

Effect of Social Network Sites on Students' Academic Performance in Secondary Schools, Hargeisa Somaliland

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ABSTRACT : A social networking site is an online platform that allows users to create a public profile and interact with other users on the website. The emergence of Social Networking Sites has broadened the base of contact, interaction, and communication among people living around the globe via the internet. Millions of students are logging in to these social networking sites, every day. That's why many students have been blaming various social networking sites for their steady decrease in grade point averages which has affected their study time, poor grammar, and wrong spellings when socializing on social media as well as diverting their attention from their studies. The objective of this research is to find the Effect of Social Network Sites on Students' Academic Performance in Secondary Schools, Hargeisa Somaliland. A quantitative research design was conducted among 4 Secondary schools, two public secondary high schools (SHS), and two private SHS. These are 26 June Secondary School, Mohamoud A. Ali Secondary School, Noradin Secondary School, and Ilay Secondary School. A well-structured questionnaire was prepared and which were distributed among students using the probability sampling technique (random number table). Finally, a simple linear regression was calculated to predict the effect of social networks sites (SNS) on students' academic performance. There was a significant effect of Social Network Sites on students' academic performance.

KEYWORDS : Academic performance, Secondary Schools, Social networking sites

I. INTRODUCTION

Social network sites have become an integral part of student social life (Deng et al., 2013). These networks have become important as they serve as platforms for users to interact and relate with their peers. Social network sites have now been seen as learning platforms that could be utilized to enhance student engagement and performance. Social networks could create a learning environment for students and their peers, social network sites helped students to engage the learning process by sharing and exchanging learning materials as a medium of communication

Nowadays, social network participation among students and young people is no longer limited to desktop and laptop computers but is now accessed largely through mobile applications and smartphones. A study conducted by Mehmood and Taswir (2013), in the United States, that most students use their smartphones to access and participate on social media networks. Mehmood and Taswir (2013), research conducted in Oman also indicated that 80% of the students were reported using their mobile phones to access social media networks. This was also in line with the study conducted by Negussie and Ketema (2014) in Jima University, Ethiopia, which indicated that most students use their personal laptops and smartphones to access social network sites such as Facebook.

Academic performance is usually measured through the exams which are perceived to be a major goal of any academic institution. The study claimed that organizational institutions are established with the goal of providing knowledge and skills to individuals (Hoyle, 1986).

Academic performance is the result of education, through which the students, teachers, and institutions achieve their goals simultaneously. Usually, academic performance is measured through periodic examination or by a continuous assessment; however, there is no specific best technique to measure academic performance (Hoyle, 1986).

In Somaliland secondary schools are not well established inside of ICT usage or application, in the last decades students used social networks, accessibility of social networks is easy for every student, the pupils used social networks with different purposes including education to share and exchange learning materials, announcements, and also they use it for searching other information they needed, social networks such as Facebook, Whatsapp, have a powerful influence in students' academic performance.

II. PROBLEM STATEMENT

Social network sites are computer-based technology that facilitates the sharing of ideas and information. Social media is internet-based and offers users easy electronic communication of personal information and other content, such as videos and photos. Users engage with social media via computer, tablet, or smartphone via web-based software or web application, often utilizing it for messaging.

Somaliland secondary school students are using social networking sites with alarming frequencies. It is observed that students spend much of their time on social network sites and give very little time to their studies. Furthermore, instead of studying academic books and journals on the internet, they give much of their time to social network sites to make new friends. Therefore, the current study investigates the effect of social network sites on students' academic performance in secondary schools in Hargeisa, Somaliland.

This study examines the effect of social network sites on academic performance. It analyzes the patterns of usage among the students and its resultant effect.

III. METHODS

The study adopted quantitative methods of data; the researchers used structured questionnaires to collect primary data from target respondents. The primary data was obtained from school principals, teachers, and students through a questionnaire. Secondary data were collected from students' records and academic Journals. The study employed stratified sampling to select students from four different schools, there are 18579 students according to 2017/2018, to determine the sample size Slovene's formula were used $n = N/1+N(e)2$, a sample of 392 selected the below table indicated the distribution of the sample among secondary schools were an equal number of 98 students from each school. Data from questionnaires was compiled, sorted, edited, coded, tabulated, and interpreted category-wise as principal, teachers, and students. To analyze the data, Statistical Package for the Social Science (SPSS) data analysis package was being used and the relationship between the variable was computed and presented systematically.

IV. FINDING / DISCUSSION

Table 1.1: Gender of the Respondents

		Secondary Schools				Total
		Noradin Secondary Schools	M. A. Ali Secondary Schools	Ilays Secondary School	26 June Secondary School	
Gender of the response	Male	55	64	62	56	237
	Female	43	34	36	42	155
Total		98	98	98	98	392

This table shows, that the distribution of respondents by gender. It indicated that the (64%) in M. A. Ali Secondary School, (62) respondents in Ilays secondary schools,(56) respondents on 26 June Secondary school and (55) respondents in Noradin Secondary Schools of the respondents were Male while the (43) respondents in Noradin Secondary Schools,(42) respondents on 26 June Secondary school,(36) respondents in Ilyas Secondary schools,(34) respondents in M. A. Ali Secondary School were Females The result shows that most of the respondents were men in M. A. Ali Secondary Schools.

Table 1.2: Preferred Social Network Sites Usage

Preferred Social Network Sites Usage	Secondary Schools				Total
	Noradin Secondary Schools	M. A. Ali Secondary Schools	Ilays Secondary Schools	26 June Secondary Schools	
Facebook	90	73	89	83	335
WhatsApp	51	72	66	69	258
Instagram	26	43	49	63	181
Twitter	10	9	12	11	42
Others	31	17	27	30	105

As the above table shows, that the most preferred SNS is Facebook (90) respondents in Noradin Secondary Schools, (89) respondents in Ilays Secondary Schools, (83) respondents in 26 June Secondary school and (73) respondents in M. A. Ali Secondary School of were the second preferred SNS is What's App (72) respondents in M.A.Ali Secondary School, (69) respondents in 26 June Secondary School, (66) respondents in Ilays Secondary schools and (51) respondents in Noradin Secondary Schools, were the third preferred SNS is Instagram(63) respondents in 26 June Secondary School, (49) respondents in Ilays Secondary School, (43) respondents in M.A.Ali Secondary school and (26) respondents in Noradin Secondary Schools, were the fourth preferred SNS is Twitter (12) respondents in Ilays Secondary School, (11) respondents in 26 June Secondary

School, (10) respondents in Noradin Secondary schools and (9) respondents in M. A. Ali Secondary School, were the finely preferred SNS is Others (31) respondents in Noradin Secondary Schools, (30) respondents in 26 June Secondary School, (27) respondents in Ilays Secondary school and (17) respondents in M . A. Ali Secondary School.

Table 1.3: Purpose of Social Network Sites

Purpose of Social Network Sites	Frequency	Percent	Valid Percent
Searching of information	188	48.0	48.0
Chatting	112	28.6	28.6
Cheating	128	32.7	32.7
Sharing Documents	87	22.2	22.2
Accessing online tutorials	126	32.1	32.1
Reaching school announcements	109	27.8	27.8
Friends and family communication	225	57.4	57.4
Others	43	11.0	11.0

As the above table shows, the purpose of SNS is searching of information (188) respondents in (48.0%), the purpose of Chatting (112) respondents in (28.6%), the purpose of Cheating (128) respondents in (32.7%), the purpose of Sharing Documents (87) respondents in (22.2%), the purpose of Accessing online tutorials (126) respondents in (32.1%), the purpose of Reaching school announcements (109) respondents in (27.8%), the purpose of Friends and family communication (225) respondents in (57.4%), the purpose of Others (43) respondents in (11.0%).

Table 1.4: Use Social Network Sites during School hours

		Secondary Schools				Total
		Noradin Secondary Schools	M. A. Ali Secondary Schools	Ilays Secondary Schools	26 June Secondary Schools	
Do you use SNSs during the school hours	Yes	7	52	17	50	126
	No	91	46	81	48	266
Total		98	98	98	98	392

Report

Students Average Grade for ten subjects

Secondary Schools	Mean	N	Std. Deviation
Noradin Secondary Schools	77.2347	98	12.78433
M. A. Ali Secondary School	55.2449	98	10.23846
Ilays Secondary School	71.0000	98	17.21124
26 June Secondary School	62.0612	98	13.44620
Total	66.3852	392	15.98519

This table Uses ANOVA ONE WAY test to be performed comparing the means with four different schools. There was a significant difference in Noradin Secondary Schools ($M=77.2$, $SD=12.78$), M. A. Ali Secondary School ($M=55.24$, $SD=10.23$), Ilays Secondary School ($M=71.0$, $SD=17.21$) and 26 June Secondary School ($M=62.06$, $SD=13.44$).

Table 4.1.7: Effect on Social Network Sites on Students' Academic Performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.659 ^a	.434	.432	20.20388

a. Predictors: (Constant), Total Effect

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	121940.204	1	121940.204	298.729	.000 ^b
	Residual	159196.671	390	408.197		
	Total	281136.875	391			

a. Dependent Variable: Students Average Grade for ten subjects

b. Predictors: (Constant), Total_Effect

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-52.241	7.268		-7.188	.000
	SNS	0.208	.464	.659	17.284	.000

a. Dependent Variable: Students Average Grade for ten subjects

In Table 4.1.7, F measures the overall significance of the regression model. It is used to test the statistical significance of the regression model therefore if F is significant, the model is significant and further analysis is ensured, $F(1,391) = 298.729$, $p = .000$. Hence, there is a significant influence of Social networks Sites (SNS) on students' academic performance.

R shows the correlation between SNS and students' academic performance. $R = .659$ indicates that there is a high positive association between SNS and students' academic performance.

R^2 is the proportion of the variance in students' academic performance that is explained from SNS. $R^2 = .434$, shows that 43.4% of the variance in students' academic performance can be explained from SNS. Adjusted R-square ($R^2_{adj} = .432$) indicates that SNS is accounted for 43.2% of the variance observed in students' academic performance. The other 56.8% is due to other factors not investigated in this study and errors in measurement.

B is the unstandardized regression coefficient. It represents the significance of SNS in the regression model. Using the value of B and constant term, an equation of regression was developed as:

$$SNSI = -52.241 + .208SAP + \epsilon \quad \text{Eq--- 1}$$

Where SNSI Social Networks Sites and SAP is Student's Academic Performance.

Therefore, 0.208 units of decrease of Student's Academic Performance is accompanied by 1 unit increase of the uses of Social Networks Sites. Hence, the study determined that the Social Networks Sites have a significant influence on Student's Academic Performance in Secondary Schools, Hargeisa Somaliland.

V. CONCLUSION

This study revealed that the majority of the students used Facebook. The overall perception of students towards social networking sites is negative. Excessive use of these sites decreases their academic performance which concludes that there is a Negative relationship between the use of social networking sites and academic performance which in turn negatively affects their academic results. Also, using regression analysis method the study determined that the Social Networks Sites have a significant influence on Student's Academic Performance in Secondary Schools, Hargeisa Somaliland [$F(1,391) = 298.729$, $p = .000$].

VI. RECOMMENDATIONS

After careful analysis, this study recommended that the Ministries of Education and Science and Information and Communication Technology in Somaliland must develop regulations against using Social Network Sites and Secondary schools' administration should create a mechanism of controlling students during study hours. Principals and Teachers should give students awareness to discourage students from using SNS in the classrooms or out of the classrooms. And Lastly, Parents should take an active role to decrease students' usage of SNS.

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