THE EFFECT OF SOCIAL MEDIA ON STUDENT'S ACADEMIC PERFORMANCE: CASE STUDY FROM JOBKEY UNIVERSITY IN MOGADISHU-SOMALIA

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ABSTRACT

Today, the Internet has taken a strong position in the lives of people. It isn't easy to imagine a young man who did not check for updates on social networks at least once a day and did not go through the news lines. In this study, the researchers studied the effects of social media on academic performance; the study's main goals were first to examine social media's impact on the student's average grade point (GPA). Secondly, to determine the effects of social media on students' class attendance and finally to investigate the effect of the use of social media on self-image. The sample size of 100 students was selected from job key university students, particularly from the Management Science Faculty. This study used a questionnaire survey with quantitative data collected, so SPSS version 25 was used to analyze data to answer research questions. Based on the results, the study found that social media had a negative impact on students' academic performance. And, the study suggested that the impact of social media on students' academic performance should focus more on the positive side than the opposing side.

Keywords: social media, GPA. self-image, class attendance

1. INTRODUCTION

There were many ideas about social media's first occurrence. "We've developed technologies throughout much of human history that make it easier for us to communicate with each other."(Carton, 2009). The earliest data found by the writers of this article referred to 1792 and the telegraph's use to transmit and receive messages over long distances. (Rathole, 2010). However, In the late 1800s, Emile Durkheim, a French sociologist known to many as the father of sociology, and Ferdinand Tonnies, a German sociologist, were considered pioneers of social networks. While Tonnies believed that social groups could exist because members shared values and beliefs or shared conflicts. His theory dealt with the conceptions of social contracts. Durkheim combined empirical research with sociological theory. In the late 1800s, radio and telephones were also used as an alternative to radio social interaction. (Rimskii, 2011; Wren, 2004).

Social networks have evolved into the modern digital media variety over the years. It wasn't that new to social media. It did not begin with the computer, however, but rather with the telephone. In the 1960s, the public saw the emergence of emails. (Borders, 2010). The Internet was not available until 1991, however. The email was initially a way to exchange messages between computers, but both computers needed to be online. Email servers today accept and store messages that enable recipients to access the email conveniently. Internet technology's evolution has made it the best medium for communication. Two-thirds of the world's internet population visit social networking or blogging sites, making them a tool for communication and connection. Social network websites include communities of Internet users who want to communicate with other users in mutual interest areas, whether from a personal, commercial, or academic perspective. (Williams, Boyd, Densten, Chin, Diamond, Morgenthaler, 2009). Like Europe, the Middle East, and America, Internet use in Africa is not very different from other parts of the world. For instance, some companies rely on the Internet to reach both old and new customers who have developed advanced technology and further media testing in general. The use of the Internet in Africa does not differ much from other parts of the world, such as Europe, the Middle East, and America. For instance, some companies rely on the Internet to reach both old and new customers who have developed advanced software and new media tests in general. Youth in Ghana, South Africa, Nigeria, and elsewhere in Africa are increasingly using the Internet to create and test lifestyles, such as making new friends and making worldwide online dates. (Fair et al., 2009). Academic performance, measured by exam results, is one of the primary objectives of a university. Hoyle (1986) argued that to share knowledge and skills with those who pass through them, universities are created, and behind all this is the idea of improving good academic performance. Academic performance is the educational outcome, the degree to which a student, teacher, or institution has achieved their educational objectives. Academic performance is frequently measured by examinations or ongoing

assessment. However, there is no general agreement on how it is best tested or the essential aspects of procedural knowledge, such as skills, or declarative knowledge, such as facts. (Annie, Howard & Mildred, 1996). Olubiyi (2012) claimed that social media students are so overwhelmed these days that they are online for almost 24 hours. Some students are always busy with Twitter or Facebooking, even in classrooms and lecture theatres, while lectures are on. As an essential resource for education today, social networking sites have been recognized. Nevertheless, research indicates that students use social networking sites such as Facebook for fun, to kill time, to meet current friends. (Ellison, Steinfield, and Lampe, 2007).

2. PROBLEM STATEMENT

According to Junco et al. (2010), Social media is reported to be a collection of websites, services, and practices that encourage collaboration, community building, engagement, and communication. Social networking is also a way in which many people feel they belong to a community. (Owusu-Acheaw & Larson, 2015). Students who see a small or relatively inactive network of friends and colleagues are more likely to leave college than those who see a strong support network. (Tinto, 1993). Linda et al. (2006) also said, "Students who used the Internet frequently scored higher on reading skills testing and had higher grades. Oskouei (2010) proposed that the Internet would serve both students and teachers as a tool to create and disseminate knowledge. Using social network sites was based on the type of sites operated by the student in the social network. When students use the Internet for recreational purposes, it is influenced by wasting time, which interferes with scholars. (Asemah, Okpanachi, & Edegoh, 2013). However, many parents and guardians are concerned that students spend too much time on Facebook and other social media sites and do not have sufficient time to study. While parents are always worried about their students using social media sites, many still use them every day. Hence, this study examined the impact of social media on students' academic performance in Mogadishu.

3. PURPOSE OF THE STUDY

This research aimed to identify the impact of social media on undergraduate students' academic performance at the University of Mogadishu.

4. RESEARCH OBJECTIVES

- ✓ To examine the impact of social media on student's grade point average (GPA).
- ✓ To determine the effect of social media on student's class attendance.
- ✓ To investigate the influence of social media usage on self-image.

5. RESEARCH QUESTION

- ✓ Does the use of social media sites have any impact on student's point average (GPA)?
- ✓ What are the effects of social media on student's class attendance?
- ✓ What are the influences of social media usage on self-image?

6. SIGNIFICANT OF THE STUDY

For teachers, parents, students, and other researchers who want to research this topic, this study was necessary. This study has helped the university teachers understand the impact of social media on their students to help them inform and raise awareness of the potential impact it has on them. To serve their children as watchdogs on social networking sites, the study was of significance to parents because they knew the potential impact that social media use might have on their children.

7. OPERATIONAL DEFINITION OF TERMS

Social media implies new possibilities to create and communicate with caregivers. (LeFever, 2008).

Academic: Studying books as opposed to practical work (Peter, 2015).

Performance The performance of a given task measured against preset known accuracy, completeness, cost, and speed standards. (Peter, 2015).

Many factories previously studying student academic performance on such issues as gender difference, teacher education and teaching style, class environment, socio-economic factor, and family education background are measured academic performance. GPA was used by most of the world's researchers to

measure student performance (Galiher, 2006; Darling, 2005; Broh, 2000; Stephen & Schaban, 2002). A critical factor in student learning is attendance (Ajiboye and Tella). The term self-concept refers in the broad sense to the perception of us (Burns, 2003). This perception can be based on attitudes, feelings, skills, or aspect.

8. LITERATURE REVIEW

8.1. Social Networking

There were a lot of social networking sites in the 1990s. Some examples include Six Degrees, Black Planet, Asian Avenue, and MoveOn. These are social niches online, including public policy advocacy sites and a social network based on a contact web model. (Ritholz, 2010). As many social networking sites emerged, social media received a significant boost in 2000. The interaction between people and organizations who share a common interest, based on social networking, music, learning, movies, and friends, has been dramatically improved and transformed. Famous names such as Facebook have evolved as Harvard, Dogster, and Mixi. Big names such as Yahoo during 2005. All the worlds emerged (Junco, Heibergert, & Loken 2011): 360, YouTube, the cyword, and Black Planet.

8.2. Social Media

There are many thoughts about the first incident on social media. Throughout much of human history, we have developed technologies that make communicating with each other easier. " (Carton, 2009). In the late 1800s, Ferdinand Tonnies, a German sociologist, was regarded as the pioneer of social networks. Tonnies believed that because members shared values and beliefs or shared conflict, social groups could exist. His theory dealt with the conceptions of social contracts. Durkheim combined research in empirical and sociological terms. In the late 1800s, radio and telephone were used for social interaction, albeit one way with the radio (Rimskii, 2011, Wren, 2004).

8.3. Students Academic Performance

The GPA was used by Galiher (2006) and Darling (2005) to assess student performance by concentrating on student performance for the semester. Some other researchers used test results or results from the previous year to study performance for the particular subject or year. (Hijazi and Naqvi, 2006 and Hake, 1998). Karemera (2003) Found that students' performance is significantly correlated with satisfaction with the academic environment and library, computer lab, and facilities. Students active in the learning process are observed to have a positive correlation with CGP. A student study effort and proper use of the facilities the institution provides to the student, a good match between the students' learning style and positively affect the student's performance (Norhidayah Ali et al., 2009). Young (1999) held that student performance is linked to library use and parental education level. The library's service positively affected student performance. The academic environment is the significant student variable and has a positive relationship with father education and grade level (Kirmani & Siddiquah, 2008).

According to Noble (2006), academic achievements and activities of students, perceptions of their coping strategies and positive attributions, and background characteristics (i.e., family income, education level of parents, parental guidance, and the number of adverse situations at home) were indirectly related to their composite scores through university academic achievement. Noble (2006), academic achievements and activities of students, perceptions of their coping strategies and positive attributions, and background characteristics (i.e., family income, education level of parents, parental guidance and number of adverse situations at home) were indirectly related to their composite scores through university academic achievement. Kernan, Bogart & Wheat (2011), graduate student academic success will be enhanced if the health-related barriers are low. There is a negative relationship between college credit and stress, but between GPA (Grade Point Average) and focus. (Zajacova, Lynch and Espenshade, 2005) Hijaz and Naqvi (2006) noted negative relationships between family income and student performance.

8.4. Grade Point Average

A study focused on classroom multitasking concluded that students use and engage in multitasking using information computer technology. The GPA would be lower (e.g., text messaging, Facebook), which implies lower academic performance based on their behavior. (Burak, 2012).

Regardless of the positive side of SNs, this logic is essential. A study using students at a U.S. university found a negative relationship between students' time spent on social networks online and their academic

performance. (Paul et al., 2012). However, this highlighted the importance of concentrating on multiple sources of attraction. These findings indicate the importance of using Facebook and other social media tools wisely and productively in classrooms and at home.

The same study suggested in the previous section on social absorption and academic achievement improvement (Gafni & Deri 2012) concluded that students use Facebook to affect their academic performance negatively. The use of mobile telephones for texting and access to social networks has also been investigated to see whether it relates to the level of engagement in classrooms. Research has shown that participation is closely related to the style and management of teachers. Besides, lower results were not associated with social networks and mobile text (Paul & Gelish, 2011).

This research aims to explore the impact of social networking websites on the academic performance and learning experience of students. Although the use of the internet for educational purposes and any appropriate task, including an online tutorial, has been analyzed. Online lecturers and teaching material are perfect; it can be very useless to use the internet for social networks alone, perhaps dangerous kuppusuamy and Shankarar (2010).

8.5. Class Attendance

For better performance in a verbal subject, such as social studies, class attendance is essential. It has also been shown that in analyzing class attendance issues and eventual student achievement in social research, gender is crucial. In tertiary education institutions, academic freedom offers opportunities for students to leave classes. The absenteeism rates are deferred from one institution to another, and different reasons are given. Class attendance is one of the critical variables in student learning achievement (Ajiboye and Tella, n.d).
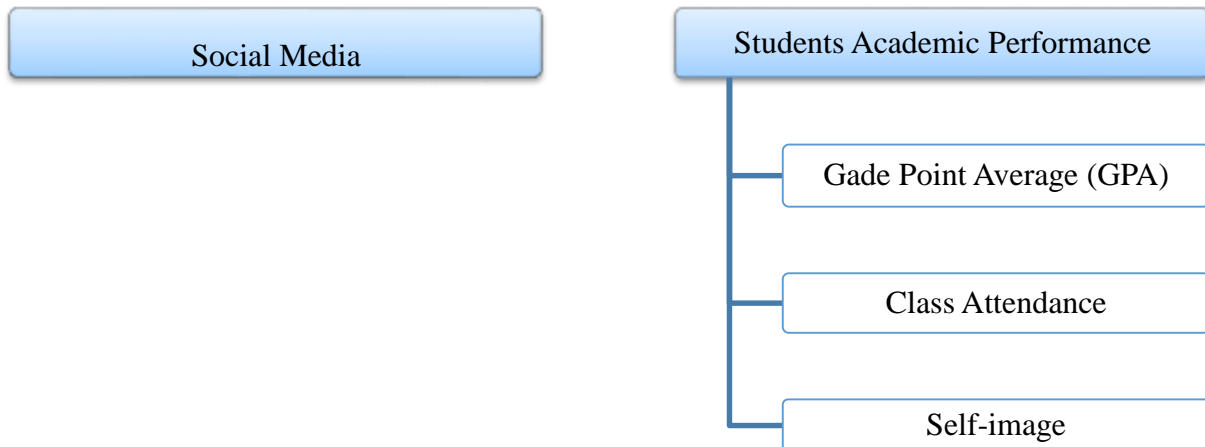
According to Durden and Ellis (1995), a sample of 346 principles by economic students over three semesters investigated the link between the overall course level and the self-reported attendance level. Based on OLS controlling for ability and motivational factors (GPA, College-entrance exam scores, having had a calculus course), their results indicate academic performance attendance issues. While low absenteeism has little effect on the eventual outcome, excessive absenteeism has a large and significant impact. Rodgers (2001) found small but statistically significant performance effects in a 167 introductory statistics course sample. Kirby and McElroy (2003) studied the variables that determine the levels of attendance at lectures and classes, as well as the relationship to the performance of the exam. Hours worked and time travel were the main determinants of class attendance in a sample of 368 first-year economic students and showed that hours worked. Studies that reach less robust conclusions about the positive effect of attendance on performance.

8.6. Self-Image

Self-concept refers to self-perception in a broad sense (Burns, 2003). It is possible to base this perception of attitudes, feelings, abilities, or appearance. However, extensive label proliferation was also used (e.g., Self-esteem, self-image, self-love, and self-consciousness). Depending on the author's theoretical approach, the definition of self-concept, self-image, or self-esteem varies. The unique character of the self-image is highly confusing, Domino and Blumberg (1987) point out. Typically, self-image is defined as the perception that "one holds entirely of oneself and that environmental interaction affects several dimensions." (Beane & Lipka, 1980; p.1).

On the other hand, self-esteem is described as the evaluative component (i.e., how good or bad you perceive yourself concerning a dimension). Self-Image, some researchers (e.g., Offer, 1987; Offer, Ostrov, Howard, & Atkinson, 1988; Offer, Ostrov & Howard, 1981a, 1984; Rosenberg, 1965) argue that the period of adolescence is a unique developmental period and that there are many differences between children and adolescents and between adolescents and adults. The work of Hall (1904) pioneered the study of adolescents. According to Rosenberg (1989), and an overall positive or negative evaluation of the self may be conceptualized. Since memberships in social groups and categories are an essential component of self-conclusion, under-graduate students, such as good friendships and peer groups, enjoy other well-being indicators, including greater self-esteem (Harman, Hansen, Cochran, and Lindsey, 2005; Hartup & Stevens, 1997; Hogg & Abrams, 1988).Besides, while social interactions between students and their peers have predominantly taken place face to face in the past, the introduction of various technology-based communication tools had significantly impacted the fashion and frequency of these interactions (Ehrenberg et al., 2008).

8.7. Conceptual Framework

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│                             │        │                                     │
│       Social Media          │        │    Students Academic Performance    │
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                                                    │     ┌─────────────────────────────────┐
                                                    ├─────│      Gade Point Average (GPA)     │
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                                                    │     ┌─────────────────────────────────┐
                                                    ├─────│          Class Attendance         │
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                                                    │     ┌─────────────────────────────────┐
                                                    └─────│            Self-image             │
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Drewed by the researcher

9. METHODOLOGY

This research was based on quantitative, quantitative research models using statistical analysis to examine whether there were significant differences between groups on different indicators (Rutz et al., 2003). The target group was university students; we concentrated, in particular, on students from the Faculty of Management. The researcher wants to calculate the results required, and the population had students who gathered more reliable data. The researchers were selected some students of the job key university mentioned above. These were current students in job key universities, and the sample size of the study was 100. The choice of this sample size was guided by literature on the maximum and minimum practical sample size of not less than thirty (30) subjects per group category for any statistical test (Denscombe, 2003). The researchers were used stratified random sampling, one of the probability sampling techniques. The stratified random Sampling was partitioned into groups, called strata, and sampling was performed separately within each stratum (Saifuddin, 2009). For the research topic, every student within a jobkey university cannot make the needed target population regarding their knowledge. For that reason, the researchers were used to stratified random sampling. The primary data collection instruments used in this study were a questionnaire to enhance the findings' reliability. This instrument was adapted from the study of (NDAKU 2009), which investigated social media's effect on students' academic performance. This study was used five-point liker scales. A different student from Jobkey University first pretested the Questionnaire.

On the other hand, the study also conducted direct testing. Thus, this instrument needs to make slight modifications to the self-administration questionnaire to associate with this environment. In this study, the data required was collected by distributing questionnaires. The Questionnaire was distributed to the students who are currently studying at job key universities. Thus, some students are the most appropriate respondents for this study. Therefore, this tool's selection is guided by the study's objective and the nature of data to be collected.

10. DATA ANALYSIS

10.1 Demographic Information of Respondents

This section presents the background information of the respondent who participated in the study. This background information aims to determine the characteristics of respondents and show the distribution of the population in the study.

Table 1 Gender Distribution

Sexy	Frequency	Percent
Male	56	56.0
Female	44	44.0
Total	100	100.0

The data presented above table 1 indicates that the gender distribution was 56% was male and 44% female. Thus, male has significantly dominated in social media.

Table 2. Age of Respondent

Age	Frequency	Percent
18-25	70	70.0
26-35	29	29.0
36-45	1	1.0
Total	100	100.0

Table 2 indicates 70% of the respondent is the age of 18-25 years, 29% are the age of 26-35 years, 1% is in 36-45 years.

Table 3. Marital status

Marital Status	Frequency	Percent
Single	85	85.0
Married	12	12.0
Divorced	3	3.0
Total	100	100.0

Table 3 shows: Most of the respondents 85(85%) were singles, while 12 (12%) were other married, and 3(3%) was divorced

Table 4 Educational level

Educational level	Frequency	Percent
Year one	34	34.0
Year two	22	22.0
Year three	18	18.0
Year four	26	26.0
Total	100	100.0

Table 4 displays: Most of the respondents were year one 34(34%), while 26 (26%) were year four, 22 (22%) were year two, and 18(18%) were year three.

10.2. Descriptive statistics

Table 5. Descriptive statistics

Variables	N	Minimum	Maximum	Mean	Std. Deviation
GPA	100	1.25	4.50	2.4375	.75660
Class Attendance	100	1.00	4.25	2.4825	.66596
Self-image	100	1.00	5.00	2.4100	.79019
Total	100				

The above table of the descriptive statistics analysis shows the minimum, maximum, mean, and standard deviation of the research variables. The mean value of GPA is 2.4375 with a standard deviation of .75660; Class Attendance and Self-image to use showed mean values of 2.4825, 2.4100, with a standard deviation of .66596, And .79019. All these values of the mean are considered reasonable.

The variables' highest mean value is class attendance, which is 2.4825 with a standard deviation of .66596. This value of the mean for the class attendance indicates that the student chooses to come to the class because of the grade point average. Therefore, the highest mean value for the variables is class attendance, which is 2.4825, followed by grade point average and self-image to use at 2.4375 and 2.4100. The lowest value of the mean is the self-image, which is 2.4100. And, the maximum and minimum variable is self-image.

10.3. Correlation

The correlation between class attendance and grade point average is positive and statistically significant (r = 0.535, p< .000). This means that as the class attendance increase, so do their grade point averages will increase. The significant relationship is a moderate positive relationship between the two variables. This means that changes in one variable are moderately positively correlated with changes in the second variable.

Table 6. Correlations

		GradepointAverage	Class attendance
Grade.pointAverage	Pearson Correlation	1	.535**
	Sig. (2-tailed)		.000
	N	100	100
Class attendance	Pearson Correlation	.535**	1
	Sig. (2-tailed)	.000	
	N	100	100
**. Correlation is significant at the 0.01 level (2-tailed).			

The obtained Spearman grade point average coefficient (r = 0.539, $p < .000$) is highly similar in magnitude and direction to that in the Pearson correlation table

11. DISCUSSION MAJOR FINDINGS OF THE STUDY

This study used descriptive and correlation research. A survey has used a questionnaire. Our target population is undergraduate students of Management Science in Jobkey University such as Business Administration, Accounting, Bank & finance. A sample size of 100 was taken, "Statistical analyses usually require a minimum sample size of 30" (Saunders et al., 2009, p.243). The questionnaire survey data was analyzed using Statistical Package for the Social Science (SPSS) version 16.0. This study's main objective was to determine the "effect of social media on students' academic performance." The survey research design was adapted using the questionnaire for the gathering of data. This study was demonstrated that the students of Jobkey University have aware of social media sites and had access to them. Also indicated that social media significantly influenced them. Because most students' attention focused on chatting and music, while their academic activities were neglected. The students of Jobkey University were often online in various social media activities. A significant amount of time is spent on social media sites than in academic activities by the students of Jobkey. Due to the many times spent on social media activities, students' academic performance suffers setbacks, leading to poor performance in their academics and, therefore, fail to create a balance between social media and academic performance. Social media becomes an integral part of the student's full life based on the findings, taking up most of his spare time. The time spent on social media by respondents stressed that their academic performance's impact ended up being negative. Thus, as a social network or web, social media, which also has a familiar name, selects students as potential victims. The scope of both positive and negative factors in the younger generation's spiritual and intellectual development has significantly expanded all kinds of computer technologies and mobile phones. Therefore, it can be concluded that social media has a dual impact on student achievement, and the use of social networks by adolescents must be approached with ultimate responsibility. The negative consequences that excessive social infatuation might have should not be forgotten in any case.

12. CONCLUSION AND RECOMMENDATION

Today, the Internet has taken a strong position in the lives of people. It isn't easy to imagine a young man who did not check for updates on social networks at least once a day and did not go through the news lines. In this study, the researchers studied the effects of social media on academic performance; the study's main goals were to examine social media's impact on the student's average grade point (GPA). Secondly, to determine the effects of social media on students' class attendance and finally to investigate the effect of the use of social media on self-image. The sample size of 100 students was selected from job key university students, particularly from the Management Science Faculty. The following recommendations have been made based on the findings and conclusions of this study. Social networking sites should be expanded, and new pages should be created to improve academic activities to prevent setbacks in students' academic performance. A balance between chit-chatting and academic students should create activities. In finding out how students should balance this, more attention should be given to research. When surfing the net, the amount of time spent by students should be reduced. Social media's effect on student academic performance should be more focused on the positive side than on the opposing side.

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