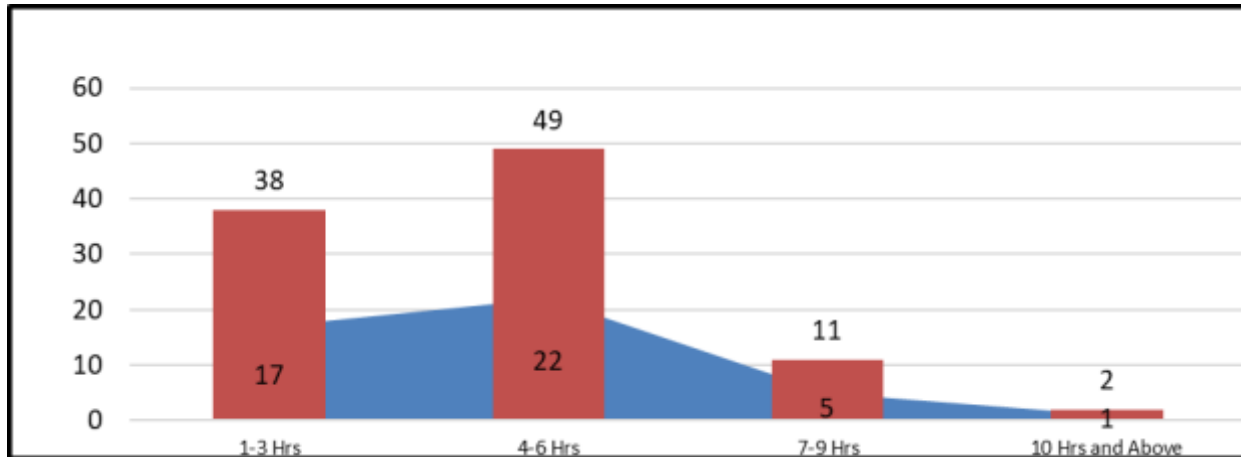

Figure 2: Responses on time spent by students on Social networks

Figure 2 indicates that majority participants who spend 1-3 hours on social networks were 17(38%), 4-6 hours were 22(49), 7-9 hours were 5(11%) and 1(2%) spend 1 hour. These results imply that majority students spend most of their time on social network as depicted by the range of 1-9 hours. (Oche, Gana, Yahaya, Khalid, & Ladan, 2019) states that, there is increasing evidence that students spend several hours daily on social media with affectation of sleep duration. Sleep duration of 7 to 9 hours daily is needed for normal healthy function of the human body. This has negatively affecting even their performance in classes. Furthermore, evidence from previous studies indicated that those sojourners spent a great deal of time and effort on SNS, mainly for maintaining pre-existing relationships and initial new social ties during their transitions to an unfamiliar setting, this affects greatly their concentration in important issues of life (Pang, 2018). Similar results were found by (Valkenburg & Peter, 2009) who asserts that school children spend most of their time on social networks, than the adults which impacts their academic performance at the end.

In relations to time, students spend on social networks; it was the interest of this study to know the number of social networking sites students registered to. The results indicated that 62% of participants admitted having membership to one and two social networks, 30% had memberships on 3-5 networks, 8% indicate none. Among these students, 60% were female and 40% were male. This implies that female students are members to social networks than male students. However, the results have implication on students' academic performance as indicated on table 3.

Table 2: Implication of the use of social networks on students' performance

Grade Points Average (GPA)	Male	Female	Total	Percentage
2.0 -2.4 range	5	9	14	31
2.5 - 2.9. 5 range	4	6	10	22
3.0-3.4 range	8	5	13	29
3.5-4.0 range	4	4	8	18
Total	**21**	**24**	**45**	**100**

Table 2 Indicates that, the highest number of students 14(31%) had a GPA of 2.0-2.4, 10(22%) had a GPA of 2.5-2.9.5, 13(29%) had a GPA of 3.0-3.4, and 8(18%) had a GPA of 3.5-4.0. The results imply that frequent use of social networks affects students' performance. Further, the results indicate that majority female students had a very lower GPA compared to male students. This result confirms the findings of this study that majority female students use social networks than male students. Ravizza and Fenn (2014)

commented that internet use negatively predicted exam scores and added to the prediction of classroom learning, above a measure of intellectual ability which means that higher rates of internet use were associated with lower test grades and students' beliefs about this relationship did not reflect their ability to multi-task effectively.

3.3 The extent to which students application of social network interfere their studies

The extent to which students often their time spent on social networks interferes their ability and time to study is indicated in figure 4.
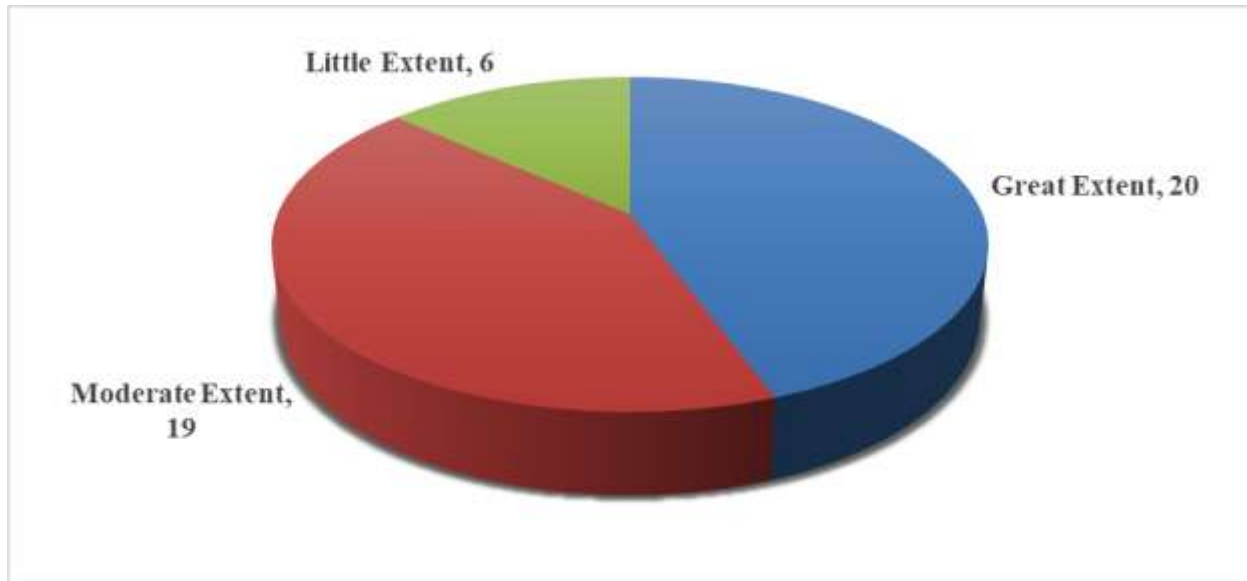

Figure 3: The extent to which social networks interfere students' studies

Figure indicates that 20(44%) responded that social networks interfere their studies at a great extent, 19(42%) stated social network interferes their studies moderately and 6(13%) indicated that "little extent" did social networks interfere student studies. In this case, majority participants evidenced that, social networks affects their studies. In a larger extent found that 'students who spend more time on Facebook by gets slightly lower grades (Husin, Ridzuan, Yusda, & Fathi, 2012).

3.4 Positive Impact created by the use of social networks students of the Zanzibar Journalism and Mass Media College

Participants were asked to state the positive impact brought by the use of social networks. They indicate various positive impacts ranging from communicating with friends, creating awareness, maintaining relationship-creating interactions among groups and helping students to get up dated information. As shown on table 4.

Table 3: Positive impacts of the use of Social Networks

Impact (+)	*f*	*%*
With Social Networks, we can communicate with our friends whom we cannot meet them in person.	31	69
It helps in creating awareness among the mass.	5	11
It also helps in maintaining better relationship with friends.	15	33
They can communicate their thoughts and perceptions over different topics with a large no. of users, and raise their voice.	17	38
Social Networking web sites help in education by allowing students and teachers in one platform.	28	62
Students get closer to art and design, and are exposed continuously to new ideas, given a big chance to feed their creativity.	32	71
Students can get up-to-date and recent information from Social Media	29	64

Table 3 indicates that the impact of the use of social network is plenty. Respondents opinions brought a clear picture as to what they perceive are relevant to explain the positive impact of social networks. However, the results dwell on social interactions rather than helping them to pursue their studies. This result corroborates with other scholars. (Brandtzæg & Heim, 2009) argues that Through SNSs, people meet each other in ways that might be more truthful and open than offline meetings; in that sense, SNSs have the potential to facilitate communication between people who might be prejudiced against one another in the "real world." Valenzuela and Kee (2008) states, students using SNSs for connecting with other students beyond their immediate university community.

3.5 Negative Impact: on the personal academic life of the students of the Zanzibar Journalism and Mass Media College made by social network.

Participants were asked to indicate the negative impact brought about by social networks especially with effect to their academic performance. The responses were valid to explain the general impact to their studies. The responses ranged from affecting students grammar and sentence constructions in examinations, failure of students to concentrate in classes as they spend much of their time visiting several social networks as a result, their performance declines. The results are as shown in table 4.

Table 4: Negative Impacts brought by social network in relation to students' academic performance

Impact (-)	*f*	*%*
The attention to details, attention to pronunciation and grammar, have declined drastically, because most of the students do not write complete sentence, use proper grammatical method while writing text/message	25	56
Students get addicted towards Social Media, instead of spending time with family in leisure period; they prefer chatting with online friends and unknown faces.	22	49
77.27% students maintain privacy while uploading photos and videos in Social Networking Sites; this can lead to criminal activity.	15	33
The more time students spend on social sites, the less they spend socializing person. Students who spend a great deal of time on social networking are less able to effectively communicate with person. They also spend less time with family.	17	38
It reveals that the active involvement of students on social sites while study results in reduction in their focus of attention. Consequently, their academic performances decline.	84	62

Table 4 indicates that majority participants contended that social networks have brought negative impact to students. The results suggested that students, who often spend much of their time in social networks, perform poor. Either, social Networks had negative impacts on their concentration to studies; as a result, most of them fail to grasp understanding of the studies as their core business. (Ravichandran, 2019) echoes, the primary focus of the students must be education, but unfortunately, today's students emphasize the sites that can be a complete waste of time. (Mohammed, 2018) contend that majority students use social networks for chatting for downloading videos, music and listening to music. As a result, majority of them experiences negative effects such as, late submission of assignment, less study time and poor performance in their studies and addiction problems due to the heavy participation on social media networks. An in most case there is a high addiction rate among students in the usage of social media network. (Ahmed & Kibona, 2018) found that the use of social networks brought negative effects on academic performance of students in higher learning institutions. Similar results were found by (Flad, 2010) who advanced that social networking can have a negative impact on study habits and completion of homework assignments, but there was not a drastic difference between students who spend a lot of time on these sites and those who do not.

4. Conclusion

Social Networking Sites are fast emerging as powerful and unparalleled tools to share information, shape opinions, connect people across domains and cultures, bring participation, and above all to communicate as never before. This is just the beginning. Social Networking Sites are still at a very nascent stage and communities across the world are just beginning to understand the potential of this medium to impact discourse and communication. This study viewed benefits, positive and negative impacts of social networking sites and how the social networking sites influence youth in their lifestyle. Social Networking Sites enable youth to raise their voice against social issues and share or upload information for the welfare of the society. Since Social Networking Sites can provide all the ways and means to develop personal and social aspects, the young people have to explore the potentialities of these sites. Even though it creates a few negative impacts on youth, we cannot think of a world without these sites today. Therefore, corrective and preventive

measures should be taken towards these negative effects and the young people should be well educated and must have proper awareness regarding such problems of Social Networking Sites.

Further, this study has revealed that college students were likely to be affected by social media. Social media is attractive; it not only provides college students another world to make friends, also provides a good way to release pressure. To some degree, it absolutely affects the lives of college students including the grades. This research also indicates that an approach is needed to better balance the relationship between social media and academic study. Therefore, college students should think more about the balancing equation of social media and academics so that exposure to the social media could not be used negatively to minimize the courage of the students on their studies. Basing on that ground the study recommends several directives that can assist the students to balance their contemporary social networking lives with their studies:

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Declaration

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