

## Impact of Social Media on Students' Performance in Secondary School Examination

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### ABSTRACT

Being a fragile state, Somalia is trying to recover the education gap. However, for the last three years, higher failure rates and lower grade passes were reported from secondary school examination results in Somalia. Mayor of Banadir region, Omar Filish said, "TikTok is one of the major factors contributing to lower grades and higher failure rates of secondary school examination results". Therefore, our researchers discussed the effects of this and a study was conducted to investigate the impact of social media on students' performance in secondary school examination.

**Research Objective:** Three research objectives guided by the study. To study the most commonly used social media among secondary school students. To evaluate the time spent on social media among students. To investigate the positive and negatives effect of social media among the students.

**Method:** The data were collected using a questionnaire which was translated into Somali for the convenience of the

respondents. The population of this study was 40,000 form four students from public and private secondary schools in Somalia. The sample size of this study was 600 students drawn from the population. 582 were returned, which represents 97% of the respondents. 63% of the respondents were male, while 37% were female.

### Findings:

The study found that 9 in 10 secondary students have a social media account. The most popular social media among students include Facebook, TikTok, YouTube, and Snapchat. The majority of students spend an average 4-5 hours on social media on a typical day, which is more than the average time students spend on academic activities. The majority of parents are not happy with their children on social media. Students believe that social media are an obstacle to their learning progress.

**Key words:** social media, Impact Students.

## Introduction

The school curriculum motivates students to use internet facilities to enhance their knowledge, but many times students get deviated and lose themselves in the virtual world. This becomes an obstacle to the students' result in the secondary leaving examination.

In the last two years, higher failure rates and lower grade passes were reported from secondary school examination results. As it determines students' placement at the university or the next chapter of education, the government, teachers, school admin and parents are concerned about the impact of social media usage on secondary school leaving exam results. Different studies have shown a strong positive relationship between social media use and academic performance. Therefore, we sought to examine the following aspects in this study

- Commonly used social media
- Time spend on social media platforms
- Purposes for which social media platforms
- Effect of social media uses on learning and distraction from learning activities

## Literature Review

In 2021, students who attended the secondary school examination were about 34,908 in total. Nearly three-quarters of 75% (26,031) of them were from Mogadishu-Somalia (Ministry of Education, 2021). In 2022, is projected to rise the number up to 40,000 students in total.

Social media have become global phenomena. According to Global Social Media Stats (2022), there are more than 4.62 billion social media users around the world. This equals to 58.4 percent of the total global population.

Gilbert M. Talaue et al., (2018) found that social media attract students because they get new friends and create relationships with known or unknown people in the networks. Auxier and Anderson (2021) found that middle aged people commonly use YouTube and Facebook, while young people favor TikTok, Instagram, and Snapchat. Azizi et al., (2019) confirms that 100% students use the most existing popular social media accounts. Bekalu et al., (2019) argue that spending more hours on social media affects students' academic progress. Frankie (2018) states that secondary school students addicted to social media platforms such as Facebook.

## Methodology

The population of this study was 40,000 form four students from public and private secondary schools in Somalia. The sample size of this study was 600 students drawn from the population. The Taro Yamane formula recommends up to 381. Respondents' ages were 17 and older, studying form four.

The data was collected online as well as offline using a close ended questionnaire. Among targeted respondents, 582 were returned, which represents 97% of the respondents. The questionnaire was translated into Somali for the convenience of the respondents to understand and respond to the research questions. The instrument was validated by two other research experts from the Somali Researchers Association (SRA). 63% of the respondents were male, while 37% were female. The questionnaires were consisted of closed-ended questions verifying habits related to using social media.

## Findings

A cross-sectional study was conducted among 582 final year secondary school students; analysis and interpretation as shown below: -

### Gender and the Age

In general, there are more males than females in secondary school. Therefore, roughly six-in-ten (63%) of the respondents were males while nearly one-third (37%) were females, figure 1 shows the result.



Figure 1 the respondents gender result

According to the age, respondents ranged from 17 to 21 and the majority aged 17-18 years (58%) followed by 19-20 years (32%) while those over 21 years old are (8%) as shown figure 2.



Figure 2 the respondents gender result

### Social Media Utilization

There was a study requirement; respondent to have a social media account, which otherwise disqualifies to participate. Only those with accounts on social media could participate in the study. According to gender utilization on social media, findings show that there is no significant difference; boys and girls equally utilize social media.

### Most Commonly Used Social Media

There are many popular social media apps, respondents were asked to select from a group of answers, commonly use social media platforms. Among the most used social media, Facebook gets 43%, TikTok comes next, with 25%, YouTube 11%, snapchat, Instagram, telegram and Twitter are less commonly used, with only 9%, 7%, 2%, & 1% respectively. Figure 3 shows the result.

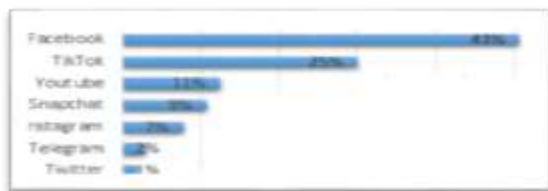


Figure 3 Most Commonly Used Social Media

### Years Using Social Media

Modern social media began decades ago; respondents were asked how long they have been using social media accounts? Nearly five-in-ten (54%) admitted that they have been using it 1-3 years, roughly one-third (27%) stated 4-5 years, while 19% answered over 6 years. As indicated in figure 4, most students have been using social media since from the beginning or before secondary school joined.



Figure 4 Years Using Social Media

### Time to Spend on Social Media Sites

It is commonly agreed that social media is a time-consuming. One of the main objectives of this study is to investigate the duration for which students spend on social media. Respondents were asked how long do they spend on social media sites during a typical day?

According to the findings, a large portion of students, 60%, spend about 4-5 hours, followed by 23% who spend 1-3 hours. Only 17% stated that they use social media more than 6 hours. Figure 5 gives the results.



Figure 5 Time to Spend on Social Media Sites

In a separate question, respondents were asked to answer what time they reach at night by using social media. As shown in figure 6, the majority of the respondents, 62%, mentioned that they reach up to 10:00 at night, while nearly a quarter, 23%, mention it up to 12:00, meanwhile 15% mentioned use up to 2:00 am. By gender, boys are more likely to spend later hours than girls.



Figure 6 Time to Spend on Social Media Sites

On the other hand, respondents were asked how many hours you read on your typical day? The study found the majority (57%) read for 1-3 hours. there are 12% who do not read at all, while those who read more than 7

hours are only 7%. Surprisingly, average hours of reading are less than the average hours on social media.

### Users' Account Name

Social media platforms require users to provide their real names, however, many accounts are created with fake names. Therefore, we asked respondents, do you use your real name on your social media account? Most of the respondents, two-thirds (66%) stated that they use their real names and nearly one-third (34%) mentioned that they use fake names. It is worthy to note girls are more likely to use fake names than boys (70% vs. 30%). Fig. 7 shows the result.

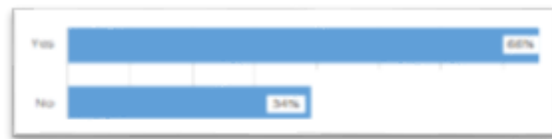


Figure 7 Users' Account Name

In a separate question, respondents were asked do you post on social media? The study found that 39% prefer posting, while nearly one-third (36%) prefer not to post at all, about a quarter (25%) post sometimes. Boys



Figure 8 Users' Account Name

seem more likely to post than girls. Fig. 8 shows the result.

“Possible reasons why girls do not prefer to post or share, are concerned that the things they post will be seen by their parents and do not want to be known for their usage on social media”.

### Reasons for the Use of Social Media

Social media can be used for multiple purposes, depends on users’ objective (s). The study aimed to investigate the purposes for which social sites are used among students.

Respondents were asked to choose from a list of reason used for the social media applications. The majority of them (50%) use social media for entertainment, 21% and 16% use chatting and getting friends respectively, whereas only 13% use it for academic activity. Fig.9 shows the result.

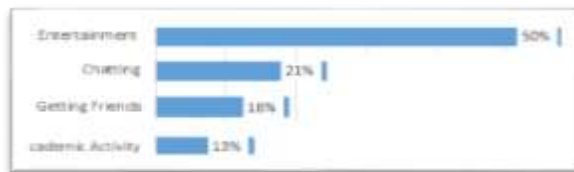


Figure 9 Reasons for the Use of Social Media

### Social Media for Education

Using social media for academic purposes is not exceptional. Therefore, we asked respondents, do you use social media to

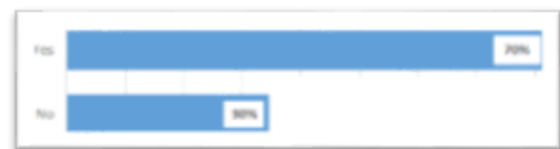
communicate with your teacher? The results indicated that there are slight partisan differences on this measure. **Yes**, is 46%, **No** is 43% and the remaining 11% said sometimes communicate teachers using social media, as shown in figure 10.



Figure 10 Social Media for Education

In a separate question, respondents were asked, do you believe social media is an obstacle to your learning process? Among students, larger shares, about seven-in-ten (70%) of the respondents admitted that social media has negative impact than positive. However, about one-third (30%) said social media are not an obstacle to their academic activities as shown in figure 11.

Figure 11 Social Media for Education



### Social Media Usage During Class

Although schools prohibit using phones in class, some students still do so. Using social media during class may cause distraction for the teacher. Respondents were asked whether they get a chance to use social media

during the class hours? figure 12 gives the result. The majority, 67%, do not get it, mean- while, 17% & 16% sometimes and all times respectively.



Figure 12 Social Media Usage During Class

In a separate question, respondents were asked, do social media make you busy for doing your school assignment? According to figure 13, a larger share of 42% say the social media make them busy implementing their school assignment. One-third, 33% have said that social media do not have an impact on their school duty, while a quarter 25% have indicated sometimes it does.



Figure 13 Social Media Usage during Class

## Internet Promotion

Nearly 10 internet providers operate in Somalia. Price competition is common among them; thus, there are different promotion packages and students are given especial packages, such as \$0.5 for 24 hours with unlimited data, this makes Somalia one of the cheapest internet services in Africa. Respondents were

asked. Do cheap and promotional internet packages increase time to spend on social media for students? As shown in figure 14. About two thirds (65%) voted yes, while 35% have indicated internet promotion does not motivate them over the use of social media.



Figure 14 Internet Promotion

## Parents and the Social Media

Parents – in this study defined as those with respondents. Students were asked if their parents have a social media account. The study found that parents' usage of the social media is relatively low, with many being unable to follow children's activities on social media. 63% responded indicated that their parents do not use social media, while 37% stated yes. Figure 15 shows the result.

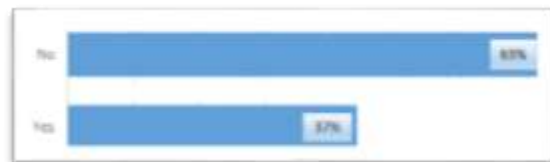


Figure 15 Parents and the Social Media

On the other hand, respondents were asked whether parents are happy children's utilization on social media? Figure 16 explains that the parents have negative impressions of social media. Thus, the majority of parents, 69%, are not happy with



children having social media, only 31% stated that the parents are ok with to have a social media.

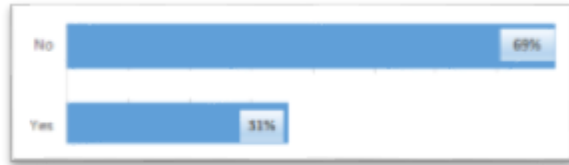


Figure 16 Parents and the Social Media

### Social Media Impact on Students

Social media have advantages and disadvantages, which made a huge impact on the everyday lives of the people. Respondents were asked to mention the main impact of social media. As shown, Figure 17. Respondents suffer brain tired (52%) as they use social media. 31% said neglect school activities, meanwhile 17% complain about eye problems. Fig. 17 shows the result.



Figure 17 Social Media Impact on Students

### Pausing Social Media Account.

Finally, students were asked if they are willing to stop using social media temporary to focus on doing the exam. Interestingly as a large segment, 88% of the students are willing to stop using social media and focus on the final year exam. However, 12% are not willing to do so.

### Conclusion

The study doesn't aim to discourage usage of social media at all, but the article examines the contribution of social media to the high failure rates and low pass mark grades passed of final year secondary school examination in Somalia. Based on the findings above, it is concluded that Social media reduces the amount of time that students could spend on academic activities. Parents are not happy their children to utilize social media, and the parents are not in the platforms. Students admit that the social media is an obstacle to their learning progress. Students phase health issue including eye problems.

Past studies have found that students who spend more time on social media sites are more likely to demonstrate poor academic performance. Therefore, students need counselling and awareness campaign motivating to focus learning rather than social media.

Finally, study found that students are willing to accept temporary closing their social media account to focus on the upcoming final year exam. If this happens it will help to reduce failure rates and upgrades student marks.



## Recommendation

It is the right time to recommend the impact of social media usage among the students. This is alarming issue, which is needed to be addressed.

Schools should restrict, prohibit using social media during the class.

Parents to have social media account to track the student's social media activities.

To increase awareness campaign against wasting time on social media.

Internet service providers reduce promotions

Let the parents pressure students not to using the social media after 9:00-9:30.

Finally, the study does not recommend students should be banned from the social media.

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Global Social Media link available her <https://datareportal.com/social-media-users>

Secondary school graduates reported MoE available at <https://moe.gov.so/>