

**EFFECTS OF SOCIAL MEDIA ON ACADEMIC PERFORMANCE IN
SELECTED SECONDARY SCHOOLS IN WABERI DISTRICT,
MOGADISHU SOMALIA**

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DECLARATION

I declare that this research project is my original work and has not been presented in any other university/institution for consideration of any certification. This research proposal has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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DEDICATION

I dedicate this project to my beloved daughter Ikhlas Said Elmi.

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Special thanks to the Almighty Allah for the gift of life, without which this work would not have come to pass.

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ABSTRACT

The purpose of this study was to investigate the effects of social media on academic performance in selected secondary schools in Waberi District, Mogadishu Somalia. The usage of social media among students has weakened their academic performance while the parents and the teachers similarly believe using social media results in decline in academic performance in most learning institutions. The objectives of the study were to determine the time spent on social media by students in secondary schools in Waberi District in Mogadishu-Somalia, determine the effect of Face book, Twitter, and YouTube on students' academic performance and finally explore the use and gratification obtained by high school students using social media. The study adopted the Social Learning Theory of Bandura (1997) & Use and Gratification Theory of Katz (1999) as the best choice that guided this study. The study employed a mixed method research design. The target population was 56 Head Teachers, 321 Teachers and 210 students totalling to 587. Simple random sampling was used to obtain total 40 head teachers, 100 teachers and 160 students, totalling to 300 respondents. Data was collected using questionnaires where piloting, validity & reliability were verified while the SPSS Version-21 was used to analyze data collected. After analyzing data through quantitative and qualitative techniques presentation were done through thematic narratives, percentages, and frequency table. The research study established that more hours were spent on social media especially on Twitter and You tube, most students used social media in their performance in school and most students were satisfied that social media was the way forward despite of their minimal performance. In conclusion the Teachers and Head teachers confirmed that much time was spent on social media of which did not fully enhance learning in secondary schools despite of few achievements. The study of the researcher recommends that through the Ministry of Education introduce approved blended pedagogy in secondary schools. Secondly train teachers through professional development programmes to handle students effectively. A further study in effects of social media learning in tertiary institutions was proposed.

CHAPTER ONE

1.0 Introduction

This chapter focuses on the background of the study, statement of the problem, objectives, research questions, significance of the study, limitation and delimitation of the study, assumptions of the study, theoretical and conceptual framework, and finally operational definitions of key terms.

1.1 Background of the Study

Social media, according to Ahn (2019) refers to the means of interactions among people in which they create, share and exchange information and ideas in virtual communities and network. The internet revolution worldwide has occasioned great strides in storage, retrieval and sharing of information, as well as increased the speed through which information is shared (Alahmar, 2016). This has made a number of web technologies to develop through the Internet and created immense networks associated with social media. Negative and positive effects have been manifested in the evolution of social media in the society (Dhaha and Igale, 2013). The education sector has thus been transformed in terms of learning, research and communication. Many types of online tools have been provided by internet but the immergence of social networking sites (SNS) has enhanced global linkages of people (Aghazamani, 2010).

In the new millennium, the use of technology within the social sphere has become a key communication strategy for many people. Internet has become an integral part of social life relied upon even for routine activities (Matthews, 2010). Provision of electronic communication in the society has been dominated by MySpace web

although we have others like Twitter, LinkedIn and Face book of which have enriched communication in the society. In Sri Lanka, for example, social media has grown rapidly and gained importance in the daily lives of the population (Thuseethan and Vasanthapriyan, 2014).

Many youths have adopted the use of social networking sites as part of their lives via internet (Gemmill & Peterson, 2006). In many high schools, higher education institutions and colleges, the access to internet is a pre-requisite. Students actively engage in connections for new information, knowledge sharing, research groups and other interests as an online academic society (Iorliam and Ode, 2014).

Social platforms like Facebook, LinkedIn, Twitter, YouTube and Instagram are being used by almost everyone. There have been various views and opinions which recognize four major advantages of social media use in higher education. These include; enhancing relationship, improving learning motivation, offering personalized course material, and developing collaborative abilities (Wheeler, Yeoman's and Wheeler,2008; Rifkin, Long Necker, Leach and Ortia,2009). Also, Riccardo et al (2007), argued that students are socially connected with one another and therefore share their daily learning experiences and do conversation on various topics through social media whereas Kupuswamy and Shankar (2010), argue that social network websites grab students' attention and then divert it towards no educational and inappropriate actions including useless chatting.

Research has proved the heavy presence of social media usage among students. Siibak (2019), for instance argue that previous studies have found that more than

90% percent of tertiary school students use social networks. It has also been found that, students use Social Networking Sites (SNSs) approximately thirty (30) minutes throughout the day as part of their daily routine life (Roblyer, 2018). This shows the level at which students are patronizing these sites and this may bring along both positive and negative effects on students as far as their academic performance is concerned.

As regard the intensions of social media usage, Nalwa. and Anand (2018) in their study on Malaysian secondary school students using social networking site and its influence on their academic performance showed that social networking sites usage for only social and non-academic needs have an adverse effect on academic performance. A research by Kist, (2012) using secondary school students in Hong Kong examined the use of social media and social multitasking and their effects on academic performance. He asserted that the use of social media for academic purposes was not a significant predictor of academic performance. (Grade Point Average-GPA).

Mixed results have been found in regard to social networking site use in educational settings. Some studies have reported significant evidence concerning the negative relationship between social media and academic performance Gao, Luo & Zhang, (2012) found that devoting time to social networking sites actively impacts on academics and has a negative impact on academic performance. According to other studies, this negative impact mainly occurs when social networking sites are used in the classroom because multi-tasking diminishes performance (Nicole (2017).

It seems that students who use social media spend less time studying, with an adverse effect on outcomes. Furthermore, some have suggested that social networking sites offer added value in educational settings, facilitating and assimilation of this new knowledge on teaching practice and new educational methodologies and theories and thus creating the conditions necessary for developing new methodologies. The main benefits that social media offer in educational settings stem from their value as a tool for information exchange and as means of socialization and communication (Kuss and Griffiths. (2019).

In Africa, by December 2012, there were an estimated 51,612,460 social media users. Ghana for instance, had a 20.1% internet penetration and 5,171,993 internet users as at June 2014. In Ghana, there are 1,630,420 Face-book users apart from other internet users (Internet World Statistics, 2015). The utilization of social media in the same country has undermined students' performance in academics which is affected by internet as reported by the National Communications Authority (NCA). At the end of March 2015, there has been a recorded 59.8% rate of penetration as the country experiences high mobile phone subscription (NCA, 2015).The statistics indicate that the increased subscription to mobile phones and internet was corresponded with increase in data subscriptions. This is a clear indication that the number of users will continue increasing.

Although the internet only arrived in Somalia in the late 2000s, there is now a big and rapidly growing presence of Somalis on the World Wide Web who are actively engaged in most of the social media and social networking sites (Dhaha & Igale, 2013). The Arab social media report (ASMR) revealed that as at 2011, there were

6,940 Face-book users in Somalia, 84% of who were youth aged between 15-29 years old.(Dhaha & Igale, 2013). However, it is observed that this figure represents under-reporting because the data was based on official Face-book data that only documents users who registered their country's name. Considering that many Somalis are highly mobile or reside out of the country, many opt to register their country of temporary residence as the home country. They further argue that many Somalis are apprehensive about revealing their identity for perceived security reasons. This might explain the reason for Social bakers (2012) reporting a higher number of Face-book users in Somalia. According to Social baker(2012) the total number of Face-book users had reached 105, 480 in 2012, and that the country had a Face-book penetration of 1.04% of the country's population. The report indicates that more than half (51%) of the Face-book, users in the country were aged between 18-24 years.

Apparently there are some effect of social media on education of students and learning institutions especially in secondary school in Somalia. There are school norms which restrict usage of smart phones on social media during the study hours but some use internet illegally. The social media usage has negatively affected teaching and learning aspects in school. With the introduction of internet, many students are now skewed more towards concentration on face book, You-tube and twitter to the expense of education. Well organized schedules are very important to students to balance between browsing internet and school work.

1.2 Problem Statement

Owing to the ease of use, speed and reach, social media use is prevalent in all age groups from children to old people. However, it has been observed that the use of social media is highest among students.

Students addicted to social media platforms use most of their time in chatting on issues unrelated to their studies, fail to pay attention to teaching hours, and do not concentrate during teaching and learning hours. Others engage in chatting during teaching hours and are punished; there is a shift from academic obligation to entertainment menus. Many students start losing concentration in studies due to their addiction to social media use and this results in a fall in their overall academic performance.

With the introduction of social media in schools, there is a strong debate on the impact of internet on students, teachers and society in general. Studies associate poor performance of teachers and students to social media platforms through addiction and poor time management (Ndaku, 2013; Banquil et al, 2009; Kirschner and Karpinski, 2010). Many students in Somalia spend many hours on social media platforms and internet. For instance, Face book has isolated some students in terms of communication because they spend most of their valuable time on internet instead of using it to engage discussion forums, assignments and research work. Therefore, this research study critically investigates the effect of social media on private secondary school students' academic performance in Waberi District, Mogadishu Somalia.

1.3 Purpose of the Study

The purpose of the study is to investigate the effect of social media on private secondary school students' academic performance in Waberi District, Mogadishu Somalia.

1.4 Objectives of the Study

The study adopted the following objectives:

- (a) To determine the time spent on social media by students in secondary schools in Waberi District in Mogadishu-Somalia.
- (b) To determine the effect of social media on students' academic performance in secondary schools in Waberi District in Mogadishu-Somalia.
- (c) To explore the gratification obtained by students using social media in secondary schools in Waberi District in Mogadishu-Somalia.

1.5 Research Question

The study used the following research questions:

- (a) What is the nature of the time spent on social media by students in secondary schools in Waberi District in Mogadishu-Somalia?
- (b) What is the effect of social media on students' academic performance in secondary schools in Waberi District in Mogadishu-Somalia?
- (c) What is the gratification obtained by students using social media in secondary schools in Waberi District in Mogadishu-Somalia?

1.6 Significance of the Study

This study is significant to the teachers, parents and students. This study will help the teachers of the school to know influence that social media has on their students, so as to assist them to enlighten and create awareness to the students on the possible influence it has on them. The study is of significant to parents in the sense that they will know the possible effects these social media usage has on their children, so as to serve as watchdog to their children on the usage of the social networking site. The study will enable the students of the secondary schools to be aware of the social benefits of this social networking sites and using the sites more than necessary will possibly endanger their health. It will be relevant in assisting students in understanding the diversity of social media. It will provide relevance material for students and other researchers undertaking similar research. The study will help researchers with more information on the influences of social media student's academic performance.

1.7 Limitations of the Study

This study experienced several limitations such as:-

1. There was language barrier, since there is limited use of English language in Somalia so the researcher recruited other research assistants to translate the questions or items in the instruments.

1.7.1 Delimitations of the Study

- (a) The study did not consider the public or government schools.
- (b) The researcher only concentrated on variables on social media by assuming that they had impact on students' education these were perception, frequency of usage and access to internet.

1.8 Assumptions of the Study

This study was based on the following assumptions:

- (a) That there was an influence of social media which affected positively or negatively the students' education in schools.
- (b) That communication and learning of these students was done through social media platforms.
- (c) Those students spent not less than an hour on internet every day.

1.9 Theoretical Framework

The study adopted Bandura's Social Learning Theory (SLT) (1997) and Katz's Use and Gratification Theory. The theories gave insight to the research namely; competition (academic work and social media) and performance in academic (outcomes in learning).

According to Banduras theory people learn through direct experience and modeling. Man has the capacity to learn by observation and acquire large integrated units of behavior. They observe various actions by others and thereafter form a hypothesis about the type of behaviors likely to succeed. Most behaviors that people display are learnt through the influence of example. Instead of the tedious trial and error

method, one can provide a competent model who will demonstrate how a particular activity is performed. Vygotsky advanced a theory whose main concern is knowledge construction through social interaction. Vygotsky (1995) explained the idea of zone of proximal development. He noted that a learner can easily understand things that are one level above his/her current level.

Vygotsky also proposed the idea that children learn through interacting with more knowledgeable peers and adults. An individual learns by observation and engaging in meaningful interactions with other people. Constructivism theory is concerned with how individuals construct their own knowledge by experiencing things and meditating on those experiences. Constructivists advance the idea that learners construct their own knowledge based on experiences. As individuals reflect upon their experiences, they construct knowledge internally. Members in a discussion group have unique background, characteristics and experiences. Learners therefore get the opportunity to voice their own perspectives as well as question others understanding. Constructivists are concerned with the process of learning as well as the outcome. YouTube videos can help teachers construct discussion activities for the learners. This encourages collaborative learning. Constructivism focuses on the learner and the experiences that the learner engages in in the learning process.

Uses and Gratification Theory focusses on the reasons why individuals use certain media. This theory was brought about in 1974 by Katz. One of the implications of this theory is that individuals use certain media so as to get some gratification. The users of this media have several options to choose from by use of criteria of which of the available options satisfy their personal needs. Uwem (2013) suggested that

while people are using the different media, they try to customize their experience so that they are able to fulfill their gratifications. This is the case for social media sites too. The uses and gratification approach is a good base for our study. Social sites have a wide range of provisions from which different users are able to use and satisfy their needs (Uwem, 2013). This point of view will help researcher to understand what gratification the target population under study seek to fulfill, whether the needs are met and what impact the student acquires from the use of the social media site. Therefore the two theories supported this research study comprehensively.

1.9.1 Conceptual Framework

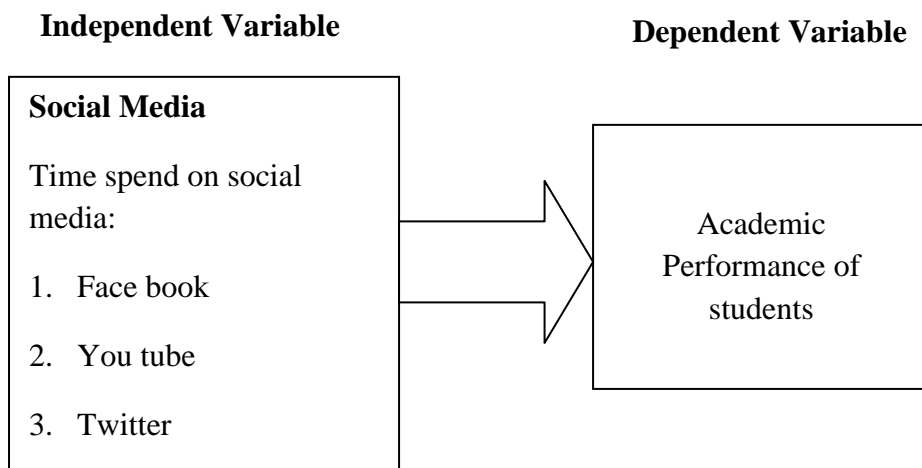


Figure 1.1: Conceptual Framework

a) Independent Variables

These are social media in terms of time spent on them namely face-book, You-tube and Twitter.& WhatsApp

b) Dependent Variables

This is Academic performance in schools

1.10 Operational Definitions

Social Media: Refers to technological activities for example face book, twitter, YouTube .& WhatsApp used by people for various communications, upload content and download content. They also exchange views, research and experiences.

Academic Performance: Refers to accomplishing the goals of schooling through school and class attendance, mastering the content, doing assignments and research, sitting for exams and obtaining good grades.

Social media: They are forms of electronic communication which facilitate interactive base on certain interests. Social media include web and mobile technology.

Social Networking site: A website where people put information about them can send to others.

Social Networking: The use of internet to make information about yourself available to other especially people you share an interest with to send message to them.

Media: Are all those media technologies that are intended to reach a large audience by mass communication. “They are message communicated through a mass medium to a number of people.

Academic: It is concerned with studying from books as opposed by a practical work.

- Students:** Someone who Studying at a University or School.
someone who is very interested in a particular subject.
- Computer:** A computer is a machine that receives or stores or process data quickly according to a stored program.
- Tweets:** A short message posted on Twitter (a micro blog).

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents key issues from other studies which were related to this research. The researcher will provide different views raised by different researchers and scholars on social media in secondary schools. This research effort is was targeted at finding the effects of Social Media on student's performance, Therefore, the literature review discussed the relevant research that is useful to the objectives of this research project in themes namely; time spent on social media by students in secondary, effect of social media on students' academic performance, gratification obtained by students using social media in secondary schools.

2.1 Concept of Social Media

The online world has changed dramatically for last ten years and the youth now use it maximally for social and academic purposes. For example, the vast majority (73%) of American teens are active on social media websites (Oberst, 2010). It has become important to determine the impact of social media on students' academic performance during study hours. Students and younger generation are fascinated with the fast growing and advancing Technology. Walter & Rivera (2004) defines social media as the relationships that exist between networks of people. This is composed of largely Web blogs, micro-platforms and other social network streams (Antonson and Christopher, 2014).

Utilization of social media has been done in many ways throughout the years. Hartshorn (2010) emphasizes that social media can be manifested in engagement (networking) and using various tool in social media. Therefore social media is a platform for users providing the opportunity to communicate effectively through online accounts. In this case the users are immigrants and natives especially the ones over 1980 (Antonson and Christopher, 2014).

Curtis (2014) estimated 255 million Twitter and 1.28 billion Facebook users around the world. In Arabian world there are 55 million of the Facebook users and 3.7 million of the Twitter users. He further notes that in the Arab world 3.7 million use Twitters while 55million use Face book. Traditionally Egypt is the heaviest users of social media, especially face book. With 11million users, with a presentation of 25% it dominates the total MENA region while its internet penetration rate is only about 13%. One million, six hundred and eight thousand, four hundred and 20 users on Facebook were recorded in Egypt, being the highest number in MENA region in the first half of the 2012. Richards (2012) notes the empowerment has been influenced by social media (46%) in changing the future of the country.

According to a survey conducted by Pew Research Center (2018), the largest social networking company, *Facebook* for example, has 2.49 billion active users and the number of users is increasing every year. As part of the said survey, 72 percent of high school students and 78 percent college students spend time on these social networking sites – Facebook, Instagram, Twitter, YouTube, Viber, E-mail, etc. These numbers evidently indicate how much the student community is involved in this virtual world of networking. Students prefer social media sites as reliable

sources of information because everything is a package. A research conducted by Gagne (2017) defined media in general as some kind of components in a students' environment that can stimulate them to study better. Researchers also found that the use of some types of social media has beneficial effects to students, not only on their academic needs but also to help them establish a sense of identity and build and enhance networking skills.

Schill (2011) emphasizes that negative behaviors emanate from social media by encouraging teen students indulge in criminal activities like drug and substance abuse. Also countless hours are spent on social media; playing games and other fancy forums which are irrelevant to their studies. Alternatively it is very resourceful to academics when used properly by students in terms of developing knowledge, social skills, and be active citizens who create and share content. Presently, many students utilize these sites on a daily basis whether social media is favorable or unfavorable. Technology becomes a vital part of today's student success equation as social media sites continue to grow in popularity. Social media and its influences on student retention at colleges has been a great subject of research by many researchers (Alexa, 2011).

Since students are highly motivated to using social media sites the majority of them use these to satisfy their social needs more than their academic needs. They have the freedom to do whatever they want, they can upload or download data, they can make new friends and comment on other people's lives, and they can even create other online identities the real world does not allow (Karpinski, & Duberstein (2019) It has been observed too that the majority of the students nowadays, particularly those

in the secondary level, spend most of their time chatting with their acquaintances, playing online games, and watching videos instead of reading their lessons, making their assignments, and other academic requirements Jeong (2018). The main reason is when they work or search their materials online they get attracted to social networking sites to kill boredom during study time, diverting their attention from their work (Kuppuswamy & Narayan, 2018). The darker side of this that has gained the attention of many parents is that some students are getting lazier and are no longer interested in going to school. This is probably due to being extensively indulged to get global access and therefore leading them to perform less academically (Gao, Luo & Zhang 2017).

Rouis, Limayen, & Salehi-Sangrari (2011) successfully make the observation that extent of cognitive absorption determines the frequency and duration of social media usage. However they add that level of cognitive is in turn defined by self-control and other personality factors. While multitasking skills do nothing to reduce frequency and use of social media among students, they moderate the effects of social media on students' performance by tuning the cognitive absorption.

Greenfield and Subrahmanyam, (2008) studied the use of social networking platforms among secondary school students of Malaysian institutions. This qualitative research collected data on 6358 student respondents through a self-administered questionnaire and analyzed this data to make observations on the use of networking sites among them. The study also collects opinion of students' about the impacts of social medium on their academic performance.

Junco, Heiberger & Loken, (2018). investigated the usage and popularity of famous social media network among high school students with special focus on the gender based comparison and the impact of the selected social medium on their academic performance. The two researchers evaluate the pattern and frequency of Facebook use among university students while focusing gender difference and student opinion about the impacts of the medium on academic performance. The research analyzes a random sample of 348 respondents including an equal mix of males and females. The respondents belong to undergraduate, graduate and postgraduate programs with a mean age of 21 years.

One of the significant findings of the study is about the use of social networking sites for the purpose of learning. Majority of the respondents agree that they use SNSs as informal learning tool and that it helps them connect to their friends and peers to get help regarding their studies. However, in case of interaction with teachers, an equal split opposite opinions exists.

This study also support the most common findings of majority of well-structured studies that use of social networking sites has no significantly negative impact on the students' academic performance. They further state that the possibility of some other factors like social media addiction, more time on internet, chatting, cognitive absorption etc, linked with the use of internet or specifically social networking sites may cause poor academic performance.

Yang & Tang (2018) conducted a research study on forty (40) secondary school students in Taiwan to investigate the impact of using social media for educational

purpose on the academic performance of the students. Students were grouped into 14 teams to discuss various question based on humanities subjects in an online forum specifically set up for the purpose. The students had to come up with summaries of the discussions made on the forum. At the end of the course, data was collected from the forty students on self-administered questionnaires for the purpose of this particular research. The objective of the study was to find correlations among friendship, advice and adversarial factors and students' academic performance.

The result of the analysis shows a strong correlation between centrality in friendship factor and students' academic performance. Friendship is psychological associated with companionship which gives individuals a better chance of accessing and information on problems. It can be inferred that promoting friendship among students in a controlled social media environment, can help improve students' academic performance.

2.2 The Amount of Time Spent on Social Media by Students

In relation to social media many studies have been conducted to in the field of effects of social media on performance and academics among students. Ito et al. (2009) confirms that technological use by teenagers has resulted in indiscipline in during the study hours, therefore the lowering the academic performance in their respective institutions. Ahn (2011) adds that "Social Network Sites (SNS) provide platform for the youth to participate in communities that help them to learn, and practice skills within a particular knowledge area". Fishman et al (2005), indicated that social media tools like emails, other social media platforms and blogs assist students to produce volumes of writing and research.

Rideout (2012) notes that many students use their time on which is “more than twice the average amount of time spent in school each year.” She says that in multi-tasking American children spend more time on entertainment an average of 7hours each day. For example, they can be sending a tweet, facebook posting and listening to music Rideout (2012) also notes that the time spent on internet in Many years “has exploded” because of its ease in availability (Rideout, 2012).

According to Garton, Haythomthwaite & Wellman (1997) connections like co-working, comradeship and information exchange are found on social networking (e.g, communicate through, telephone calls, letters and face-to-face conversations). Therefore online social networks and information technology advanced (Chou & Chou, 2009). Indeed, the feature of the Internet has been online social-networking services in many forms, through *World Wide Web* inception. For instance, messages of e-mail which establish communication patterns where the users share photos, images or interact through discussion (Treese, 2008; Misloveet *al.*, 2007;). However, potentiality social technology in delivering more effective support to individual users’ social lives has emerged as a new trend.

A new generation of Web 2.0 from web developers as a new technology in Web-based, has earned massive popularity where millions of worldwide users, use tag, photographs, create content, write blogs, share videos, and make acquaintances on Web site (Liccardiet *al.*, 2007). The emergence of advanced Web 2.0 has changed the style of socialization, privacy and online communication (Williams & Merten, 2008).

Social networking websites have attracted millions of users since their introduction, many of whom integrated their sites as a daily practice. Nowadays, Face-book is the biggest social network globally. It all began in Harvard and only reserved to their students, but rapidly spread to colleges in the Boston, Ivy League schools, then eventually every University in North America. Presently it is estimated that 1 out of every 7 people on earth is on Face-book. At Harvard University Mark Zuckerberg and some of fellow college comrades created the web site (Daniel Zeevi, 2013).

World Wide Web has been radically transformed in terms of passive receivers, to a more social environment through, information gathering, creating content and shifting repository (Bruns, 2008). The emergence of collaboration zones, sharing information, community formation, extension is a result of socializing features of virtual spaces created by Web-based technologies (Suter, Alexander, & Kaplan, 2005).

Facilitation of social media is done through possible collaboration, interacting socially and stakeholders' deliberation. They include technologies namely media, blogs, virtual worlds, networking platforms, sharing tools, (including Facebook), and wikis (Bryer & Zavatarro, 2001).

Globally social networking has attracted all students and has embraced it as a very vital aspect in their daily activities. Internet has improved greatly as majority adults use internet daily in various ways including academics in the last decade (Lenhart & Madden, 2007; Lenhart, Madden & Hitlin, 2005; Sun et al., 2005). Globally, college students (of the Generation Y also named Millennials) lives are affected greatly

through are exposure to various platforms of technology with great effects to their lives (Westermann, Browning & Gerlich, 2011). They use desktop computers, tablets, E-readers and cellphones in engaging in networking. It's common to find that routinely tablets, cell phones they use desktop computers, laptops, E-readers, tablets, and laptops to actively engage in social networking, for text messaging, content sharing, learning online and blogging (Cassidy, Griffin, Manolovitz, Shen, & Turney, 2011).

Online Social Networks (OSNs) has been a great favourite to student community and the leeway has been adopted many generations in internet using which is a very vital tool in communication in social and school life. Many institutions have increasingly adopted, Linkeldin, various networking sites, face-book in order to deliver instruction content, social networking in connecting with current and potential students (Paul, Baker & Cochran, 2012).

Karl, and Peluchette (2018) did a research on Grades 7 and 8 students at the Tabuk City National High School the same positive and negative impact of using social media inside and outside the classroom. He found out that these social sites are helpful in communicating with students, reminding them of their assignments and urgent requirements. In addition, He also used these social sites to refer to students in locating helpful resources that could fetch them higher grades in academics. He further tried to encourage the students, particularly the teens with gadgets having internet facilities, to use in supplementing their researches in the library rather than the usual chatting with friends all the time.

Bonds-Raacke and Raacke, (2018) confirms that as a result, almost 85 percent of them were able cope with their academic difficulties and at least 65 to 75 percent of the class obtained the average level of performance. However, students should be encouraged to limit the time they spend on social media sites and be advised to rather substitute those hours with reading some learning materials – short stories, novels, etc. to improve their vocabulary. Since the use of social media sites had affected the academic performance of students negatively, there is a need to introduce the student’s other information resources or materials that would motivate and help them perform well in their academics Cain, (2019).

Karpinski, (2019) it is apparent as years pass by the demand for internet usage keeps increasing because it is already a necessity among end users, particularly to students. Developers have created online social media sites where people can have more advanced, more reliable, and more creative ways of communicating. This shows we, humans, are social animals. We always want to belong in a group where we also prefer what the group does.

2.2.1 Face-book

(Ellison & Boyd, 2007) confirms that Face book can be referred to as a service which is web-based and allows users to (i) within a close-bound system an individual can create various profile which can be public or semi-public. (ii) Sharing connections can be expressed well with other users through articulation.

Face-book is virtual site for maintaining and creating relationships with mobilizing community leadership, relatives, arranging social events, friends and sharing

information. For example, photo comments, posts, updating profiles, wall-style messages, posting public messages, and instant social network (Nielson, 2010). Various forms of content for example video, photos and blogs adds value to communication in sharing and facilitation of SNS.

Many recent debates within the educational community have emanated from Social networking sites such as Face book as a controversial subject in society. From the mixed reactions some educators confirm that such applications destroy the youths' engagement with traditional education system. The other educators accept the importance of social networking on students' impact on learning and knowledge in their studies (Mehmood and Taswir, 2013).

Besides general communication Face-book is also being used in building learning communities and an instrument for sharing experiences in learning. Students engage in online learning communities using the accepted and relevant technologies by their generation (Oradini and Saunders, 2008). The value of face-book assists students to have freedom to express their opinions, helps in deepening learning and memory aid. This helps in increasing communication, socialization and lessening pressure on students (Ballera et al., 2013).

It is important to note that social networking has rapidly become the choice for university students and an fundamental part of the university experience More robust teaching and learning opportunities are essential by embracing the educational framework trough integrating Face-Book as a pre-requisite (Selwyn, 2007). Collaborative learning can be done through Face book as a great favorite for

students of institutions. Infact teamwork is a great manifestation of students, as an avenue towards collaborating or sharing. While on the other side, shaping of personality, physical activity, and exploration of social and cultural life, life stage of creativity, social skills, cheerfulness, physical activity, and innovation appears to be undermined and materialized in the form of social networking websites (Chawada et al., 2013).

According to Bosch (2009) the potential benefits in the use of Face book in learning and teaching, particularly for educational micro-communities development. The findings showed that the lecturers and the students were absolutely positive in using Face book as a “social” platform to exchange information, build relationships and knowledge among individuals which extends beyond the textbooks and the classes. Hence, Lecturers better rapport with students is visibly successful through the connectivity and constant communication in Face-book (Yeo, 2014). Higher levels of effective learning and a more positive classroom climate by students are associated to Face book websites of teachers (Mazer et al., 2007).

According to Pascarella and Terrenzini (1991), creation of informal relationship with their students is done by some of the most effective faculty members in institutions. Over recent decades, suggestions by numerous studies indicate that a notable effect on learning outcomes, both in the intellectual and the social realm depends on student-faculty interaction (Endo and Harpel, 1982). A survey done in University Sains Malaysia USM), Penang on 300 found out that the students embraced the use of Face-book an online environment to facilitate the learning of English (Kabilan et al., 2010).

Researchers (Ajjan and Hartshorne, 2008; Mason, 2006; Selwyn, 2007) indicate that most educational activities are supported by social networking tools by active participation, critical thinking, interactions, information and sharing resources, and collaboration. (McLoughlin and Lee, 2007) confirms that demands by students are manifested in learning which is socio-experiential, autonomy, interaction and connectivity in relation to their contexts of learning.

Rouis, Limayen, & Salehi-Sangari (2011) investigated the effect of using Facebook on academic performance of high school students at Lulea Sweden in relation to their personality traits. The proposed research model test how Facebook usage effects performance of students with different personality traits. In addition the research tries to justify the reveals very significant results. This research establishes that using Facebook has strong negative impact on academic performance of students with extrovert personalities. However, factor of self-regulation among students greatly reduces this negative impact as they have high level of effective self-control while using social media platforms. Cognitive absorption, which defines extent of deep involvement, is another personality factor taken into consideration while undertaking this research.

Junco (2012) investigate the impact of Facebook being a social medium on high school student's academic performance. The research analyzes data from 1839 respondents grade 8 in residential high schools of north-eastern USA to find trends on frequency of Facebook visits and activities, time spent on Facebook, time spent on class preparation and academic grades of the students under research. Analysis of the collected data reveals that time spent on Facebook and frequency of visiting

Facebook are negatively related to student's academic performance in terms of their GPA. However, there is slightly negative correlations between times spend in studying for class. He further adds that although time spent on social media and academic performance are negatively correlated but, this relationship in real world scenarios does not seem to be major hurdle in academic success.

Junco (2012) emphasizes a further investigation into the issue to find some more variables like focus and intervention that may be strongly related to academic performance. The negative correlation between Facebook usage and academic outcomes be justified by some negative academic impacts related to certain ways students use this social medium. He observes that some specific uses of this social media are related to improve academic results.

Research analysis shows that Facebook is equally popular among male and female students of the university under study. It is inferred from the research that majority of the users (61%) agree that this social medium has adverse effects on their academic performance. Further analysis reveals that among these 61% majority of the respondents were male. In addition to adverse effects of Facebook on academic performance, there was also an opinion that use of Facebook makes it hard for them to perform the best on their career performance. However their researcher feels that the later opinion is not very clear and established and needs further investigation.

Negussie & Ketema (2014) conducted a cross-sectional survey on secondary schools in Ethiopia between March 2017 and March 2018 to find if any adverse effects of using social networking sites on students' academic performance exist. Like many

other studies, this research effort also took Facebook into consideration to establish its findings. In a cross-sectional study of 490 respondents, the research did not find any significant relationship between students' duration and frequency of use of Facebook and their academic performance.

Negussie & Ketema (2014) further investigated if there any impact of using social networking sites while accessing through different devices. Among a variety of devices, it was found that the correlation between using Facebook, Twitter, Instagram, etc on mobile devices and students grades is highly negative as compared to using social networking sites on other devices. The adverse effect is explained by the fact that using cell phones for social networking activities may involve multitasking and all students are not equally efficient in multitasking skills. The study suggests that students must be encouraged to use social networking sites for educational purposes instead of blocking these platforms in the educational premises.

Gupta (2013) research is specific to impact of social media on the academic performance of students in distance education. This research is more significant due to the fact that distance learning is totally dependent on social networking technologies. This study is concerned with the respondents' psychological towards using technology for the educational purposes and identification of suitable tools and technologies to achieve academic goals and objectives. This research analyses response of 572 students enrolled to study a postgraduate course in management. The course delivery and management is online and utilizes information and communication technologies for this purpose.

This research infers that students' use of Facebook as social medium for academic purpose has no significant relationship with the academic performance of the students. This research further establishes that new online tools and technologies must be integrated to promote online interaction and form online social networking purposed towards educational achievements and support. Teachers' perceptions about students' use of Facebook book were not supportive in terms of adding any values to their academic performance as inferred by Gupta (2013).

But, positive effect on students' academic engagement has not yet been proved by Face-book. Results showed that the usage level of Face-book was significantly positively correlated with the amount of time spent in co-curricular activities and negatively correlated with the level of academic engagement (Junco, 2012). Negative related time was the time that is spent on Face-book when preparing for class (idem) and also time spend on Face book was negatively related to overall GPA in most learning institutions.

In a study conducted by Kirschner and Karpsinki (2010), found out that non-users of Face-book scored lower GPAs compared those using face-book in few hours weekly in studying. As a tool of academic engagement Face-book is not yet accepted. Use of Face book is not used for normal teaching but dominantly for social reasons in relation to students' choices (Madge et al., 2009).

In Bangladesh regular interactions on face-book is done by millions of students in learning institutions, teachers and friends especially in academics. Despite of the argument that Face-book cannot socially be accepted as a means of improving

academic performance, most students have faith that Face-book can play a major role in education (Jahan and Zabed Ahmed, 2012).

Facebook being a social networking site, provide an online profile, promote and share information and contents and have interactions with contacts and have interactions with contacts both known and unknown (Kirkpatrick, 2010). Facebook have expanded recently, which led it's to use by people of all generation extensively. Several types of research examine this online platform attraction and its persuasive character and the reason that cause people of every kind and different ages to this community. Other studies show that Facebook extension presence can have effects that are harmful to academic performance. If students spend most of their time on Facebook, their academic performance will reduce and thus their grades (Kirkpatrick, 2010).

A day students should have spent at least 30-35 minutes surfing Facebook. They actually sure for only three to four minutes on each visit to be updated they severally visit Facebook a day. Others spend eight hours on the website. Although students consider Facebook is distracting and consuming a lot of time, they note that they can't stop visiting the website because they prefer it and use it to contact family members and friends, whether or not encounter them each day.

2.2.2 You Tube

Taking advantage by some academics has led the web to presentations, videos and publishes pictures that previous generations may have shared with a limited circle of students or colleagues and not produced. In theory, the extra resources are valuable

to the scientific enterprise and in terms of syllabus, blog mentions, and presentations (Thelwall, Kousha & Rezaie, 2010) or scientific images (Thelwall Kousha, & Rezaie, 2010).

Presently science has been exploited greatly in coming up with great innovations to improve communication. On the other hand some researchers still dwell on non-traditional ways on content production which do not meet the standards of evaluating information. Mechanisms are really needed to promote and improve new ways in innovations in publishing.

In 2005 YouTube was created and by August 2012 it became the world's third most visited web site (Alexa, 2011). It is easy and convenient in using YouTube and assists individuals who openly share short videos and also has a standard account of minimum quarter of an hour. Lowensohn (2010) notes that USA only one month, in May 2010 viewers of videos were approximately 14.6 Million. The platform encourages the users to post music, legal and non-pornographic materials and other videos (Com Score, 2010).

In the past criticisms have been raised on illegality of sharing content which is copyright TV programmes and other content (Latham, Brown, & Butzer, 2008; Holahan, 2008) and most of them are popular but most videos are amateur videos. Majority of that content show cases of everyday people engaging in uncommon activities (Guzdial & Landry, 2008). Music videos still dominate the platform in terms of viewers.

You tube videos have greatly assisted academicians globally in scholarly work. These include online radicalization (Sureka, Kumaraguru, Tian, 2010), clinical experiments which are clinical (Tobin, O'Callaghan O'Rourke, Sowman, Chhabra & Collins Goyal, 2010) and information on Afghanistan and Iran War (Andéén & Papadopoulos, 2009). Most notable is medical research and investigation and public health issues, for example smoking (Paek, Kim, & Hove, 2010), bed use tanning (Conroy & Hossler, 2008), obesity (Yoo & Kim, in press, 2017) and influenza caused by H1N1 virus (Patni, Singh, Pandey & Sood, 2010).

Apart from dominant global entertainment aspects, YouTube has various and fundamental videos of Science categories and Arts. They have massively assisted professionals, educationists and amateur users in research and entertainment. Most educators have discussed the possibilities of YouTube in learning institutions following the widespread use by most students (Desmet, 2009; Trier, 2007; Burke & Snyder, 2008; Skiba, 2007).

Other scholars argue that the value of YouTube is exaggerated for teaching and it's not a natural environment for normal education (Juhasz, 2009). Nevertheless, the suggestions of a study indicate that uses of video in the classroom is more effective in education, short online clips, and can be successful if design guidelines ensure a perfect experience in learning (Jones & Cuthrell, 2011, Berk, 2009). It has been noticed that frequently YouTube is used by projects which are scientific in nature dominantly focusing on science based content. For example there are 3 related YouTube channels, Nottingham Science (daily scientists), Periodic Table (chemistry) plus Sixty Symbols (physics and astronomy (Haran & Poliakoff, 2009)

involve combination of professional video producers and scientists in UK funded projects.

Their objective is to enlighten the scientist insights (Nottingham Science) and chemistry or its aspects of popular introduction such as Sixty Symbols and Periodic Table. This has attracted majority students in schools (Poliakoff & Haran, 2011). Shorter videos are more entertaining than TV shows based on education. In relation to the syllabus they are not relevant. Instructors and teachers noted “Our students enjoy watching them” and “They are shorthand to the point” and the producers of video says participants “accompany [the non-chemist producer of the videos] on his exploration of chemistry, sharing his wonder while being spared the bits he finds boring” (Haran & Poliakoff, 2011). In reference to this accomplishment appears dictated by combination of good ideas, a scientific team work and experts in video production who use their time well.

Generally little is known when it comes to education and You Tube fundamentally a research in one survey established that educators in health sector are extraordinarily high in universities in USA. Fourty two percent was recorded in use of You Tube. (Snyder, Burke & Rager, 2009). In Germany the survey was very low that is 136 only 13 used You Tube in school instructions and teaching in universities (Perez, Freimanis, Weller, Dornstädter, Klein, 2010).

Many people like scholars roles and teachers in education, the best method in propagating education and knowledge is through internet in terms of science in all learning institutions and generally the society. It assists in transparency and

accountability in academics and their work (Young, 2008). Academicians can effectively reach their wider audience through YouTube and the web site than in earlier years (Jenkins, 2007). Scientists using You Tube gives them the opportunity to use various formats which are appealing to the learners and allows them to control the production process through new stories and specialized programmes. They get ample time in engaging with other scholars easily on various topics in research and projects adhered to academics.

YouTube videos always encourage debates amongst the viewers in the comments section of every Video (Sud & Thelwall, 2018). YouTube has allowed many harmful opinions without control and now the researchers are concerned with the amount of harm being caused. For instance there is high risk of medical videos which are fake on platforms in the internet (Hayanga & Kaiser, 2008; Keelan, Pavri-Garcia, Tomlinson, & Wilson, 2007; Ache & Wallace, 2008), which are dangerous to the consumers and especially the youth. On the other hand a lot of public criticism emanate from the public in relation to academic projects (van Zoonen, Vis, & Mihelj, 2010).

Studies also have shown that the use of instructional media such as YouTube have improved achievement and students' performance. (George, 2008 and Nwagbo 2006). They say the reasons why students experience challenges when learning these difficult topics are: the topics were characterized by complex terms and vocabulary, the abstract nature of the topics, the broad nature of the topics, teachers not conducting practical laboratory work but taught theoretically, lack of teaching and

learning resources, and teachers' failure to cite practical examples students can relate with.

Danso (2016) feels that some teachers could not handle the difficult topics because of their poor explanation of concepts. Reports of literature on student's poor achievement trend in Biology particularly to the lack of instructional resources in schools are due to poor funding. This is a great challenge for principals since they cannot provide the teachers with adequate instructional material. George (2008). Studies also have shown that the use of instructional media such as YouTube have improved achievement and students' performance (George, 2008 and Nwagbo 2006).

YouTube is a website that enables free video sharing and makes it easy to watch videos online. It is also a public communications site online. The site is free for all registered users to upload and watch videos online. The uploaded videos can also be watched by anybody (Alexander, J. and Salas, G. (2018). The videos are anything from beginner videos to more professional videos including Educational Videos. YouTube being very popular has become one of the most used website and a large resource for educational content. The site has millions of videos tagged as educational, many of them uploaded by teachers, students and researchers (Hicks 2018).

YouTube is not only meant for digital entertainment but it can also be a great environment for learning and should be used in eLearning, which can truly benefit your eLearning audience. (www.elearningindustry.com). Jones & Cutherll (2019)

cited the possible uses of YouTube in the educational process, stating that YouTube videos can be used directly in the classroom as part of the teaching/learning process. They are usually used to introduce and explain some new concepts even while teaching by displaying information for the class to see, or at the end of the lesson to recommend some websites.

YouTube videos can also be used as an educational resource, where the teacher uses the video as a model for classroom activities and discussions. Universities and Schools are currently incorporating free video platforms like YouTube into their classrooms activities (Amos, (2018)). You Tube Sessions are produced either by teachers, content developers or lecturers themselves; using some learnable software like webcam one can easily upload educational contents to YouTube. The link is then attached in the course contents where the students can watch it at their convenient or on demand. These videos shared can be made public or private (Asemah, and Edegoh, 2012).

In a study, research showed that providing several online options in addition to traditional classroom training actually increased what students learned. This also indicates that student's satisfaction and interaction improved, allow in Researcher Berk (2009) thinks that YouTube video in a science class will improve representations, since more sense are alerted. He encourages schools to add instructional technology to their science classroom to grab students' attention, focus students' concentration, generate interest in the class, draw on students' imagination, improve attitude toward content and learning and to make learning fun. This will go a long way in building the scientific attitude in the student

Research shows the possibilities of videos to include positive attitudes, learning control, enhanced reading and study behavior, and the students' improved performance and interest. Researcher has also found out some downsides of integrating YouTube videos in the teaching/learning process to include reduction in number of students participating in class, others still prefer the conventional teaching methods, and inability to access the technology for instance (Tess, P. A. (2017). Duncan, Yarwood-Ross and Haigh (2019) explain the importance of video sharing sites and argue that YouTube videos are valuable to practical, medical and clinical science education, and research. The authors report that the videos on YouTube may be used in a way that stimulates student participation, to counteract the students' lack of interest often reported in traditional learning.

Biology is one of the science subjects that senior secondary school students offer at the senior high school levels in the Nigerian secondary schools. Biology is very important in science and it is a requirement for further learning of lots of science-related professional courses like medicine, agriculture, pharmacy, etc (Jacobsen, & Forste (2018). In this present Nigeria, greater emphasis is laid on science and technological development, therefore students are being encouraged to take up science-related subjects, and most students prefer the subject Biology. Presently, Biology embedded in almost all the field of human endeavor, and is regarded to play a fundamental role in educational advancement. This is for sure is obvious in all the technological advancement in the whole wide world today (Paul Baker and Cochran (2018).

Olele (2014) highlights the use of web-based facilities in various formats: images, audio, visual, and audio-visual as means of facilitating the internationalization of teacher education. This is fascinating to high school students as the internet brings the whole world into the classroom. YouTube as a visual aid can arouse the interest of students/learners and help the teachers in easy concepts delivery. There are some great videos out there on YouTube that are very interesting and entertaining and will never be seen anywhere else (Hicks, 2015).

The findings have revealed the fact that the use of Educational Technology such as YouTube arouses the high school level of students' interest when taught concepts in Biology. Despite the urge to augment teaching/learning of concepts in Biology with some educational technology such as YouTube to arouse students' interest, learning of concepts can also be very interesting when teachers use the conventional instructional methods that get students involved and teachers to be efficient in delivering their subjects. Gender differences perhaps did not influence students' interest in biology, since the study also revealed the fact that the difference in the level of students' interest among male and female students is not significant (Alwagait, Shahzad, & Alim, 2017).

According to Munkaila and Iddrisu (2015) confirms that it is very difficult to evaluate the You Tube usage success in academics. You tube science video uses persuasion through experimenting to attract the success of its users, coverage of press information, British royal family subscribers and a wide range of users (Haran & Poliakoff, 2011). Stakeholders confirms that video effects can "best judged qualitatively from the thousands of comments and emails received from viewers"

(Haran & Poliakoff, 2011), but a qualitative approach cannot be sufficient in massive assessments over videos which are scientific. Others from the same team says that statistics which are quantitative on You Tube, all have limitations and therefore opines that “We contend that the most reliable way [to judge the effect of YouTube videos] may be judged as per the comments; e-mails and substantive letters form the viewers” (Haran & Poliakoff, 2011a). It is apparent that this qualitative approach is not suitable for users to judge the degree of perfection but it may count with creator of videos to impact their work.

2.2.3 Twitter

According to Social bakers (2012) Twitter is a social network which provides micro blogs facilities in communications via Twitter posts also known as tweets, on smartphones, Ipods, laptops and other expedients to access internet. This led to the past few years research y scholars (e.g., LinkedIn, Twitter, YouTube & Face book) to examine the relationship between social networking and educational outcomes (Gouseti, 2010; Kirschner & Karpinski, 2010, Bista, 2014), faculty relationships and student (Malesky & Peters, 2013; Veletsianos, 2012), social presence and student engagement (Dunlap & Lowenthal, 2009; Junco, Elavsky & Heiberger, 2013). Presently, student instructors and learners are socially and frequently networking among their peers and friends. *Faculty Focus* Research confirms that in out of 840 participants 16.5% of university education use Twitter daily compared to 44.6% on Face-book in their learning institutions (Bart, 2011). The results were 68percent of the students embraced the forum in their learning.

High schools have taken the initiative to experiment as a classroom tool is indicated by recent reports (Lang, 2013; Vooren & Bess, 2013; Antlfinger, 2014) and tertiary, higher education, teaching in class and other activities in learning. (McArthur & Bostedo-Conway, 2012; Lin, Hoffman, & Borengasser, 2013; Springer, 2014). Twitter has become an information networking tool after being launched in October 2006. It allows all the users to post discussion or topic of no longer than 140 characters. Various settings, public and private Timeline (messages displayed in chronological fashion) and are several features of the Twitter for sharing information on the web site. Ok but follow with findings

Institutions which offer learning professionally have adopted pedagogical tools in class influenced by internet on social media the past few years, (Bista, 2014; Blair, 2013; Rockinson-Szapkiw & Szapkiw, 2011). This has proved positive as a formidable role in communication in learning institutions clearly shown by few research studies. (Veletsianos, 2012; Junco, Elavsky & Heiberger, 2013; Aspden & Thorpe, 2009 McArthur & Bostedo- Conway, 2012).

The research confirmed that 12.9 percent of students had briefly tried to use Twitter for a while but abandoned. Educational relevance of Twitter was questioned by the majority of participants who did not “express concerns it contributes to poor writing skills,” Some had no time to use or were not fully trained on the new technology on internet (*Faculty Focus*, 2009). Reasons for using Twitter by faculty were share information with peers, source of news, instructional, like communication with students and classroom learning tool (*Faculty Focus*, 2010). McArthur and Bostedo-Conway (2012) in a quantitative study the correlation was positively significant for

the students who used Twitter in learning. The recommendations were suggested to enhance learning by students and teaching by teachers. The use of Twitter by graduate and undergraduate students as an extra credit assignment, Hoffman and Borengasser, Lin (2013) established that “they appreciated being consumers of tweets never actively participated.”

Experiments have been carried out with using Twitter in teaching a many courses such as language learning History, business and geography. For example, Yuan (2012) Twitter was used in Taiwan high schools and colleges for reading and teaching. Luttrell (2012) say that twitter efficiency and other platforms assist public, students in institutions in terms of course materials.

Enhancement of social presence by students strengthened through Twitter as confirmed by (Dunlap & Lowenthal, 2009; Lang, 2013Al-Khalifa, 2010). Social presence can also be manifested through community participants in the internet. This means they present themselves to other participants as the main people (Garrison, Anderson, & Archer, 2000). The University of Colorado at Denver conducted a study where by the high school students were encouraged by teachers to use Twitter to post information in various ways namely; share resources, debates, exchange questions and queries to classmates, exchange personal information, two-way student messages and student blog linkage (Dunlap, Lowenthal, 2009 & Chichester, 2010). The findings were that majority students 85% embraced the forums using Twitter in their lessons.

The researchers confirmed that in high schools Twitter enables enhancement of learners' insight of belonging in society that promotes retention of students in institutions and easy and faster sharing various information. The platform is also endorsed as a simulated office because of its flexibility (Al-Khalifa, 2010). Interactions ranging from engaging in learning processes, to arranging meetings, and private messages are enabled by the students through Twitter (Bista, 2014; Al-Khalifa, 2010; McArthur & Bostedo-Conway, 2012; Dunlap & Lowenthal, 2009).

A few studies indicated that Twitter has been very instrumental in launching a combined learning affiliation amid instructors and students in sharing resources process, reflections and ideas (Ebner, Lienhardt, & Meyer, 2010; Blair, 2013). According to Salter (2012) classroom instruction have given partial solution in relation to using Twitter in the conferences for example Twitter-friendly links and Twitter-handle on every slide. Priego (2011) confirms that in order to participate, speak in conferences engage in discussions, Twitter is very important because the people can tweet, can get responses instantly and get micro feedback. Twitter has developed in its application in marketing, classroom, recruitment and professionalism. Based on the nature and demand of the courses Twitter may not be appropriate for all instructional situations as put forward by some scholars.

According to Holotescu and Grosseck (2008) Twitter is addictive, uncontrollable time wise and encourages pitiable grammar as a result of its 140- character limit. Faculty instructors and students when accessing Twitter on their internet gadgets, they are subject to charges on data fees. For example, subscription fee is required when faculty want to connect to on their Twitter pages and connection of twitter in

classroom. This has led to subsequent anxiety and frustrations to the users (*Faculty Focus*, 2009).

According to (Faculty Focus, 2009) several negative comments are reported by the faculty in relation to the use of Twitter in institutions example; It is a total waste of time, wastage of energy and time, it undermines the dignity of humanity, it leads both high school and university students to unprofessional writing and general and obvious grammatical mistakes.

Malki (2015) emphasizes that the Arab World uses Twitter. It is used widely in their institution by teachers in the especially the Kingdom of Saudi Arabia. A platform for people, knowledge and information will efficiently be handled through social networking sites especially by teachers in schools. Ideas and opinions can develop in amicable academic relations in teachers and students through Twitter and hence strengthen learning and teaching in learning institutions. The findings were the high school students embraced this technological approach about 72percent for all schools.

To enhance their learning teachers and students use Twitter to develop strong relationships, share opinions and contents. It is also a forum for responding to specific on comments of people in society in subject area or ideas (Li & Bernhoff, 2008). In Saudi Arabia's preliminary years Twitter was largely used as an entertainment platform shared among friends, comrades and family members in sharing packages of information. With time and development it became the dominant way of communication.

This led to the field of higher education and academic environment adopting it in institutions. In Saudi Arabia there is increased use of Twitter by teachers in high schools and more by lecturers in university education. It enables instructors' and students to collaborate well in the learning process in institutions. They all provide various inputs obtain widest exposures in the learning process (Li & Bernhoff, 2008). Being both an educational and communication tool Twitter has a fundamental role in the professionalism of students and teachers. The Twitter is capable of deeper information on various subjects in education which is contemporary and latest trends.

It assists educators and instructors adhere to the standards which are global and many techniques of teaching that helps accommodate better learning environment and process in favour of the students. Saudi Arabia government is on the fore front on social media uses by creating a statute in allowing all learning institutions to embrace it. It is now an official communication channel between teachers, students and deans in institutions of learning (Malki, 2015).

According to Malki (2015), creating platforms for discussion Saudi Arabia has gone an extra mile in fully introducing the use of Twitter in secondary and university education. Based on learning material or course teachers identify discussion topics. A discussion is normally initiated basing on the topic on Twitter which involves students in different ways during the learning process instead of old system of reading directly from books which is tiresome and boring. This enable the students to consult widely on the forum on the discussion topic introduced by the teacher or the instructor, it also assists the teacher together with the students to cover more in

the learning through engagement in their academics and discussions through the twitter comprehensively (Kutbi, 2015). Through the Twitter most of the course material is discussed deeply boosted by opinions and ideas from the students and smoothens the learning process.

Alwagait, Shahzad & Alim (2014) confirms that both positive and negative effects student achievement has been associated to the use of Twitter in institutions. In Saudi Arabia optimistic and undesirable effect of Twitter on student attainment in their respective higher learning institutions is related to several issues for example if it is used on education purposes only or if excessively away from academics. Twitter has positive effects on enhancing student achievement if it is not used to excessively away from educational purposes. However effects are damaging on students' realization in Saudi Arabia higher education system as social media entrance is used unreasonably on non-educational resolutions. In a study in social media Twitter were regarded as both helpful and destructive effects on student accomplishment in Saudi Arabia by comparing connection between social media usage and GPA scores in their academic institutions of higher learning (Alwagait, Shahzad & Alim, 2014).

Of course, this new communication possibility inspired the interest of researchers. A number of different studies appeared, asking, how Twitter can be used for learning in secondary schools (Grosseck & Holotescu, 2008) (Costa et al., 2008) or for further academic scopes (Reinhardt 2009). In the following, different academic scenarios are described, exemplifying the way Twitter has been used whether for teaching and learning purposes or for the researcher's daily work.

Anderson (2019) carried a research on using twitter in senior high school in Austria and pointed out three main reasons for that:

- Feedback lag: With the number of attendees the feedback is dramatically increasing
- Student apprehension: Students simply fear to get blamed by asking questions or doing some other interactions.
- Single speaker paradigm: The only-one speaker syndrome leads to less active participation.

There are different technological possibilities to overcome these problems, mainly through so-called Audience Response Systems (ARS). Such systems are a combination of hard- and software that allow giving the auditorium instant feedback by polling (Kalra & Manani, (2017).

Previous researchers on twitter have demonstrated the importance of an instructor maintaining credibility due to its positive effects on high school students learning outcomes (Martin, Mottet, & Chesebro, 1997; McCroskey, Valencic, & Richmond, 2004). We build upon the assertion that an instructor's self-disclosure is a vital component to creating a perception of credibility (Ellison, N. B. (2017) adding recent work that suggests that formal and informal self-disclosure among students and instructors in high schools transpires and is affected by communication in an online context (Johnson, 2011; Lowe & Laffey, 2011; Mazer et al., 2007a, 2007).

DeBell, M., & Chapman, C. (2016) found that instructor credibility is based on three factors: competence (subject-matter expertise), trustworthiness (character and

sincerity), and caring (showing concern for students' welfare). Credibility is important to maintain, as it can influence student learning outcomes (McCroskey et al., 2004) as well as student motivation to learn (Martin et al., 1997). A number of factors can have an effect on one's perceived credibility, including high immediacy (Thweatt & McCroskey, 1998), relatability (Teven & Hanson, 2004), and self-disclosure (McCroskey, 1992). Brookfield (2006) posited that an instructor's self-disclosure increases their personhood (the students' beliefs that their instructor has a life outside of the classroom) in the eyes of their students. Brookfield's discussion of instructor personhood, however, only included revelations of personal information that related to course content. McBride and Wahl (2005) argued that if instructors increase self-disclosure, they will likely increase immediacy with their high school students.

In their research on instructors' use of Facebook, Mazer et al. (2007b) found that students perceived teachers who were highly self-disclosive on Facebook as being more credible than teachers who were less self-disclosive. Additionally, students who viewed instructors with high amounts of self-disclosure on Facebook reported higher levels of motivation, affective learning, and evaluated the classroom climate more positively than those who were exposed to a teacher who limited their disclosures on Facebook (Mazer et al., 2007a). Although self-disclosure online can lead to increased perceptions of credibility, researchers point out potential pitfalls.

Johnson (2011) cautioned instructors to only use Twitter with students who "have a positive feeling about social networking sites" since doing so with students who do not support the use of technology in this manner could damage the student-teacher

relationship. Mazer et al. (2007b) also warned against disclosure that could potentially damage an instructor's credibility. Specifically, they advised educators to maintain an online persona consistent with their offline behaviors.

Johnson (2011) examined three groups of college students: one viewed only social tweets from an instructor, another viewed only scholarly tweets from an instructor, and the last group saw a blend of scholarly and social tweets. The students who saw only social tweets from an instructor rated that instructor as more credible than did the students who saw only scholarly tweets; scholarly tweets from an instructor did not increase perceived competence among students. She surmised that this is because caring, not competence, is the most important determinant of perceived credibility and called for a larger pool of more diverse students in future studies. The present study addresses this limitation and extends the depth of understanding to investigate contextual factors involved in student Twitter use.

McArthur and Bostedo-Conway (2012) also studied how an instructor's use of Twitter in a class affected student perceptions of the instructor. They found that student perceptions of teacher credibility were positively correlated with their own frequency of Twitter use. In addition, student perceptions of the content relevancy of an instructor's tweets was positively correlated with how often they read the instructor's tweets and favorable perceptions of Twitter as an instructional tool. These findings seem to contrast Johnson's (2011) study and warrant further investigation into how student Twitter users feel about an instructor using Twitter and how instructor credibility may be related to the content of the instructor's tweets.

2.2.4 Academic Performance

Students' academic accomplishment depends on the tasks and studies other factors on quality include attendance, extracurricular activities, standardized test, grades and a behavior, etc. Difference in intelligence and personality are a result of individual differences in academic performance (Benedikt, Chamorro premuzic, Von Stumm, Sophie Hell and Tomas 2011). All education institutions that is colleges and universities must have students as their primary and fundamental asset. These are the trainees for the future of any given country which needs a steadfast human resource for the development of the country. Every country is directly associated with economic and social development which is greatly achieved through the students in higher institutes of learning. Education in these learning institutions train manpower in various fields needed by the country in question through fine, relevant and quality education (Ali et. al, 2009).

In the past research studies significant attention has been given to academic performance of the students. Factors like psychological, environmental personal, social and environmental were found to affect students' performance. These factors are different from country to country and also from individual to individual but they still affect the students' performances in respective countries. Factors like gender difference, socioeconomic factor, family educational background, teaching style, teacher education and class environment, determine the academic performance of any student. To evaluate performance of the student most researchers preferred to use World application of GPA to asses performance of the student anywhere (Stephan & Schaban, 2002).

Darling (2005) and Galihier (2006) evaluated students' performances by using GPA. Others used previous year's results or the outcome of different subjects to assess performance of students. S. R., 2006; Tho, 1994 Tahir, S., &Naqvi, test outcomes were also used by other researchers or consideration of earlier performance in other subjects. (Hake, 1988) confirms that many past researches depend on various factors such class size, class plans, environment of the class, reading material, , work exercises, the innovation utilized as a part of the class and exams frameworks, , family and extracurricular exercises.

Several studies have been conducted to find out students' academic performance (Hedjazi and Omidi, 2008; Torki, 1988; Abdullah, 2005; Al-Rofo, 2010; Hijaz, 2018). Grade Point Average (GPA) was used by all these studies engaged as common indicator of students' performance. Kochhar (2017) confirms that learners with difficulties such as lack of association between success and aptitude, defective approaches of learning, faulty study practice need proper guidance in their institutions. Many scholars and researchers have pointed out that the students' performances are affected by factors namely; gender differences, age and learning facilities. Competence of English as a language is the most noteworthy influence with the constructive conclusion on learners' presentation.

Learners' worthy performance is determined by good communication skills (Abdullah, 2011). William & Burden (1997) new language used in communication and especially the language of instructions in all learning institution is very crucial. Mastery of the language by the student helps in comprehension of concepts and self

confidence in expressing ideas and discussing issues related to academics. Robert and Sampson (2011) confirm that students with higher CGPA (cumulative grade point average) were shown by researchers that they effectively participated in the learning procedure in their respective institutions.

According to Noble (2006), factors indirectly connected to the students compound scores in their institutions in relation to academic achievement in their institutions were cited to be perceptions of adapting strategies, students' academic activities and background qualities namely; education level of parents, parents instructions, circumstances which are negative and family income. It was also found out that study knowledge of progress in the approach to study, study schedule and guardians' guidance plays an important role in academic accomplishment in relation to their exams in institutions of learning.

2.3 Summary

This literature reviewed has touched many things associated with social media in the learning institutions. On one hand there maybe benefits for students who use the sites properly and appropriately. Other researchers suggest that there are clear risks involved when students become too consumed with the internet and social networking websites. I was discovered that social networking are the commonly used social media among students especially Face-book, You tube, and Twitter.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This section presents research design, study locale, target population, sampling techniques and sample size, research instruments, pilot study, validity and reliability of the instrument, data collection methods, data analysis and lastly ethical and logistical considerations.

3.1 Research Design

The study utilized descriptive and cross-sectional study, which adopted an analytical approach to investigate the effects of social networks on the secondary school students' academic performances. Orodho (2017) defines descriptive research as a process of collecting data in order to answer questions concerning the current status of the subjects in the study. Being a descriptive study it aims at reporting the findings of the effects of use of technology in instruction, learning and performance in secondary schools. It attempts to describe aspects such as behaviour, attitudes, values and characteristics. The study was conducted in order to describe the opinions of the study population private secondary schools in Waberi District Somalia.

3.2 Study Locale

This research study undertaken in Waberi District in Mogadishu in Somalia. The District has 56 private schools. The dominant religion is Islam composed of mainstream and fundamentalists who have a lot of reservations towards western education. In any study the researcher should be familiar with the field area or region which can enable access and instant rapport with the respondents (Orodho,

2017). This location was chosen because many students are highly involved on internet accelerated by peer pressure and also dismal performance in schools. The researcher was able to access the District through major roads and this made it easier to reach the respondents.

3.3 Target Population

According to Kombo and Tromp (2009) a population is a group of items or objects in which the researcher will be able take samples for analysis for concluding the study. The research got the population from all the divisions of Waberi District comprising of 56 schools. The configuration of the population was in the following categories as explained in table 3.1 below:

Table 3.1: Target Population

SN	Category	Population (n)
1.	Head Teachers	56
2.	Teachers	321
4.	Students	210
	TOTAL	587

587 was the total population for this research study

3.3.1 Sampling Techniques and Sample Size

The research study used the following one sampling technique namely simple random sampling used to sample Teachers, Head teachers and Students.

Table 3.2: Sample Size Computation

SN	Category	Population(n)	Sample Size(n)	Percentage (%)
1.	Head Teachers	56	40	71.4
2.	Teachers	321	100	31.2
3.	Students	210	160	76.2
TOTAL		587	300	51.1

Therefore, the sample size was 300 respondents.

3.4 Research Instruments

Only one type of research instruments was adopted that is questionnaires.

3.4.1 Questionnaires

According to Kombo and Tromp (2009) questionnaires enable the researcher to get an advantage of collecting a bigger sample from the respondents, it's economical on time and avoids biasness. This instrument obtains varieties of responses which are easily compared to other respondents. This instrument consisted of open-ended and closed-ended, matrix as well as contingency questions.

a) Head teachers Questionnaires

The researcher administered this instrument to head teaches to obtain responses on these issues namely; effects of social media on performance, and many others. Head teachers as senior most officers in a school environment are in a position to monitor and evaluate teaching and learning activities.

b) Teachers Questionnaires

This instrument was used to seek information from teachers on the teachers are very close to the students in terms of teaching and learning activities. Teachers impart knowledge through appropriate instructions and the ever changing pedagogy in relation to Technology.

c) Students Questionnaire

The students were given this instrument to express their responses concerning use of social media by giving their experiences, comparisons with conventional methodology in learning.

3.5 Pilot Study

According to Orodho (2009) this is an activity of using the instruments intended for the study for a small test to a smaller sample from the representative population in the study of which the results were not to be included in the main study. Piloting assisted the researcher to sharpen and perfect the instruments. The researcher did random selection of schools and piloting of instruments was done through 3 schools on 8 teachers and the head teacher from each school.

3.5.1 Validity of the Instrument

Gure, Artan, & Adan (2012) say the validity of a test is a measure of how well a test measures what it is supposed to measure that is consistency. To assist the external validity and to enhance the quality of data collected primary data sources were used in this study so that the validity and reliability of the findings could be increased and reliable. The researcher managed to access clarity of instruments and validity

confirmed for easy use. Content validity was determined by the researcher through the instruments systematically and comparing the items in relation to the objectives of the study. The university supervisors assisted in shaping the instruments of the researcher. Content legitimacy was important to the researcher because it guaranteed the subject under study. This enabled the researcher to establish the clarity of instruments for the study.

3.5.2 Reliability of the Instruments

According to Andale (2016) this is where the research instrument produces dependable outcomes as a result of several trials. The researcher applied test-retest on the instruments to confirm the reliability. This enabled the researcher to establish the consistency of the instrument. Questionnaires and interview schedule were given to the respondents by the researcher and after two weeks the same exercise was done. The results were collected and analyzed to establish the correlation. The similarity of the results determined the reliability. The researcher established that the results were 0.66 which were in line with a standard reliability varies between 0 of 1 in relation to (Newman, 2017). To arrive at this figure the researcher used Pearson Product-Moment Correlation formula as shown below:

$$R = \frac{NXY - \sum X \sum Y}{\sqrt{[N\sum X^2 (\sum X)^2][N\sum Y^2 (\sum Y)^2]}}$$

Where:

- $\sum X$ = sum of all values of x
- $\sum Y$ = sum of all values of y
- $\sum Y^2$ = sum of all squared values of y
- $\sum X^2$ = sum of all squared values of x

This formula computes the correlation coefficient to establish the extent to which complements of the questionnaires are consistent in eliciting the same responses. Neoman (2000) observes that a correlation coefficient of 0.7 and above is regarded as a high reliability.

3.6 Data Collection Methods

The researcher will get permission from the department of Educational Management, Policy and Curriculum studies and Graduate school both of Kenyatta University. The researcher will seek consent from the Ministry of Education Science and Technology (MOEST), National Commission for Science Technology and Innovation (NACOSTI) and also in Somalia. The researcher will also seek permission from the respondents so as to avoid any form of infringement on their consent and to uphold in the ethical consideration of the study. After seeking the required consent and authorization from the relevant authorities, the researcher will personally conduct the interviews and administer the questionnaires.

3.7 Data Analysis and Interpretation

Mugenda & Mugenda (2003) asserts that analysis of data comprises of inspection, patterns, sub-divisions and comparison before arriving at conclusions. Data was analyzed through Qualitative and quantitative methods. Structuring and coding was used analyze close-ended question in the questionnaires. Grouped and coded items were used to analyze qualitative data. Performance of secondary students and its relation to social media stake holders, participation and communication, was sought by cross-tabulation and inferential statistics through Pearson Correlation analysis to establish the correlation co-efficient. Frequency Tables were used to present the

results also showing the calculated percentages. This analysis gave ranges from high to the lowest scores which gave meaning to the study. It helped in giving insights through comparisons and subsequent conclusions.

Objective One: To determine the time spent on social media by students in secondary schools in Waberi District in Mogadishu-Somalia.

This was analyzed using both qualitative and quantitative analysis methods. In relation to objective one, these are some of the issues on which data was collected and analyzed; learning logistics in utilization of time, etc. Data was collected and analyzed through calculations of percentages of which statistical presentations of the information were frequency tables. The data was collected by using questionnaires distributed to all respondents.

Objective Two: To determine the effect of social media on students' academic performance in secondary schools in Waberi District in Mogadishu-Somalia.

This was analyzed using both qualitative and quantitative analysis methods. In relation to objective two these are the issues on which data was collected and analyzed; use of twitter, youtube, facebook in secondary schools etc. Data was collected and analyzed through calculations of percentages of which statistical presentations of the information were frequency tables. The data was collected by using questionnaires distributed to all respondents.

Objective Three: To explore the gratification obtained by students using social media in secondary schools in Waberi District in Mogadishu-Somalia.

This was analyzed using both qualitative and quantitative analysis methods. In relation to objective three, these are the issues on which data was collected and

analyzed; teaching aids, methodology, use of ICT in teaching and learning etc. Data was collected and analyzed through calculations of percentages of which statistical presentations of the information were frequency tables. The data was collected by using questionnaires distributed to all respondents.

3.8 Logistical and Ethical Considerations

a) Logistical Consideration

The researcher acquired authorization from the following namely Department of Educational Management, Policy and Curriculum Studies, Graduate School, all in Kenyatta University and authority letter from Abu hanifa and Almathal schools in Somalia. The permission was sought from Head teachers and students involved in this research study. Arrangements were made concerning transport to various schools using a systematic schedule. The questionnaires were prepared by printing enough copies for the respondents and also prepare instructions to respondents on how to fill them.

b) Ethical Consideration

The researcher sustained the ideals of confidentiality and respect of respondents' privacy. The respondents were allowed to only participate in the research study if permission was sought and granted before-hand. Respondents were not allowed to give their personal identification details when participating in this study. The nature and purpose of the research was comprehensively revealed to the respondents so that they could know the importance of this study. The responses that were given by the respondents were used for the purpose of the research study only. Plagiarism was highly not allowed in this research study by the researcher.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.0 Introduction

The following were presented in in this chapter namely: analysis of data, data presentation findings of the analysis and discussions. The chapter was further divided into demographic evidence and secondly findings of the study. The whole section was based on the four objectives of this research study as indicated below:

- (a) To determine the time spent on social media by students in secondary schools in Waberi District in Mogadishu-Somalia.
- (b) To determine the effect of Face book, twitter and YouTube on students' academic performance in secondary schools in Waberi District in Mogadishu-Somalia.
- (c) To explore the use and gratification obtained by students using social media in secondary schools in Waberi District in Mogadishu-Somalia.

4.1 Demographic Information of the Respondents

In order to show the distribution of respondents the demographic data is very fundamental through analysis. This research study considered the following characteristics namely; gender, age, experience and academic qualification in the sampled schools. These were presented as shown below:

4.2 Response Rate

After the data collection this was the response rate for this research study. In relation to instruments, 160 students' questionnaires, 100 Teachers questionnaires and 40 Head Teachers questionnaires initially given to respondents in Waberi District in Mogadishu. The response rate is presented in Table 4.1.

Table 4.1: Response Rate

Category	Distributed Questionnaires(<i>n</i>)	Returned questionnaires(<i>n</i>)	Response Rate (%)
Students	160	160	100
Teachers	100	100	100
Head Teachers	40	40	100
TOTAL	300	100	100

Table 4.1 Shows 300 (100 percent) were received. Mugenda and Mugenda (2012) confirm that 50 percent to 100percent response is acceptable and should be used to analyze data. This was an indication that sufficient data was collected to enable the researcher to make inference.

4.3 Demographic Information of the Respondents

The researcher analyzed the demographic information as presented below:

4.3.1 Gender of Respondents

Gender of teachers who participated in this study is presented in Table 4.2

Table 4.2: Gender of Respondents of Students

Gender	Frequency (n)	Percent (%)
Male	101	63.1
Female	59	36.9
Total	160	100.0

The researcher asked for the gender of respondents Table 4.2 indicates that majority 101(63.1percent) were male respondents while 59(percent) are female. It implies that majority of the data came from men compared to women in Wabera District in Somalia.

Table 4.3: Gender of Respondents of Head Teachers

Gender	Frequency (n)	Percent (%)
Male	35	87.5
Female	05	12.5
Total	56	100.0

Table 4.3 indicates that majority of respondents were male (87.5 percent) while female were 05 (12.5 percent). This results show impact of religion in relation to education. In this case, most of Somali women do not participate in education and leadership.

Table 4.4: Gender of Respondents of Teachers

Gender	Frequency (n)	Percent (%)
Male	67	67
Female	33	33
Total	100	100.0

Table 4.4 indicates that majority of respondents were male 67(67 percent) while female were 33 (33 percent). This results show impact of religion on education. In this case most of Somali women do not participate in education and leadership.

4.3.2 Age of Respondents

Table 4.4: Respondents' Age of Students

Age	Frequency(n)	Percent (%)
14-18	40	25.0
18-22	35	22.0
22-26	51	32.0
26 & Above	34	21.0
Total	160	100.0

The researcher requested students to indicate their age brackets .Table 4.4 shows majority (32percent) are between age 22 and 26years, 40(22percent) were aged between 14 and18 years, 35(22.0percent) were aged between 14 and 18 years and lastly 34(21percent) were ages of 26 and above. Somali is a war ravaged country and it is still not stable therefore the education system is very shaky. Civil and Al-Shabab conflicts normally disrupt the school calendar. It is for this reason that most students enter the school system overage or are victims or high repetition rate.

Table 4.5: Age of Respondent Head Teachers

Age	Frequency(n)	Percent (%)
25-30	01	2.50
30-35	04	10.0
35-40	10	25.0
40 & Above	25	62.5
Total	40	100.0

The Head teachers were requested to indicate their age bracket Table 4.5 revealed that majority 25(62.5percent) are 40 and above age group, between age 35 and 40 years, 10(25percent), 04(10percent) were aged between 30-35 years and lastly 01(2.50percent) were ages between ages 25 to 30.

Table 4.6: Age of Respondent (Teachers)

Age	Frequency(<i>n</i>)	Percent (%)
25-30	15	15.0
30-35	31	31.0
35-40	42	42.0
40 & Above	12	12.0
Total	100	100.0

The teachers were requested to indicate their age bracket. Table 4.6 revealed that majority (42percent) are between age 35 and 40 years, 31(31percent), were aged between 30-35, 15(15percent) were aged between 25-30 years and lastly 12(12percent) were ages between ages above 40 years. The data indicates that most of the respondent in both Head teachers and teachers emanates between ages 30-40 years.

4.3.3 Marital Status

Table 4.7: Respondents' Marital Status of Students

Marital Status	Frequency (<i>n</i>)	Percent (%)
Single	94	58.8.
Married	66	41.2
Total	160	100.0

As shown in Table 4.7, majority (94 students or 58.8percent) are single while 66 percent are married. Therefore, most secondary school students are not married yet, which is an ideal situation that enables them to concentrate on schooling without the distractions of married life.

Table 4.7: Respondents' Marital Status (Teachers and Head Teachers)

Marital Status	Frequency (<i>n</i>)	Percent (%)
Single	11	7.9
Married	129	92.1
Total	160	100.0

As shown in Table 4.7,129 (92.1percent) of respondents (teachers and head teachers) were married and 11(7.9percent) were single. The findings imply that most secondary school teachers were married and had families.

4.3.4 Level of Education of Students

Table 4.8: Respondents' Current Level of Education Students

Education Level	Frequency(<i>n</i>)	Percent (%)
Form One	40	25
Form Two	35	22
Form Three	34	21
Form Four	51	32
Total	160	100.0

Students were asked to give their level of education. Table 4.8 shows majority 51 (32percent) students were in form four, 40(22.4percent) respondents were in form one, 35(22percent) respondents were in form two while the remaining 34(21percent) were in form three of education level.

Table 4.9: Level of Education of Head Teachers

Education Level	Frequency(<i>n</i>)	Percent (%)
Diploma	08	20.0
Degree	25	62.5
Masters	07	17.5
Total	40	100.0

Results in Table 4.9 revealed 25(62.5percent) of Head teachers had a first degree, 08(20.0percent) respondents had a diploma, 07(17.5percent) respondents had a Master's degree. These results influenced the study by respondents who are educated and responses were good.

Table 4.10: Level of Education of Teachers

Education Level	Frequency(<i>n</i>)	Percent (%)
Diploma	28	28.0
Degree	51	51.0
Masters	21	21.0
Total	100	100.0

Results in Table 4.10 reveal 51(51percent) of teachers had a first degree, 28(28percent) respondents had a diploma, and 21(21 percent) respondents had a Master's degree. These results influenced the study by respondents who are educated and responses were good.

Table 4.11: Work Experience of Head Teachers

Years	Frequency(<i>n</i>)	Percent (%)
1-5	04	10.0
6-10	05	12.5
11--15	11	27.5
16-20	14	35.0
21 & above	06	15.0
TOTAL	40	100.0

The teachers and Head Teachers gave their work experience. Table 4.11 indicates 14(35percent) Head Teachers had experience of 16-20years of working. 11(27.5percent) experience of 11-15years. 06(12.5percent) had experience of 21 and above years 05(12.5) had experience of 11-15years and finally 004(10.0percent) had experience of 21 1--5 years.

Table 4.12: Work Experience of Teachers

Years	Frequency(<i>n</i>)	Percent (%)
1-5	13	13.0
6-10	11	11.0
11—15	36	36.0
16-20	28	28.0
21 & above	12	12.0
TOTAL	40	100.0

The teachers gave their work experience. Table 4.12 indicates 36(36percent) teachers had experience of 11-25years of working. 28(28percent) had the experience of 16-20years. 13(13.0 percent) had experience of 1-5 years, 12(12percent) 21 and above years and finally 11(11percent) between 6-10years.

4.4 Time spent by Students of Secondary Schools on Social Media

Researcher asked students to indicate time used on technology of social media and the results are in Table 4.13 below:-

Table 4.13: Category of Time spent on Social Media by Students

Category of Time	Frequency (<i>n</i>)	Percent (%)
Study Hours	34	21.3
Holidays	26	16.2
Class Time	40	25.0
Weekends	60	37.5
Total	160	100.0

Results in Table 4.13 revealed that 60(37.5percentage) of the respondents used the social media on weekends, 40(25.05percentage) of the respondents use social media during class time, 34(21.35percentage) respondents use social media during study hours while the remaining 26(21.35percentage) used social media during the holidays (weekends, school breaks and public holidays).

The findings imply that most of the students in Schools in Waberi District in Mogadishu, use social media on weekends and during study time. This is in line with the findings of Rideout (2012) who confirms that most of the useful time is spent by the younger generation on social media twice the average amount of time spent in school each year. The researcher admits that the average youth in USA spends most of their valuable seven and a half hours daily on social media entertainment forums despite multi-tasking with other things.

Nader (2017) agrees that technological aspects of social media can greatly improve the learning skills of potential students. Students can benefit in online tutorials, social responsibility in their studies and resources available on the platforms. Students can also learn analytical skills various topics which can sharpen their knowledge faster. Student can freely connect to present and future prospects of careers and strategies in different trainings. Social media has many negative effects like health problem, waste time and psychological problem.

Teachers and Head Teachers were asked to indicate the time when their students engaged in social media. The findings are as shown in Table 4.14

Table 4.14: Head Teachers Responses on the Time spent by Students on Social Media

Category	Frequency (<i>n</i>)	Percent (%)
Studying Hours	06	15
Holidays	04	10
Class Time	12	30
Weekends	18	45
Total	40	100.0

Head Teacher respondents were asked to indicate the time when their students utilized social media based on the predetermined categories. Results in Table 4.14 reveal that 18(45percent) of the students use the social media on weekends, 12(30percent) of the students use social media during class time, 06(15percent) students use social media in study hours while the remaining 04(10percent) indicated that students use social media during the holidays. The results show that more students use their time on social media during weekends and studying hours.

Table 4.15: Teachers Responses on the Time spent by Students on Social Media

Category	Frequency (<i>n</i>)	Percent (%)
Studying Hours	22	22.0
Holidays	11	11.0
Class Time	32	32.0
Weekends	35	35.0
Total	100	100.0

Head Teacher respondents were asked to indicate the time when their students utilized social media based on the predetermined categories. Results in Table 4.15 reveal that 34(35percent) of the students use the social media on weekends, 32(32percent) of the students use social media during class time, 22(22percent) students use social media in study hours while the remaining 11(11percent) indicated that students use social media during the holidays. The results show that more students use their time on social media during weekends and studying hours.

In relation to the above Moelis (2017) agrees that through the platform of social media audience and subject monitoring tools can be very important to schools and students in learning. Frazier (2017) emphasizes that social media assist in shaping students to be good researchers by getting the right content for their assignments, projects and deeper insight of the subjects offered. According to Dhaha and Igale (2013) education institutions are increasingly introducing technology of social media into their education systems to enhance students learning capabilities effectively through connecting many groups and access to many resources on the platforms.

4.4.1 Uses of Social Media by Students

The researcher asked students on the purpose for using You-tube and results are as shown in Table 4.16 below:-

Table 4.16: Response by students on their Use of You-tube

Category	Frequency (<i>n</i>)	Percent (%)
Assignment	55	34.4
Social chatting	30	18.6
Knowledge access	49	30.6
Students' interaction	32	20
Total	160	100.0

Table 4.16 indicates that 55(34.4percent) of respondents indicated that they used You-tube mostly in doing their school assignments. 49(30.65percent) agreed that You-tube can assist in useful knowledge to their studies. 32(18.65percentage) agreed they use You-tube for students' interaction and finally 30(18.6percent) agree that they use You-tube on social chatting.

The results show that You-tube is mostly used on assignments and retrieving notes relevant to the syllabus hence assisting in academic school work. Lowenson (2010) posits that it is possible to share short videos of around 15minutes which are not pornographic, but academic and informative in nature for public viewings for example in 2010 14.6 billion videos were uploaded in the USA. Most academic have taken advantage of sharing academic videos in the social media (Kumaraguru, Sureka, Goyal, & Chhabra, 2010).

The head teachers and teachers were asked their opinion in using You Tube by their students in school and they gave their responses as indicated below in Table 4.17.

Table 4.17: Responses of Teachers & Head teachers on the Uses of You-tube by Students

Category	Frequency (<i>n</i>)	Percent (%)
Assignment	36	25.7
Social chatting	09	6.4
knowledge access	40	28.6
students' interaction	55	39.3
Total	140	100.0

Table 4.17 Illustrates 55(39.3percentage) respondents agreed that they used You-tube mostly in students' interaction. 40(28.6 percentage) agreed that You-tube assists in knowledge access in their studies. 25(25.7percentage) agreed they use You-tube in assignments and finally 09(6.4%) agree that they use You-tube on social chatting. The results show that more students use You tube for classroom interaction and also for materials that are relevant to the syllabus.

It supports Inaba (2017) Social networking platforms like Facebook, Twitter and You-Tube assists students in meeting many people online which means they get engrossed in these forums most of their times socializing on various subjects and topics globally. These people are not necessarily friends or people they have seen but strangers who are very resourceful. These groups display a lot of personal information private in nature but very valuable knowledge on various topics for study purposes and also get beneficial connections in relation to their future or present careers (Abrahams, 2017).

Students were asked to indicate the purpose for using Twitter and the results are as indicated in Table 4.18 below:-

Table 4.18: The Uses of Twitter by Students

Category	Frequency (<i>n</i>)	Percent (%)
Assignment	10	6.4
Social chatting	76	47.5
Knowledge access	12	7.5
Students' interaction	62	38.6
Total	160	100.0

Table 4.18 indicates 76(47.5 percentage) student confirms that they use Twitter on social chatting. 62(38.6%) respondents use Twitter on interaction with class mates or school mates. 12(38.6 percent percentage) respondents say some of the information gotten from Twitter provides information that is helpful to their education provides Finally 10(6.4 percentage) says that Twitter assists in assignments.

The results clearly shows that Twitter is mostly used on social chatting and interaction of students. This supports Conway (2012) notes that networking has given a lee-way to uploading numerous items or discussions which are not more than 140 characters which can be displayed publicly or privately.

Teachers and head teachers gave their opinion over the use of Twitter by their students in school as displayed below in Table 4.19.

Table 4.19: Responses by Teachers & Head Teachers on Uses of Twitter by Students

Category on Time	Frequency (<i>n</i>)	Percent (%)
Assignment	05	3.6
Social chatting	89	63.6
knowledge access	02	1.4
students' interaction	44	31.4
Total	140	100.0

Table 4.19 indicates 89(63.6percent) students use Twitter on social chatting. 44(31.4 percentage) the students use Twitter on interaction with class mates or school comrades. 05(3.6 percentage) respondents say Twitter assists students to do their assignments. Finally 02(1.4 percent) that Twitter has information that is helpful to their studies. The results show that many students use Twitter on social chatting and class interactions. This means that twitter services are very helpful to the students.

This is in line with Munkaila and Idrissu (2015) who affirms that Twitter as a social media helps the students to avert isolation in terms of schooling and discussions this in turn assists in strengthening long term relations through connections with other people or students. Through social media knowledge is acquired in many online forums. Mahamood and Twasir (2013) emphasizes that students who are shy in class can create a sense of belonging through interactions by using technology which accommodate different learning styles. This technology also provides a mix and match to individual students learning style and therefore increases academic performance.

Researcher requested students to preferably choose the category on the use on Face Book and the findings are as indicated on Table 4.20.

Table 4.20: The Uses of Face Book by Students

Category on Time	Frequency (<i>n</i>)	Percent (%)
Assignment	06	3.8
Social chatting	98	61.2
Knowledge access	04	2.5
students' interaction	52	32.5
Total	160	100.0

Table 4.20 indicates that 98(61.2 percentage) of respondents agree that they use Face-book frequently for chatting. 52(32.5 percentage) respondents use Face-book on students' interaction. 06(3.8 percentage) use Face-book on assignments and finally 04(2.5 percentage) agree that there is information that assists students in their studies.

The findings indicate that more students use Face-book on social chatting and interactions with the students. Boyd and Ellison (2007) confirm that Face-book assists students in sharing information, discussion, social events arrangements leadership, community mobilization through virtual platforms. Alahmar (2016) agrees building online with activities and interest common to all can be done effectively online. Students can organize activities of social change through democratic engagement, they can express and share creativity engage in personal relationship and fosters a strong sense of belonging.

The researcher requested the teachers and Head teachers to give their opinion on use of Face Book by their students in school as designated below in Table 4.21.

Table 4.21: Responses by Teachers & Head Teachers on Uses of Face Book by Students

Category on Time	Frequency (<i>n</i>)	Percent (%)
Assignment	04	2.9
Social chatting	101	72.1
Knowledge access	03	2.1
Students' interaction	32	22.9
Total	140	100.0

Table 4.21 indicates that the majority respondents 101(72.1 percentage) agree that they use Face-book frequently on chatting. 32(22.9 percentage) respondents use Face-book on students' interaction. 04(2.9 percentage) use Face-book on Assignments and finally 03(2.1 percentage) agree that students can access knowledge which is can assist their studies. The results show that many students use Face-book for social chatting and class interactions. These findings are in agreement with the findings from the students.

Ushokow (2017) emphasizes that social media has its weakness when it comes to written grammar by the students. This is because these students are accustomed to using short message language in every communication which destroys their ability to construct grammatically correct English language or any other. This also weakens the ability for the students to grasp concepts, proper spelling, and failure to understand the context of views in discussions. Most students immersed on internet

have manifested serious impact in spoken and written English because the language used in social media appears to be shorthand and is not standard grammar.

In addition Reinholz (2016) confirms that most students loose the face to face experience which is crucial to conversation. In human beings body language is very important which is apparently destroyed by introduction of whole sale technology of social media. Students miss this aspect which is very important in conversations and understanding context of self-expression in order to convey any information. Social media has negatively affected the English language speaking and conversation.

4.5 Effect of Face-book, Twitter and YouTube on Students' academic performance

Students were asked to indicate the benefits of social media in their academic performance their responses are as indicated in Table 4.22:

Table 4.22: Benefits of Social Media to Students

Statement	F(n)	%
Social media gives me guidance for examination	43	27
I get academic reading materials related to school work from social media	18	11
My academic performance depends on social media	36	23
I make academic discussions with fellow students on social media	49	30
I learn a lot by listening to and watching social media.	14	09
TOTAL	160	100

Table 4.22 Majority 49(30 percentage) respondents indicate most students make academic discussions with fellow students on social media. 43(27 percentage) respondents indicate that students agreed social media gives guidance in examinations. 36(23 percentage) respondents agree that their academic performance depends on social media. 18(11 percentage) respondents accept they benefit in acquiring relevant information that assists them in their studies 14(10 percentage) respondents also agreed that they get more knowledge by listening and watching social media.

The findings show that more students make academic discussions with fellow students using the social media and they believe that social media gives them guidance for examination. This concurs with Oradini and Saunders (2008) who say it helps learners to be in learning communities and social media deepens their learning knowledge. This influences their freedom of expression and opinions in discussion forums, socialization and effective communication.

Contrary to this Lynette (2016) points out that its common knowledge that technology affects learning of students. Researchers have confirmed that technology in social media in learning institutions like high schools and colleges score lower grades. There is also this notion of where many students open or subscribe to many accounts which brings confusion in sustaining them in academic performance.

Teachers and head teachers were requested by the researcher on their opinion on benefits of social media by their students in school. The responses are as indicated below Table 4.23.

Table 4.23: Teachers & Head teachers’ response on benefits of Social Media to Students

Statement	F (n)	%
Social media gives students guidance for examination	32	23
Students get academic reading materials related to school work from social media	14	10
Students’ academic performance depends on social media	39	28
Students make academic discussions with fellow students on social media	45	32
Students learn a lot by listening to and watching social media.	10	07
TOTAL	140	100

Table 4.23 shows that 45(32 percent) teachers and Head teachers indicate that most students make academic discussions among themselves on social media. 39(28percent) Teachers and Head teachers agree that students’ academic performance depends on social media. 32(23 percent) teachers and Head teachers indicate that social media gives students’ guidance in examinations. 14(10percent) teachers and Head teachers accepted that students get valuable information which assist in their academic endeavor in learning institutions. 10(07percent) teachers and Head teachers also agreed that students get more knowledge by listening coupled with watching social media. The results show that many teachers and head teachers agreed that the use of social media for academics enhances students’ performance.

This is in line with Casey and Daro (2017) who agree that online technology of social media assists students to create Face-book groups, can use twitter hashtags in sharing ideas, project management and can also use emails. Social media enriches the conversations by keeping them open and comfortable for the teacher to facilitate

easily in imparting knowledge for the learners through teamwork. McLure (2017) confirms that students can easily reach the industrial specialists transversely in many disciplines and can assist students locate more lucrative and convincing forms of sources in relation to information.

The teachers and head teachers gave the researcher the opinion on impact of social media on students' performance as shown below in Table 4.24

Table 4.24: Head teachers & Teachers on Impact of Social media on students' performance

Category on Time	Frequency (<i>n</i>)	Percent (%)
You Tube	73	52
Twitter	19	14
Face Book	36	25
None of the Above	12	09
Total	140	100.0

Table 4.24 indicates 73(52percent) teachers and head teachers said that You-tube enhances students' school performance. 36(25percent) agreed on Face book, 19(14percent) indicated that Twitter enhances school performance and finally 12(09percent) were non-committal by indicating none of the above.

The results show that school teachers and head teachers agree that You-tube and Face-book are relevant in assisting academic performance in schools. However, Hartshorne (2008) argues that social networking destroys students' education system while others support the use of technology in the education system as a booster towards good performance. In support Bosch (2009) pointed out that Facebook and

Twitter is very instrumental to students and teachers in teaching and learning especially in educational micro-communities in institutions in relation to his findings. Face book is a “social” site to exchange knowledge and information and build relationships with in terms of easy passing of information in a modern fashion than the traditional method.

4.6 Uses of and the gratification obtained from using social media

The researcher requested the students to give their gratification on uses of social media as indicated in Table 4.25 below:-

Table 4.25: Students 'Gratification on Social Media in school performance

Category	Frequency (<i>n</i>)	%
Strongly Disagree	08	05
Disagree	05	03
Neutral	02	01
Agree	68	43
Strongly Agree	77	48
TOTAL	160	100

Table 4.25 indicates that 77(48percent) of students strongly agree that social media gives satisfaction to their studies. 68(4348percent) Agreed, 08(0548percent) strongly disagreed and 05(048percent) disagreed that there is satisfaction, lastly 02(0148percent) were neutral. The results indicate that many students agree that social media satisfies them.

This is in line with Neal and Fulton (2017) who confirm that with any institution, it's important to use the new technology tools of social media compared to the traditional methodology which impedes opportunities in learning activities. Social media have free web application that enhances communication and learning in institutions.

Dubanoski (2017) agrees that in most institutions students have experienced positive impact from social media tools for learning which has enabled them to carefully choose important information which can assist them in schools. They are able to utilize valuable information through the availability of relevant resources on their platforms which are readily available. Students are able to do their research effectively by using libraries in the internet they can also be able to evaluate and synthesize the information easily.

The researcher requested head teachers and teachers to react on gratification in uses of social media by students the responses are as indicated Table 4.26 below:-

Table 4.26: Gratification by Teachers and Head Teachers' on school performance

Statement	Frequency (n)	%
Strongly Disagree	22	16
Disagree	13	09
Neutral	16	11
Agree	43	31
Strongly Agree	46	33
Total	140	100

Table 4.26 indicates that 46(33 percentage) teachers and head teachers strongly agree that students gets satisfaction from social media 43(31 percentage) Agreed, 22(16 percentage) strongly disagreed, 13(09 percentage) disagreed that social media bring in gratification to students, lastly 16(11 percentage) were neutral. The results show that many teachers and teachers confirm social media is good in their secondary schools.

The findings disagree with the study of Robert and Sampson (2011) who found that students are adversely affected by using social media excessively in relation to academic performance in learning institutions. Students are so deeply rooted to this technology in a manner that has diverted most of them browsing so much over non-academic forums like, movies, idle chatting, etc.

Consequently Alwagait, Shahzad and Alim (2014) emphasize several variables saying that most of the students are addicted to social media and hence post bad academic performance. Time management is very crucial in academic performance in that many students spent a lot of time on platforms at the expense of learning. Health wise many students even skip their meals as they get engrossed in the internet platforms which has strong impact on learning and performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter dealt with summary, conclusion and recommendations of the study in relation to the objectives of the study. The whole section was based on the four objectives of this research study as indicated below:

- (a) To determine the time spent on social media by students in secondary schools in Waberi District in Mogadishu-Somalia.
- (b) To determine the effect of Face book, twitter and YouTube on students' academic performance in secondary schools in Waberi District in Mogadishu-Somalia.
- (c) To explore the use and gratification obtained by students using social media in secondary schools in Waberi District in Mogadishu-Somalia.

5.2 Summary of the Findings

The summary of the findings included information on demography and the three objectives as shown below.

5.2.1 Information on Demography

a) Respondents gender

b) Response Rate

The response was 100percent

c) Gender of Respondents of Students

Majority 101(63.1 percent) are male and 59(36.9percent) are female. This shows majority of data came from men compared to women in Waberi District in Somalia.

d) Gender of Respondents of Teachers and Head Teachers

Males were 105(75%) while female were 35(26%)

e) Age of Respondents

(i) Respondents' Age of Students

Majority 51(32 percent) of the respondents were aged between 22 to 26years, 40(22 percent), were aged between 14-18 years, 35(22.0 percent) were aged between 14—18 years and lastly 34(21 percent) were ages of 26 and above.

(ii) Respondents' Age of Teachers and Head Teachers

Majority 61(44 percent) of the respondents were aged between 35 to 40years, 54(39%), were aged 40and above years, 17(12 percent) were aged between 30—35 years and lastly 08(05 percent) were ages between ages 25 to 30.

f) Marital Status

(i) Respondents' Marital Status of Students

Majority 94(58.8 percent) of the respondents were single and 66(41.2 percent) were married.

(ii) Respondents' Marital Status Teachers and Head Teachers

Majority 129(92.1 percent) of the respondents were married and 11(7.9 percent) were single.

g) Education Level

(i) Students Education level

Majority respondents 51(32 percent) were in form four, 40(22.4 percent) respondents were in form one, 35(22 percent) respondents were in form two while the remaining 34(21 percent) were in form three of education level.

(ii) Education Level of Teachers & Head Teachers

Majority 87(54.5 percent) had first degree, 46(28.6 percent) respondents had a diploma, 27(16.9 percent) respondents have a Master's degree.

(i) Respondents' Current Level of Education

Majority respondents 87(54.5 percent) had first degree, 46(28.6 percent) respondents had a diploma, 27(16.9 percent) respondents had a Master's degree.

j) Work Experience of Teachers & Head Teachers

Majority respondents 51(36 percent) had experience of 16—20years of working. 32(23 percent) experience of 11—15years. 31(22 percent) had experience of 6—10 years. 17(12 percent) had experience of 1—5yaers and finally 09(7.0 percent) had experience of 21 and above years.

5.2.2 Objective One: To determine the time spent on social media by students in secondary schools in Waberi District in Mogadishu-Somalia.

i) Use of time on social media

Most of the students used the social media on weekends, and class time but few on holidays. Which indicates that social media was not used during free time.

ii) Teachers and Head Teachers on time Students use on Social Media

Most Head teachers agreed that the use the social media was during weekends, followed by class time and lastly holidays. Which indicates that social media was not used during free time.

a) Activities on You-tube by Students

Students used You-tube mostly in doing their school assignments, provision of relevant materials relevant to their syllabus, interaction and finally minimal on chatting.

b) Responses Teachers & Head teachers on the Uses of You-tube by Students

Head teachers and teachers agreed that they used You-tube mostly in class interaction and provided materials relevant to their syllabus. Also agreed that they used You-tube in assignments and finally minimal on social chatting.

c) The Uses of Twitter by Students

Most students indicated that they use Twitter on social chatting. Interaction with class mates or school comrades. Some of them say twitter is relevant to their syllabus and assists in assignments.

d) Responses by Teachers & Head Teachers on Uses of Twitter by Students

Most Head teachers and teachers agreed that they use Twitter on social chatting., on interaction with students or comrades. They also agreed that sometimes twitter is used to assist in assignments and finally it contains information relevant to the syllabus.

e) The Uses of Face Book by Students

Most students agreed that they use Face-book frequently on chatting. Some of them use face book to interaction with classmates and on assignments and finally the rest agree that there is information relevant to school syllabus.

f) Responses by Teachers & Head Teachers on Uses of Face Book by Students

Most Teachers and Head teachers agreed that they use Face-book frequently on chatting and on interaction with other classmates. Some said they use face-book on Assignments and few agreed that there is information relevant to school syllabus.

5.2.3 Objective Two: To determine the effect of Face book, twitter and YouTube on students' academic performance in secondary schools in Waberi District in Mogadishu-Somalia.

Benefits of Social Media to Students

a) Most students make academic discussions with fellow students on social media and social media gives guidance in examinations. Others agreed that their academic performance depends on social media they get more knowledge by listening and watching social media.

b) Teachers & Head teachers' benefits of Social Media to Students

Most Head teachers and teachers indicated that most students make academic discussions with fellow students on social media. Some agreed that their academic performance depends on social media. A few indicated that students agreed social media gives guidance in examinations, its useful to academics and finally 10(07 they get more knowledge by listening and watching.

c) Effects of social media on students' performance

The results showed that You-tube enhances students school performance followed by Face-book and finally twitter Twitter enhances school performance.

5.2.4 Objective Three: To explore the gratification obtained by students using social media in secondary schools in Waberi District in Mogadishu-Somalia.

a) Students 'Gratification on Social Media in school performance

Most students strongly agree that social media plays important role in school performance. Some disagreed with this notion of social media importance in school.

b) Teachers & Head Teachers' gratification on Social Media in school performance

Most teachers and Head teachers strongly agree that social media plays important role in school performance while a few dis agreed the importance of social media in schools.

5.3 Conclusion

The conclusion was based on the three objective of this research study as follows:

5.3.1 To determine the time spent on social media by students in secondary schools in Waberi District in Mogadishu-Somalia.

The time used on social media is more compared the normal time allocated for a student to study. This is because most of the time students engage themselves in browsing through the social media in terms of research for new knowledge and also entertainment in general. Most of the students use You-tube on a larger extent compared to Face-book and Twitter.

5.3.2 To determine the effect of Face book, twitter, and YouTube on students' academic performance in secondary schools in Waberi District in Mogadishu-Somalia.

Most students make use platforms to discuss academic issues, gives students guidance to examination, research work is easier for their assignments and hence good performance. On the other hand the school teachers and administrators suggest that the students should combine with the hard copy books to broaden their knowledge.

5.3.3 To explore the use and gratification obtained by students using social media in secondary schools in Waberi District in Mogadishu-Somalia.

Students' involvement in platforms has assisted them in terms of getting valuable information concerning academics, varieties of resources and multiple opportunities of socializing but it's very addictive.

5.4 Recommendation

- (a) To balance the pedagogy the study recommends that the Ministry of Education in Somalia should fully sponsor and train more teachers in using social media.
- (b) In embracing the social media the schools administration should come up with strategies of acceptable blended learning for all secondary schools.
- (c) Secondary schools should focus on making creating awareness on social network as an instrument for communication, entertainment and learning in institutions.

5.5 Recommendation for Further Studies

- a) The findings of this study will assist the Ministry of Education to offer more training to both teachers and students on Social media and even laying down quality infrastructure to accommodate more ever growing population of students using internet.
- b) The results will be very instrumental in future research on institutions especially in tertiary colleges and higher institutions of learning so that they can keep pace with the new technology pedagogy.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR STUDENTS

Dear respondent,

The current study seeks to establish the Effect of social media on academic performance. The survey results will be reported in general terms and will not identify individuals. Your support in completing this questionnaire objectively is greatly appreciated.

Please answer each item as carefully and accurately as you can by placing (√) the appropriate option.

Section A

Profile of the Respondents

1. Gender:

Male Female

2. Age:

14-18 18-22
22-26 26 above

3. Marital status:

Married Single

4. Educational level:

Form One Form Two
Form Three Form Four

SECTION B

5. To determine the time spent on social media by students in secondary schools in Waberi

6. Where do you spend more time as a student on the categories provided below?
Please TICK your preference

	Category	TICK
1	Study hours	
2	Holidays	
3	Class Time	
4	Weekends	

You tube

7. Where do you spend more time as a student on the categories provided below?
Kindly tick your preferences

	Category	TICK
1.	Assignment	
2.	Social Chatting	
3.	Knowledge access	
4.	Students' interaction	

Twitter

8. Where do you spend more time as a student on the categories provided below?
Kindly tick your preferences

	Category	TICK
1.	Assignment	
2.	Social Chatting	
3.	Knowledge access	
4.	Students' interaction	

Face-book

9. Where do you spend more time as a student on the categories provided below?
Kindly tick your preferences

	Category	TICK
1.	Assignment	
2.	Social Chatting	
3.	Knowledge access	
4.	Students' interaction	

SECTION C

To determine the effect of Face book, twitter, and YouTube on students' academic performance in Waberi District in Mogadishu-Somalia

10. What are the effects of social media as a student?

Key: 1=strongly disagree 2=disagree 3=neutral 4=agree 5=strongly agree

No	Statement	1	2	3	4	5
1	Social media gives me guidance for examination					
2	I get academic reading materials related to schoolwork from social media					
3	My academic performance depends on social media					
4	I make academic discussions with fellow students on social media					
5.	I learn a lot by listening to and watching social media					

SECTION D

To explore the use and gratification obtained by high school students using social media at private secondary schools in Waberi District in Mogadishu-Somalia.

11. Describe your use and gratification on social media as indicated below

Key: 1=strongly disagree 2=disagree 3=neutral 4=agree 5=strongly agree

No	Statement	1	2	3	4	5
1	You tube helps me to work on complicated assignments					
2	I get help exercise from using twitter					
3	I get explanation from YouTube to solve daily exercise					
4	I use Face book for learning things related to school syllabus					

12. In general what is your opinion on the use and gratification of social media as a student?

Kindly Tick your preference

	Category	TICK
1.	Strongly Disagree	
2.	Disagree	
3.	Neutral	
4.	Agree	
5.	Strongly Agree	

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

Dear respondent,

The current study seeks to establish the Effect of social media on academic performance. The survey results will be reported in general terms and will not identify individuals. Your support in completing this questionnaire objectively is greatly appreciated.

Please answer each item as carefully and accurately as you can by placing (√) the appropriate option.

SECTION A

Profile of the Respondents

1. Gender:

Male Female

2. Age:

20-25 25-30
30-35 36 above

3. Marital status:

Married Single

4. Educational level:

Secondary Diploma
Bachelor Master Degree

5. Experience of teaching:

1 to 5 years 11 to 20 years
6 to 10 years 21 years and above

SECTION B

To determine the time spent on social media by students in secondary schools in Waberi

6. Where do you think more time is spent by your student on the categories provided below?

Please TICK your preference

	Category	TICK
1	Study hours	
2	Holidays	
3	Class Time	
4	Weekends	

You tube

7. Where do you think more time is spent by your student on the categories provided below?

Kindly tick your preferences

	Category	TICK
1.	Assignment	
2.	Social Chatting	
3.	Knowledge access	
4.	Students' interaction	

Twitter

8. Where do you think more time is spent by your student on the categories provided below?

Kindly tick your preferences

	Category	TICK
1.	Assignment	
2.	Social Chatting	
3.	Knowledge access	
4.	Students' interaction	

Face-book

9. Where do you think more time is spent by your student on the categories provided below?

Kindly tick your preferences

	Category	TICK
1.	Assignment	
2.	Social Chatting	
3.	Knowledge access	
4.	Students' interaction	

SECTION C

To determine the effect of Face book, twitter, and YouTube on students' academic performance in Waberi District in Mogadishu-Somalia

10. What are the effects of social media on your students?

Key: 1=strongly disagree 2=disagree 3=neutral 4=agree 5=strongly agree

No	Statement	1	2	3	4	5
1	Social media gives students guidance for examination					
2	Students get academic reading materials related to schoolwork from social media					
3	Students' academic performance depends on social media					
4	Students make academic discussions with fellow students on social media					
5.	Students learn a lot by listening to and watching social media					

10. What is the Impact of social media on students' performance

	Category	TICK
1.	You Tube	
2.	Twitter	
3.	Face Book	
4.	None of the above	

SECTION D

To explore the use and gratification obtained by high school students using social media at private secondary schools in Waberi District in Mogadishu-Somalia.

11. What Use and gratification do you think students obtain form social media?

Key: 1=strongly disagree 2=disagree 3=neutral 4=agree 5=strongly agree

No	Statement	1	2	3	4	5
1	You tube helps students to work on complicated assignments					
2	Students get help exercise from using twitter					
3	students get explanation from YouTube to solve daily exercise					
4	students use Face book for learning things related to school syllabus					

12. In general what is your opinion on the use and gratification of social media as a student?

Kindly Tick your preference

	Category	TICK
1.	Strongly Disagree	
2.	Disagree	
3.	Neutral	
4.	Agree	
5.	Strongly Agree	

APPENDIX III: QUESTIONNAIRE FOR HEAD TEACHER

Dear respondent,

The current study seeks to establish the Effect of social media on academic performance. The survey results will be reported in general terms and will not identify individuals. Your support in completing this questionnaire objectively is greatly appreciated.

Please answer each item as carefully and accurately as you can by placing (√) the appropriate option.

SECTION A

Profile of the Respondents

1. Gender:

Male Female

2. Age:

20-25 25-30
30-35 36 above

3. Marital status:

Married Single

4. Educational level:

Secondary Diploma
Bachelor Master Degree

5. Experience of teaching:

1 to 5 years 11 to 20 years
6 to 10 years 21 years and above

SECTION B

To determine the time spent on social media by students in secondary schools in Waberi

6. Where do you think more time is spent by your student on the categories provided below?

Please TICK your preference

	Category	TICK
1	Study hours	
2	Holidays	
3	Class Time	
4	Weekends	

You tube

7. Where do you think more time is spent by your student on the categories provided below?

Kindly tick your preferences

	Category	TICK
1.	Assignment	
2.	Social Chatting	
3.	Knowledge access	
4.	Students' interaction	

Twitter

8. Where do you think more time is spent by your student on the categories provided below?

Kindly tick your preferences

	Category	TICK
1.	Assignment	
2.	Social Chatting	
3.	Knowledge access	
4.	Students' interaction	

Face-book

9. Where do you think more time is spent by your student on the categories provided below?

Kindly tick your preferences

	Category	TICK
1.	Assignment	
2.	Social Chatting	
3.	Knowledge access	
4.	Students' interaction	

SECTION C

To determine the effect of Face book, twitter, and YouTube on students' academic performance in Waberi District in Mogadishu-Somalia

10. What are the effects of social media on your students?

Key: 1=strongly disagree 2=disagree 3=neutral 4=agree 5=strongly agree

No	Statement	1	2	3	4	5
1	Social media gives students guidance for examination					
2	Students get academic reading materials related to schoolwork from social media					
3	Students' academic performance depends on social media					
4	Students make academic discussions with fellow students on social media					
5.	Students learn a lot by listening to and watching social media					

11. What is the impact of social media on students' performance?

	Category	TICK
1.	You Tube	
2.	Twitter	
3.	Face Book	
4.	None of the above	

SECTION D

To explore the use and gratification obtained by high school students using social media at private secondary schools in Waberi District in Mogadishu-Somalia.

10. What use and gratification do you think students obtain form social media?

Key: 1=strongly disagree 2=disagree 3=neutral 4=agree 5=strongly agree

No	Statement	1	2	3	4	5
1	You tube helps students to work on complicated assignments					
2	Students get help exercise from using twitter					
3	students get explanation from YouTube to solve daily exercise					
4	students use Face book for learning things related to school syllabus					

11. In general what is your opinion on the use and gratification of social media as a student?

Kindly Tick your preference

	Category	TICK
1.	Strongly Disagree	
2.	Disagree	
3.	Neutral	
4.	Agree	
5.	Strongly Agree	

**APPENDIX IV: RESEARCH APPROVAL FROM KENYATTA
UNIVERSITY**