Impact of Social Media on Students' Academic Performance at Green Hope University, Garowe, Somalia

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Abstract

This study investigates how students at Green Hope University in Garowe, Somalia, perform academically in relation to social media, particularly Facebook and TikTok. In light of social media's pervasiveness in daily life, the study aims to determine how these platforms affect academic performance in this particular sociocultural context. Through surveys and questionnaires, information was gathered from 144 participants including students, instructors, parents, and university administration using a mixed-methods approach.

The results showed that Facebook ($r=0.480$) and TikTok ($r=0.550$) had favorable relationships with academic achievement, indicating that social media can improve academic engagement when utilized carefully.

But the study also emphasizes the necessity for students to utilize social media under supervision because excessive use can lead to distraction. Future research prospects are highlighted along with the ramifications for parents and educators.

Keywords: Social media, TikTok, Facebook, academic performance, Green Hope University.

1. Introduction

Social media integration has revolutionized social interaction, knowledge exchange, and international communication. The effect of social media on students' academic performance has drawn more attention and concern in the field of education (Boyd & Ellison, 2007). Examining how social media affects students' academic performance at Green Hope University in Garowe, Somalia, is the main goal of this study.

The Garowe Campus of Green Hope University is a thriving academic hub with distinctive sociocultural characteristics. Adolescents at Green Hope University have adopted social media platforms more easily due to the general availability of internet access and the expansion of digital technologies. Because they provide opportunities for social networking, information sharing, and entertainment, platforms like Facebook, Instagram, TikTok, and WhatsApp have become essential components of students' lives (Global Voices, 2020).

Numerous studies have been conducted worldwide to examine the connection between social media use and academic achievement. Research has yielded conflicting results, with some emphasizing how social media can help students communicate, access educational materials, and learn collaboratively (Kirschner & Karpinski, 2010). Nevertheless, other studies have highlighted the detrimental effects of excessive social media use on students' academic performance, attention span, and cognitive capacities (Rideout & Robb, 2018).

Even though the literature on this subject is expanding, there is a lack of empirical studies that particularly examine how social media affects students' academic performance at Green Hope University's Garowe Campus. By using a mixed-methods approach to examine the connection between university students' academic performance and social media use, this study seeks to close this gap. This study aims to offer insights that can guide evidence-based interventions and educational policies catered to the particular needs

of students at Green Hope University and beyond by investigating the viewpoints of the students, the function of parental supervision, and the sociocultural context.

1.1. Objectives of the study

a) To assess the frequency and patterns of social media usage among students at Green Hope University, Garowe Campus, Somalia.
b) To investigate the perceived impact of social media on students' academic engagement and performance at Green Hope University, Garowe Campus.
c) To identify factors affecting the relationship between social media usage and academic performance, such as digital literacy and parental involvement, at Green Hope University, Garowe Campus.

2. Literature Review

Conceptual Review

Research on the complex relationship between students' use of social media and academic achievement has increased dramatically in recent years, providing insights into the complex nature of this dynamic relationship. Boyd and Ellison (2007) highlighted the variety of online interactions made possible by social networking sites and offered groundbreaking insights into how these platforms affect college students' social and academic lives. In a similar vein, Kirschner and Karpinski (2010) examined the relationship between college students' use of Facebook and their academic achievement, yielding conflicting results about the impact of Facebook usage on GPA.

In an effort to better understand how social media affects academic engagement and achievement, Junco (2012) investigated the impact of college students' use of Twitter and found that it may have a favorable effect on academic performance. To preserve cognitive capacities and academic success, Rideout and Robb (2018) emphasized the need to reduce multitasking tendencies and warned against the negative consequences of excessive screen time and digital distractions.

Moving on to secondary education, new research has looked at how social media use affects high school students' academic performance. The importance of self-control and time management abilities in reducing the negative impacts of social media diversions on academic performance was emphasized by Gao, Zhang, and Franklin (2013).

On the other hand, Wang, Chen, and Liang (2011) discovered a favorable correlation between Chinese high school students' use of social media and their academic achievement, indicating that social networking sites can promote peer cooperation and information exchange to improve learning results. Furthermore, recent studies by Al-Hariri and Al-Hattami (2020) investigated how social media use affected Middle Eastern secondary school students' academic performance, offering important insights into the various sociocultural circumstances affecting this relationship. Furthermore, Salmela-Aro and Upadyaya (2014) examined how social media use predicts teenage academic burnout, highlighting the significance of taking into account both the advantages and disadvantages of social media use for academic wellbeing.

Even with the wealth of study in this field, nothing is known about the precise dynamics of social media's influence on academic achievement at Green Hope University's Garowe Campus. By investigating social media usage trends, academic engagement, and variables affecting academic achievement among Green Hope University students, this study seeks to close this gap. The study aims to offer detailed insights into the interaction between social media and academic outcomes at Green Hope University, Garowe Campus by expanding on current studies and concentrating on this particular setting (Amin et al., 2016).

Empirical Review

The impact of social media on students' academic achievement in various contexts has been clarified by recent empirical studies. For instance, Al-Hariri and Al-Hattami (2020) investigated the relationship between academic performance and social media use among Middle Eastern secondary school students. The findings highlighted the importance of social media usage restriction for maintaining academic performance by showing that excessive social media use was associated with worse academic accomplishment (Khan et al., 2023).

Wang, Chen, and Liang (2011) looked into how Chinese high school students' use of social media affected their academic achievement in a particular geographic location.

Their research revealed a positive relationship between social media use and academic achievement, which is contrary to some earlier findings. This suggests that social networking sites can be helpful tools for students to share information and work together.

Furthermore, Gao, Zhang, and Franklin (2013) looked at the impact of social media use on academic achievement among high school students. By highlighting the importance of self-control and time management skills in mitigating the negative effects of social media distractions on academic performance, their study emphasized the necessity of promoting responsible online behavior among students.

Additionally, Salmela-Aro and Upadyaya (2014) investigated the relationship between social media use and academic burnout in teenagers. The study found that excessive usage of social media was associated with higher levels of academic burnout, suggesting that in order to preserve students' academic welfare, it is important to encourage them to develop healthy digital habits.

Collectively, these empirical studies contribute to our understanding of the ways in which students' academic performance and well-being are impacted by their usage of social media. By examining a range of situations and outcomes, these studies show the complex relationship between social media use, academic achievement, and students' overall educational experiences.

More research is necessary to examine these dynamics within particular local contexts, such as Bosaso, Punt territory, Somalia (Khan et al., 2023) to guide focused interventions and policies catered to the particular requirements of students in this region.

Research Design And Methodology
3.1 Research Design
This study used a mixed-methods research methodology to thoroughly examine the effect of social media on students' academic performance in a few chosen secondary schools in Bosaso, Punt territory, Somalia. The triangulation of quantitative and qualitative data made possible by the mixed-methods methodology provides a comprehensive grasp of the research issue (Khan et al., 2023).

Population of the Study
Teachers, students, parents, and university administration at Green Hope University's Garowe Campus in Somalia make up the study's 160 participants. This varied group allows for a thorough investigation of social media's effects on academic performance because it represents a range of viewpoints within the educational ecosystem. By involving these parties, the study hopes to obtain a comprehensive picture of the dynamics pertaining to social media use at Green Hope University.

The sample size of approximately 144 participants was determined using Slovene's formula $n = \frac{N}{1+N(e^2)}$ where N=160 (total population) and e=0.05 (desired margin of error).

In order to examine the connection between social media use and academic achievement at Green Hope University, Garowe Campus, a representative subset of the population is guaranteed by this sample selection procedure. The sample size selected strikes a balance between practical feasibility for data collection and analysis and statistical reliability. At Green Hope University's Garowe Campus, this strategy seeks to offer significant insights that can direct evidence-based interventions and policies to enhance students' academic performance (Kausar & Ghafoor Awan, 2019).

Sampling procedure
Purposive sampling, stratified sampling, and systematic random sampling will all be used in the sampling process for the study of how social media affects students' academic performance at Green Hope University's Garowe Campus in Somalia.

Purposive Sampling: Teachers and school management personnel will be purposively selected based on their expertise in student academic performance and social media use, ensuring diverse perspectives from

educators and administrators.

Stratified Sampling: Students will be categorized by academic year and department, and a random sample will be selected from each category. This approach ensures representation across different demographics and academic settings at Green Hope University, Garowe Campus.

Systematic Random Sampling: A methodical technique will be used to select participants from the targeted group of students, instructors, and parents/guardians at Green Hope University, Garowe Campus, guaranteeing impartial and thorough participant selection.

This sampling technique seeks to preserve scientific rigor and practicality for data collection and analysis while capturing a broad spectrum of viewpoints within the Green Hope University, Garowe Campus community. Throughout the procedure, ethical issues will be given top priority in order to guarantee participant confidentiality and voluntary involvement.

Data Collection

A survey was administered to students who used various social networks in order to ascertain the impact of social media use on students' academic achievement. Students' information was gathered through a survey using a questionnaire. The target population was asked closed-ended questions in the questionnaire.

Impact of Social Media on Students Academic Performance

Dear respondent, I am one of the lecturers at Green Hope University, Garowe Campus. I am writing a research paper analyzing the impact of social media on students' academic performance. This questionnaire is designed to gather your responses for this research, and I hope you will complete it with full attention and dedication. Thank You.

Respondent Profile: *Age (under 20, above 20) Gender (Male, Female) Qualification (Under Graduate, Graduate) (Totally disagree = TD, Disagree = D, No opinion = NO, Agree = A, Totally agree = TA)*

No.	Questions	TD	D	NO	A	TA
	TIK TOK					
Q.1	My grades have declined since I started spending more time on TikTok.					
Q.2	I often stay up late watching TikTok videos, which affects my sleep and academic performance.					
Q.3	TikTok helps me relax and improve my focus after studying or attending classes.					
Q.4	Using TikTok reduces the amount of time I spend studying or doing homework.					
Q.5	I have received academic advice from my peers through TikTok.					
NO.	**Facebook**					
Q:1	Facebook positively affects my study timings in my routine life					
Q:2	I timely submit my assignments whether spending time on Facebook					
Q:3	Scholars on Facebook create groups and pages related to studies to help students in their study					
Q:4	Does Facebook have a positive impact on students' academic performance?					
Q:5	I find it flexible to focus on work by logging into Facebook as it helps me to remain in contact with classmates					
No.	**Student**					
Q.1	Do social networking sites differentiate students based on their demography?					
Q.2	Social networking sites improve the collaboration between students on academic projects.					
Q.3	Do social networking sites impact students' academic performance negatively?					

Q.4	Social networking sites are a major distraction for students during class hours.					
Q.5	Do you think social networking sites promote healthy social interaction among students?					

Results

How does social media usage affect the academic performance of students?

Table 1

Reliability Statistics	
Cronbach's Alpha	N of Items
.870	3

The data's reliability coefficient is measured at 0.870

Table 2
Statistics

		Gender	Age	Qualification
N	Valid	114	114	114
	Missing	0	0	0

Table 2 presents the valid number of respondents who participated in the research, with a total of 114 responses, of which 114 are valid and none are missing.

Table 3

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	51	44.7	44.7	44.7
	female	63	55.3	55.3	100.0
	Total	114	100.0	100.0	

The gender distribution of the 114 valid study participants is displayed in Table 3. 51 respondents, or 44.7% of the total, are men, and 63 respondents, or 55.3%, are women. This suggests that there are marginally more women in the sample. When the cumulative percentage hits 100%, all responders are included and there are no missing data points.

Table 4

Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under 20	4	3.4	3.4	3.4
	Above 20	110	96.5	96.5	100.0
	Total	114	100.0	100.0	

The age distribution of the 114 valid study participants is shown in Table 4. Four of them, or 3.4% of the sample as a whole, are younger than 20 years old. On the other hand, 110 respondents, or 96.5% of the

sample, are older than 20. With no missing data, the cumulative percentage shows that every respondent fits into these two categories. This indicates a significant age skew in the data, with the majority of responders in the sample being above 20.

Table 5

Qualification				
	Frequency	Percent	Valid Percent	Cumulative Percent
Undergraduate	30	26.3	26.3	26.3
Graduate	84	73.7	73.7	73.7
Total	**114**	**100.0**	**100.0**	

Interpretation

Table 5 shows the qualifications of 114 respondents: 26.3% are undergraduates (30 respondents), while 73.7% are graduates (84 respondents). This distribution highlights a sample predominantly composed of individuals with graduate-level qualifications.

Table 6

Correlations				
		Students	**Tik Tok.**	**Facebook.**
Students	Pearson Correlation	1	0.550**	0.480**
	Sig. (2-tailed)		0.000	0.000
	N	**114**	**114**	**114**
Tik Tok	Pearson Correlation	0.550**	1	0.410**
	Sig. (2-tailed)	0.000		.000
	N	**114**	**114**	**114**
Facebook	Pearson Correlation	0.480**	0.410**	1
	Sig. (2-tailed)	0.000	0.000	
	N	**114**	**114**	**114**
**. Correlation is significant at the 0.01 level (2-tailed).				

Interpretation

With an emphasis on how Facebook and TikTok can significantly impact students' academic achievement, this table displays the correlation analysis between students, TikTok usage, and Facebook usage based on 114 valid responses. Significant positive associations are indicated by the Pearson correlation coefficients: students' usage of Facebook and TikTok correlates 0.480 and 0.550, respectively, which are both statistically significant at the 0.01 level (p = 0.000). This shows that children who use Facebook and TikTok more frequently score better academically, suggesting that these social media sites could contribute to better educational outcomes. Furthermore, there is a substantial correlation (0.410) between Facebook and TikTok, suggesting that students who use one network more frequently are also likely to use the other more frequently.

Results

The significance level is set at 5% (0.05), corresponding to a confidence level of 95% (0.95). Hypothesis H1 is accepted since the p-value is less than the significance level (0.00 < 0.05), while Hypothesis H2 is rejected because the p-value exceeds the significance level (0.675 > 0.05).

Table7

Regression Model				
Academic Performance				
Model	**Unstandardized Coefficients**	**Standardized Coefficients**	**t**	**Sig.**
	B	Std. Error	Beta	

1 (Constant)	1.229	.647		1.899
TikTok	0.700	0.150	0.350	4.667
Facebook	0.586	0.190	0.274	3.086

Interpretation
In this adjusted model, TikTok and Facebook usage impact students' academic performance, with TikTok having a stronger influence (Beta = 0.350 vs. 0.274). Both predictors are statistically significant, highlighting TikTok as the most influential.

Discussion
This study emphasizes how social media sites, especially Facebook and TikTok, have a big influence on students' academic achievement. TikTok usage and academic results had a substantial positive connection of 0.550, indicating that using the platform to interact with instructional information can improve learning. In a similar vein, Facebook's 0.480 association with academic achievement suggests that it supports students' educational experiences by facilitating communication and collaboration among users. Even while the results point to some positive benefits of social media, it's important to take into account any potential drawbacks, such procrastination and distractions. For students, finding a balance between their use of social media and their academic obligations is essential.

The fact that Hypothesis H2 was rejected supports the notion that social media can serve as an educational instrument rather than a barrier. This study's overall findings highlight the necessity for teachers and students to use social media wisely to improve academic achievement while being mindful of its possible negative effects. Future studies could delve deeper into the precise ways that social media affects learning outcomes.

Conclusion
This study concludes by showing that social media sites, particularly Facebook and TikTok, have a big impact on students' academic achievement. The favorable connections discovered imply that these platforms can improve student collaboration and learning. Recognizing the possibility of distraction and the necessity of balanced use is crucial, though. Teachers and students can maximize the advantages of social media while reducing its disadvantages by fostering digital literacy and skillfully incorporating it into instructional procedures. To have a better understanding of how social media might be utilized to enhance education, future studies should keep examining the intricate connection between social media use and academic results.

Recommendation
The following steps are advised to raise Green Hope University students' academic performance:
1. **Encourage Responsible Social Media Use:** To avoid academic distraction, hold workshops on balanced use.
2. **Establish Usage Guidelines:** Put rules in place to reduce the amount of time spent on social media during class hours.

3. **Digital Literacy:** To assist students in managing their time on social media, including digital literacy courses.
4. **Promote Academic Platforms:** Direct students to use social media for learning that is focused on academics.
5. **Assist Students Who Are at Risk:** Offer guidance to individuals who are experiencing problems with excessive usage of social media.

6. **Ongoing Research:** To keep abreast of students' social media usage patterns, conduct studies frequently. By taking these actions, social media use and academic achievement can be balanced positively.

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