Effects of Social Media on Student’s Literacy Competency in Tamale Technical University – Ghana

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Abstract
Social media is a collection of internet websites, services and packages that support collaboration, community building, participation and sharing. This study, therefore, examined the effects of social media on student’s literacy competency in Tamale Technical University with a view to addressing this trend. The study was anchored on the Social Learning and Internet Dependency Theories, using survey. Ninety copies of the questionnaire were administered to randomly selected students from the departments of Mass Media, and Secretaryship and Management Studies. Quantitative data were analyzed using descriptive statistics. Correct linguistic forms reside in the community not in the individual. Pragmatic measures should be put in place by management of Tamale Technical University to let students understand that time is a resource and there is the need to also adopt eclectic approach when learning in order that they might be able to improve upon their literacy competency writing, speaking, listening and reading skills. Conscious effort should be made to learn thoroughly the fundamentals of the writing process. In Ghana, English is not only a subject of study but also a medium of instruction in schools. Therefore, it occupies a prominent position in the school syllabus. Teachers make efforts to enable students to be come as proficient in English as in their own language, but in practice only few attain such proficiency as expected of them.

Keywords: social media, students, literacy competency, Tamale Technical University, Ghana, Communication

INTRODUCTION
Since the introduction of social network sites years ago, to communicate with friends and family has been easy once you have access to internet. The internet has given people the ability to connect with others from around the globe with a few clicks of a button. One can easily send information to a friend or get information. Social network sites (SNSs) such as MySpace, Facebook, YouTube and Skype have attracted millions of users, many of whom have integrated these sites into their daily practices. People consume a lot of time on these sites uploading or downloading, getting information concerning their career or academic work (Kist, 2008). People are always on-line every second, chatting with friends, watching on-line movies and doing research. Social site has become a habit for some people, they find it difficult to study for one hour without login to one network site. Some people have become very smart because of the information they get from these sites, while some have become very poor academically, because it is easy to get almost any material for school assignment.

The favorite in the realm of internet sites are Facebook, Twitter and others. These websites and social fora are ways of communicating directly with other people socially and in media. Social media is playing a large and influential role in decision-making in the occasions from the global world economically, politically, socially and educationally (Jan et al, 2011).

Today, young generations grow up having great contact with different kinds of social media. They are simply and easily acquiring digital literacy and live in a digital world. Children are socializing in a hybrid, virtual space learning innovative ways, creating a new language, free expression and practicing multi-cultural values (Tapscott, 1988).

Though there have been many social, economic and environmental factors that have added to the pressure of tertiary students in the past ten years, the drop-out rate for students is still a major national problem (Bowen, 2008). Current statistics show that high school students in the United States are under increased pressure due to higher academic standards in many parts of the country and it has become more important than ever for educators to encourage graduation and further education (Bowen, 2008). However, with more and more adolescents being preoccupied with social networking sites and technological social lives, how will this affect their studies?

It is estimated that even those students who graduate from tertiary institutions, one out of three does not possess the knowledge and skills that would lead him or her to the next level, such as college or an advanced trade school (Bowen, 2008).

The top academic areas that many school professionals are concerned about are English (ELA) and Advanced literacy (Williams, 2008). The current generations of teenagers live in a fast-paced technological world with many different types of communication happening all at the same time. For example, he or she may be on the computer or a SNS, while also talking on the
phone, sending instant messages to a friend, and electronically mailing someone else all at the same time (Williams, 2008). While there may be some advantages to this, such as the teenager learning how to type faster and multi-task many things at once, there may also be a breakdown in much of that communication (Williams, 2008).

Wise (2009) asserted that literacy has also taken a dive in the past decade, which has caused many educators to question what can be done to help students improve their reading, writing, speaking, and thinking— all of the most basic skills for a successful future.

Wise (2009:373) observed that:

*Literacy is in reality, the cornerstone of student achievement, for any student, in any grade.*

The question that many school professionals have with regard to communication is whether or not a high school student is able to follow school curriculum in subjects like English or Language Arts (Williams, 2008). Also, will it be possible to teach them without the use of multi-tasking and using new forms of technology?

Scholars have argued that social networking sites as well as other new forms of communication technology are also a concern to many school professionals because of the level of distraction they create within the school. Even though many schools have created many strict rules that forbid the use of handheld technology during school or that block certain social networking websites, many adolescents are still able to connect during school hours as they please. This has caused distractions during instruction time and has had a negative impact on the learning environment.

Though many arguments can be made about the possible risks of adolescent social networking, it is important to point out the benefits of these websites as well. Many schools have started to use these sites to promote education, keep students up to date with assignments, and offer help to those in need (Boyd, 2007). In general, the internet and social networking sites can be a positive influence on adolescents. Social networking sites provide an outlet for teenagers to express themselves in their own unique ways (Boyd, 2007). In addition, they serve both as a meeting place for teenagers to interact with other like-minded people and as show places for a teenager’s artistic and musical abilities (Boyd, 2007). Finally, high school students use these sites as tools to obtain information and resources for graduation preparation and future planning. For example, students applying for college visit profiles of that college’s students to view pictures and read blogs of past students to determine whether the college would be a good fit (Boyd et al, 2007).

This study examines the effects of social media on students’ literacy competency with a view to providing solutions in Tamale Technical University.
The rapid advancement of media technology has had a great impact on the way people communicate on a daily basis. The growing dimension of the use of social media among the youth of today is imperative. Social networking among students has become more and more popular in recent years. It is a way to make connections, not only on campus but with friends outside of school (Choney, 2010). Social networking is a way that helps people feel they belong to a community. Due to the increased popularity of it, economists and professors are questioning whether grades of students will not be affected by how much time is spent on these sites. Kist (2008) believes that the use of technology such as internet is one of the most important factors that can influence educational performance of students positively or adversely. Jacobsen and Forste (2011) hold the view that more research is required to establish the use of social media and its influence on students. Kist (2008) also holds the opinion that little literatures exist on the relationship between the use of social media and academic performance of students. Technology brought about social media which is valuable tool but somehow misused by today’s youth. For instance, instant messaging and text messaging has become the order of the day and this affects their literacy competency in formal examinations. There has been a lot of concern about problems inherent in the use of social media arising from students’ in ability to effectively communicate in their examinations. It is against this background that this research is being conducted to examine the use of social media with a view to determining its effects on tertiary students with particular reference to Tamale Technical University students.

The objective of this study is to examine the use of social media with a view to determining its effects on students of Tamale Technical University.

Specific Research Objectives
To examine the effects of social media on academic performance (literacy competency) among students in Tamale Polytechnic.
To identify the benefits of social media to students.
To ascertain the effects of social media on the social lives of students.

Hypothesis
The use of social media would not have any adverse effects on the performance of students in Tamale Technical University.
Students of Tamale Technical University would not derive any benefits from the use of social media.
Students social live would not be affected by the use of social media.
The study is aimed at investigating the effects of social media on student’s literacy competency. First, this study would be beneficial to the government and its agencies. The outcome of the study would enable Ministry of Education in particular to evaluate the effects of social media on the academic performance of students so as to institute measures to improve tertiary education in Ghana. Second, it would also assist policy makers in their decisions with regard to the provision of quality education in the country. Third, the net effect is that management of the University would be informed about the real implications of such network sites thereby using it to inform policy decisions on quality assurance issues regarding quality teaching and learning in the University. Researchers and students would also benefit from the outcome of the study as it seeks to add more literature to the existing stock of knowledge on social media and its effects on the academic performance of students. The study covered Media and Mass Students as well as Secretaryship and Management students of the Technical University, and dealt specifically with the use of social media and its effects on their academic performance.

**Theoretical Framework**

This study adopts Bandura’s Social Learning Theory cited by (Anaeto; Onabajo and Osifeso 2008), and Hillsdale & Erlbaum’s Internet Dependency Theory as cited in (Google scholars 2017). These theories acknowledge that human beings are capable of cognition and thinking, and that they can benefit from observation and experience. This corroborates Severing and Tankard’s (2001) assertion that the effects of these could include people getting lessons on how to interact on dates and how to wear new fashions and so on and so forth.

Bandura’s Social Learning Theory posits that people learn from one another, via observation, imitation, and modelling. The theory has often been called a bridge between behaviourist and cognitive learning theories because it encompasses attention, memory, and motivation. The diagram below illustrates the principle in Bandura’s theory of social learning for further elucidation.
People learn through observing others’ behaviour, attitudes, and outcomes of those behaviours. “Most human behaviour is learned observationally through modelling: from observing others, one forms an idea of how new behaviours are performed, and on later occasions this coded information serves as a guide for action.” (Bandura). Social learning theory explains human behaviour in terms of continuous reciprocal interaction between cognitive, behavioural, and environmental influences.

In a related development, media system dependency theory (MSD), or simply media dependency was developed by Ball-Rokeach and Defleur as cited by (Google Scholars, 2017). The theory is grounded in classical sociological literature positing that media and their audiences should be studied in the context of larger social systems. MSD ties together the interrelations of broad social systems, mass media, and the individual into a comprehensive explanation of media effects. The diagram below further explains media system dependency theory as it relates to the core variables in this paper.
The basic dependency hypothesis at its core, states that the more a person depends on media to meet needs, the more important media will be in a person's life, and therefore the more effects media will have on a person.

LITERATURE REVIEW
The review of the literature covers the following thematic areas; history of social networking technology, social networking sites, adolescents and the Internet, peer pressure on social network, social media, academics, problems of social networking in schools and benefits of social media for academic purpose.

Social Media
Over the years, social networking among second cycle students has become more and more popular. It is a way to make connection not only on campus, but with friends outside of school. Social networking is a way that helps many people feels as though they belong to a community. Due to the increased popularity of it, economists and professors are questioning whether grades of students are not being affected by how much time is spent on these sites (Choney, 2010).

Pempek et al., (2009) in their study held the view that the amount of time spent daily on social network sites varied greatly. However, an analysis of the data indicated that most participants spent approximately thirty minutes a day socializing and this is mostly during the evening hours between 9:00 p.m and 12:00 a.m. Students spent an average of forty-seven minutes a day

Source:  https://en.wikipedia.org/wiki/Media_system_dependency_theory
on Facebook. More than 50% of college students go on a social networking sites several times a day (Sheldon, 2008). Quan-Haase and Young (2010) found that 82% of college students reported logging into Facebook several times a day. Younger students tended to use Facebook more frequently than older students to keep in touch with friends from high school or from their hometown (Pempek et al., 2009).

Researchers such as Choney (2010) and Enriquez (2010) in their studies on students’ use of the social media sites revealed a negative effect of the use of social media sites on students’ academic performance. Nielsen Media Research (2010) findings as cited in (Jacosen et al. 2011) observed that almost 25% of students’ time on the Internet is spent on social networking sites. The American Educational Research Association at its Annual Conference in San Diego California observed that social media users study less and generate lower grade .

Enriquez (2010) conducted a study on the relationship between time spent on Facebook and the academic performance of students. The overall findings indicated that more time on Facebook equals slightly lower grades. In his study, the average Facebook user had a GPA of 3.0 to 3.5, while the non-Facebook user had a GPA of 3.5 - 4.0. Also, the average Facebook user study for 1 – 5 hours per week, while the non-Facebook user would study 11 – 15 hours per week. Enriquez (2010) revealed that students who multi-task between social networking sites and homework are likely to have 20% lower grades than a student who does not have a social networking site. Enriquez (2010) believed therefore that running social networking site on the background on a student’s PC while studying or doing homework could lower a student’s grade. Enriquez (2010) believed that the problem is that most people have Facebook or other social networking sites with their electronic mails on them and may be receiving messages all the time in the background while they are carrying out their tasks.

Choney (2010) examined a study on time spent on Facebook by students and its effect on their academic performance and revealed that a user of Facebook has an average GPA of 3.06, while non users have an average GPA of 3.82. Furthermore, a study conducted by scholars at Ohio Dominican University on college students who use social network have significantly lower grade point averages (GPAs) than those who do not. They also mentioned that among various unique distractions of every single generation, Facebook remains a major distraction of current generation. Khan (2009) observed that Facebook users often time experience poor performance academically. Scholars posited that social media is negatively associated with academic performance of student and is a lot more momentous than its advantages. Internet addiction consequently gave rise to Internet usage within the last couple of decades. Other scholars also observed that addicted users prefer using
Internet setting back their personal and responsibilities which ultimately leads to poor academic performance. Khan (2009) observed that impairment of educational performance and Internet dependency are correlated by utilising synchronous communication programme including Internet sites and fora. Jacobsen et al. (2011) found a negative relationship between the use of various media, including mobile phones, and self-reported GPA among first year university students in the United States. Yen (2009) identified an association between mobile phone use and respondents and reported that respondents had allowed phone use to interfere with their academic activities. Scholars in Taiwan reported that daily use of mobile phones is correlated with self-reported measure of academic difficulty among a sample of Taiwanese university students. In a survey of Spanish high school students scholars found a correlation between “intensive” mobile phone use and school failure.

However, other studies revealed no correlation between social media and students’ academic performance. A study conducted at Whittemore School of Business and Economic on 1,127 students revealed that there is no correlation between how much time is spent on social networking sites and grades (Martin, 2009). In addition, study by University of New Hampshire (2010) also revealed that students’ use of social media sites did not affect grades.

History of Social Networking Technology

In the early 1990s, on-line communication technologies were introduced to the public in forms such as electronic mail and chat rooms (Peter and Valkenburg, 2009). While several authors during the early 2000s hypothesized that children and teenagers would become less social with on-line participation, proving this was difficult, as many homes still did not have Internet access. In 1995, it was estimated that only 11% of American teenagers were actively participating on social networking websites (Peter et al., 2009).

Since the early years of social networking popularity, research has been done in order to find out how this technology was affecting youth (Bryant et al., 2006). Though the early trend was to believe that these sites would negatively affect adolescent communication, other researchers believed that technological communication would benefit many teenagers who had trouble expressing their thoughts and feelings face-to-face (Bryant et al., 2006). Though the argument continues to be studied and analysed, the issue of technology and its implication on the learning process of teenagers is still a question that many researchers want answers (Bryant et al., 2006).

Adolescents and the Internet

In the beginning, years of personal computers, internet access and websites were used primarily for information gathering and research (Alexander et al., 2008). In the past several
years, the Internet has become the center of communication between people, as well as being their prime source of entertainment (Alexander et al., 2008). Adolescents have become accustomed to this lifestyle much more than older generations have in recent years, as this way of living is all they know (Lewis, 2008).

Teenagers now use the internet for the majority of their daily activities and information gathering as opposed to older generations who used resources like the television or newspaper (Lewis, 2008). A recent survey showed that approximately ninety percent of teenagers in the United States have internet access, and about seventy-five percent of these teenagers use the Internet more than once per day (Kist, 2008). This study also showed that approximately half of all teenagers who have Internet access are also members of social networking sites, and use the internet to make plans and socialize with friends (Kist, 2008).

In response to the question of how much time that adolescents are spending on social network websites, it is significant to note that there are other parents who are in favor of these sites (Bryant et al., 2006). Some parents are concerned about their teenager’s social lives and are grateful that they may have an outlet for their potential depression and loneliness (Bryant et al. 2006). In a study by Bryant et al (2006) almost 35% of parents of adolescents reported that they feel that communication with others, in any form is better than having no communication at all, and therefore are fully supportive of their child’s Internet use.

All the views espoused by Choney (2010), Pempek et al (2009), Sheldon (2008), Quan-haase et al (2010), Enriquez (2010), Khan (2009), Jacobsen et al (2011), Yen (2009) and submission by Taiwan scholars on the effects of social media on learning are corroborative. Even though some scholars in their studies did not see any correlation between social media and students’ academic performance, it is imperative that the use of social media ought to be done with a lot of self-caution, restrain and meticulousness. Despite the inherent problems that are associated with use of social media one cannot afford to be culturally stagnant in this technological revolution.

**METHODOLOGY**

Simple random sample technique is used in this study. The justification is that the number is large and every element in the sample could not be involved, hence the use of this technique. This researcher observed that students use cell phones in their study, therefore, the use of Mass Media and final year students of Management Studies in the University. Administration of questionnaire was employed to elicit the required responses from the respondents bearing in mind the variables in this study (social media, literacy competency, effects, students and communicative competency).
Research Design
The researcher adopts a descriptive survey to investigate the effects of social media on students’ academic performance in Tamale Technical University- Ghana using questionnaire as a tool.

Study Population
The population was made up of one hundred and eighty seven (187) level 200 students of departments of Mass & Media and Management Studies. This study covered 43 level 200 students of departments of Mass & Media as well as 144 final year students of Management Studies in the University.

Sample Size
This study used simple random sampling technique to select hundred (100) respondents out of a total population of (187) from these two departments (HND second years of Media and Mass and Secretaryship and Management students).

Sampling and Sampling Technique
As earlier stated, a simple random sampling technique was employed to select 100 respondents for the study. Out of this, 90 copies of questionnaire were retrieved for immediate analysis. This method is deemed appropriate because it ensures that all respondents had equal chance of being selected.

Research Instrument
The instrument used to collect data for this study was 4-Point Likert Type Questionnaire. This enabled the respondents to indicate the extent or degree of their disagreement or agreement with the items. The 4-Point Likert scale used in this regard are:
SA - Strongly Agreed
A  - Agreed
DA  - Disagreed
SD  - Strongly Disagreed

The respondents could not be interviewed in view of the large number, hence the use of questionnaire being an educational research.

Procedure for Data Collection
The researcher started the data collection process by engaging and interacting with Media and Mass Students as well as Secretaryship and Management students of the University by a way of administering the questionnaire with the help of two field assistants having explained the rationale behind the research to them. All completed and retrieved questionnaire were assembled and organised for processing.

Data Processing, Analysis and Presentation
Data were coded and analysed using Statistical Package for Social Sciences (SPSS) computer software.

**Results**

**Socio - Demographic Characteristics of Respondents**

This section specifically discussed the age, gender and year groups of respondent as key demographic elements. The first issue the study considered in this section was the age of the respondents.

Findings from the respondents revealed that 24 of them were aged between 18-23 years representing 27% whilst 28 of them were identified as being between the age group of 24-29 years representing 31%. The results are illustrated in Table 1.0.

**Table 1.0: Age of respondents**

<table>
<thead>
<tr>
<th>Age category</th>
<th>Frequencies</th>
<th>Percentages (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-23 Years</td>
<td>24</td>
<td>27</td>
</tr>
<tr>
<td>24-29 Years</td>
<td>28</td>
<td>31</td>
</tr>
<tr>
<td>30-35 Years</td>
<td>20</td>
<td>22</td>
</tr>
<tr>
<td>36-41 Years</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field data, 2016

In addition, further analysis of data on the ages of the respondents revealed that 20 respondents representing 22% of the sampled size were aged 30-35 years and the remaining 18 respondents were 36-41, representing 20%. No respondent indicated of having belonged to the age group of 42-47 or 48 years and above. From the analysis, it could be deduced that most of the respondents falls within a modal age group of 24-29 years. This indicates that most of the respondents were youthful.

Another demographic characteristic of the respondents the study considered was their gender. Views of respondents were sought on whether they were males or females. Data obtained from the respondents revealed that majority of them were males. The data illustrated in Table 2.0 below revealed that 55 of the respondents were males representing 61%.

**Table 2.0: Gender of respondents**

<table>
<thead>
<tr>
<th>Sex category</th>
<th>Frequencies</th>
<th>Percentages (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>55</td>
<td>61</td>
</tr>
<tr>
<td>Female</td>
<td>35</td>
<td>39</td>
</tr>
<tr>
<td>Totals</td>
<td>90</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field data, 2016
While 35 respondents were females, representing 39%. This suggests that there were more male respondents than female respondents.

Table 3.0: Respondents by level of education

<table>
<thead>
<tr>
<th>Year Group</th>
<th>Frequency</th>
<th>Percentages (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HND second year (MMC)</td>
<td>43</td>
<td>48</td>
</tr>
<tr>
<td>HND Final Year (SM)</td>
<td>47</td>
<td>52</td>
</tr>
<tr>
<td>Totals</td>
<td>90</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field data, 2016

On the level of education of the respondents, they were made to choose from four objective areas. Out of the total number of respondents selected for the study, it was found that 43 of them were HND Level 200 students of Media and Mass representing 48% whiles 47 of them were final year HND students of Secretaryship and Management studies representing 52%.

Effects of social media on academic performance

The key objective area of this study was to investigate the effects of social media on students’ literacy competency in Tamale Technical University. As part of measures to achieve this objective, the respondents were asked to indicate their views on whether social media promotes literacy competency and the extent to which students use informal language on social platform among students. The results are shown in the Table 4.4 below.

Table 4.0: Social Media Promotes Academic Excellence.

<table>
<thead>
<tr>
<th>Category of Responses</th>
<th>Frequencies</th>
<th>Percentages (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agreed</td>
<td>65</td>
<td>72</td>
</tr>
<tr>
<td>Disagreed</td>
<td>25</td>
<td>28</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field data, 2016

Observations from the above table showed that 65 respondents representing 72% agreed that social media did not promote literacy competency among students while 25 respondents disagreed that social media did not promote literacy competency among students representing 28%.

The study also elicited views of the respondents on the extent to which students use informal language on social media platforms. Respondents were presented with four choices to choose from. The results are illustrated in the Fig 1.0 below.
Fig 1.0:

The Extent to Which Students Tend to Use Informal Language on Social Media Platforms in Percentages (%)

- Strongly disagreed: 0%
- Disagreed: 17%
- Agreed: 27%
- Strongly agreed: 56%

Source: Field data, 2016

The study gathered that 51 respondents strongly agreed that students use informal language on social media platforms representing 56% which consequently affects their literacy competency whiles 24 respondents representing 27% also agreed that informal language is used. Further analysis of the field data revealed that 15 respondents disagreed that students did not use informal language on social media platforms representing 17%. 
Table 5.0: **Students spend too much time on social media at the expense of their academic work**

<table>
<thead>
<tr>
<th>Category of responses</th>
<th>Frequencies</th>
<th>Percentages (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agreed</td>
<td>20</td>
<td>22</td>
</tr>
<tr>
<td>Agreed</td>
<td>47</td>
<td>52</td>
</tr>
<tr>
<td>Disagreed</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>Strongly disagreed</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>90</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Field data, 2016

From the Table, it can be observed that 20 (22%) respondents strongly agreed that students spend too much time on social media at the expense of their academic work and 47(52%) respondents also agreed to show that students spend too much time on social media at the expense of their academic work. While 15 respondents representing 17% disagreed that students did not spend too much time on social media at the expense of their academic work, the remaining 8 respondents representing 9% also strongly disagreed. It can therefore be said that students spend too much time on social media at the expense of their academic work.

**Summary of Major Findings**

The study sought to investigate the effects of social media on student’s literacy competency during examinations and homework. As part of the researcher’s attempt to ascertain the effects of social media on student’s literacy competency, findings reveal that despite its huge gains and benefits, it limits the students’ literacy competency which results in poor academic performances, and this corroborates Choney (2010) and Enriquez’s (2010) studies on students’ use of the social media which revealed a negative effect of the use of social media sites on students’ academic performance.

It also reveals that students engage in time wasting at the expense of their study, and this also leads to poor academic results. This finding confirms Choney’s (2010) claims that students spend time on Facebook and this affects their academic performance. For instance, a user of Facebook may have an average GPA of 3.06, while non users have an average GPA of 3.82 (Choney’s 2010). Although social media helps them to easily disseminate information among them with rapidity, their communication lacks grammatical and mechanical accuracy which is a disturbing phenomenal in academia. All these arguments support Enriquez’s (2010) study on the relationship between time spent on Facebook and the academic performance of students. The overall findings indicated that more time on Facebook equals slightly lower grades. Suffice
to say that 75 respondents agreed that students use informal language on social media platforms representing 83% which consequently affects their literacy competency and ultimately their overall academic performance as elicited in this study.

CONCLUSIONS
The study examined the effects of social media on student’s literacy competency in Tamale Technical University with a view to enhancing academic performance of students and correcting this trend. The key issues the study established were the effects of social media on students’ literacy competence and their social life. The study concludes that too much time is spent on social media and this affects their academic performance. There is a lack of stylistic nicety, fluidity of expressions and aesthetics in their writing and this is not good enough for their career, academic and professional development.

RECOMMENDATIONS
The findings above informed the following recommendations that pragmatic measures should be put in place by the management of Tamale Technical University to help educate students about the consequences of time wasting and abysmal performance in literacy competency. Faculties and/ or departments or lecturers need to let students understand that time like air, water, and land is a resource and ought to be used judiciously for academic pursuits. Minimise time wasting on chatting and other irrelevant engagements that are not of major importance to their academic endeavours. Students ought to be encouraged to read imaginative and creative works of arts in order that they might be able to improve and enhance their literacy competency. In Ghana, English is not only a subject of study but also a medium of instruction in schools. Therefore, it occupies a prominent position in the school syllabus. Teachers make efforts to enable students to be come as proficient in English as in their own language, but in practice only few attain such proficiency as expected of them.

REFERENCES


