THE EFFECT OF SOCIAL MEDIA ON PRIVATE SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN MOGADISHU SOMALIA.

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SUPERVISOR'S APPROVAL SHEET

I hereby declare that i have read this Theses and in my opinion this Theses is sufficient in terms of scope and quality for the award of the degree of bachelor of computer science and I accepted for the submission to the examining panel.

Name: Mr. Abdinor Abukar Ahmed

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Date: ____/_____/_____

STUDENT'S DECLARATION

we declare that this senior project entitled **"to investigate the effect of social media on private school students' academic performance in Mogadishu Somalia."**

 is the result of our own research except as cited in the references. The Theses has not been accepted for any degree and is not concurrently Submitted in candidature of any other degree.

Name of the candidates:

 Name:...Signature…………Date: ..../... .../……

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Contents

LIST OF TABLES

LIST OF FIGURES

ABSTRACT

The purpose of this study was to investigate the effects of social media on academic performance in selected schools in 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 schools in 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 500. Simple random sampling was used to obtain, totaling to 222 respondents. Data was collected using questionnaires where piloting, validity & reliability were verified while the SPSS Version-17 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 programmers to handle students effectively. A further study in effects of social media learning in tertiary institutions was proposed.

CHAPTER ONE

INTRODUCTION

1.0 INTRODUCTION

This chapter was included; Background of the study, Problem statement of the study, General objective of the Study, Research/Specific objectives of the Study, Research questions/hypothesis, Scope of the study, Significance of the Study, Operational definitions of the study and Conceptual framework of the study.

1.1 BACKGROUND OF THE STUDY

Social media is an internet based application that helps people or organization to interact with each other in the digital world. It is a multiple communication, where Social media has spread very wide and for interaction regularly used social media platforms are whatsapp , face book , Instagram , You tube , Linked In, Twitter etc. Usage of social media among students has been drastically increased now-a- days. Students spend most of their time on social media for various academic purpose such as exchange of materials, academic discussion, downloading academic content etc. In the present scenario, many people are drastically shifting from listening to radios and watching television to using of social media. Therefore the social media impacts on human life style and society specially in the student's academic performance (Krishna Priya et al., 2019).

 Globaly.. Since the beginning of the twenty-first century, social media platforms (i.e., Facebook, Instagram, Snapchat, TikTok, Twitter, and YouTube) have served as venues for interaction among people worldwide. College students aged 18-22 are the first generation raised immersed in social media and tend to use them heavily. Given the thorough integration of social media into the lives of college students, many of these platforms cater towards the young audience. Young adults spend on average over 3 hours daily on social media (Ilakkuvan et al., 2019).

 At the same time, technological developments have dramatically changed the way college students learn, as communication and collaboration have become easierthanksto these tools(e.g., Lavidas et al., 2022; Tulubas et al., 2023)

Applications such as Canvas and Outlook keep students checking their devices for educational content, but this constant online presence often leads to becoming sidetracked and going on social media sites. Given the ubiquitous presence of socialmedia in students' lives, the effects of social media use on student outcomes have attracted increasing attention from researchers To date, most research in this field focuses on how one variable (Prasetiyo, 2024).

(e.g., time spent on social media per day) relates to students' GPA(Grade Point Average). This gives an incomplete picture of how the current social media landscape relates to student outcomes. This is because

(a) social media use can create stimulating effects similar to addiction

(b) social media addiction is linked to academic behavior change of students

(c) change in academic behavior (e.g., social media use during academic work) may also affect students' GPA. Further, the social media landscape is constantly evolving, with new platforms emerging, and existing platforms changing functionality. Some social media platforms quickly gain popularit (Hill et al., 2024).

Africa: Research that has been done in Kenya, though minimal concerning effects of social media use on students' academic performance indicates a negative impact. It has been estimated that 45% of the students influence each other on social media use during the holidays and weekends. Further, it was found out that 62% of high school students have a social media profile with 35% of them using a social media site at least daily. Many of these young adults use social media networks to communicate with family, friends and even strangers (Monda, 2012).

attention and then divert it towards no educational and inappropriate actions including useless chatting

academic performance showed that social networking sites usage for only social and non-academic needs have an adverse effect 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 (Mensah,2016)..

Some studies have reported significant evidence concerning the negative relationship between social media and academic performance 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 (Kognisi et al., 2021; Prasetiyo, 2024).

Somalia Apparently there are some effect of social media on education of students and learning institutions especially in private 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. 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 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 argue that social network websites grab students' attention and then divert it towards no educational and inappropriate actions

including useless chatting 5 academic performance showed that social networking sites usage for only social and nonacademic needs have an adverse effect 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 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 performanc

1.2 PROBLEM STATEMENT OF THE STUDY

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.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.

Many students in Somalia spend many hours on social media platforms and internet. For instance, Tick Tock 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 school students' academic performance in Mogadishu Somalia

1.3 GENERAL OBJECTIVE OF THE STUDY

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

1.4 SPECIFIC OBJECTIVES OF THE STUDY

(a) To determine the time spent on social media by students in schools in Mogadishu-Somalia..

(b) To determine the effect of social media on students' academic performance in schools in Mogadishu-Somalia.

(c) To explore Sleep deprivation Late-night students using social media in schools in Mogadishu-Somalia.

1.5 RESEARCH QUESTIONS

The study used the following research questions:

(a) What is the nature of the time spent on social media by students schools in Mogadishu-Somalia?

(b) What is the effect of social media on students' academic performance in schools in Mogadishu-Somalia?

(c) What are the Sleep deprivation Late-night students using social media in schools in Mogadishu-Somalia?

1.6 SCOPE OF THE STUDY/LIMITATIONS OF THE STUDY

1.6.1 Content scope

In general, this study was conducted to assess investigate the effect of social media on private school students' academics performance in, Mogadishu Somalia, Especialy time Spend of social media Factors , Effect of social media on students Factors, Sleep deprivation Late-night students Factors using social media in schools in Mogadishu-Somalia

1.6.2 GEOGRAPHICAL SCOPE

Somalia, officially the Federal Republic of Somalia, is a country in the Horn of Africa. The country is bordered by Ethiopia to the west, Djibouti to the northwest, the Gulf of Aden to the north, the Indian Ocean to the east, and Kenya to the southwest. Somalia has the longest coastline on Africa's mainland.

1.6.3 TIME SCOPE

The study was conducted in Two Months Junanry up to Mar 2024.

1.7 SIGNIFICANCE OF THE STUDY

This study is significant to the teachers, parents and students.

This study was 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 was enabled 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

1.8 OPERATIONAL DEFINITIONS OF THE STUDY

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 performance is important because it gives students, teachers, and parents a sense of how well the learning process is going.

It can help identify areas where a student needs more help or where they're excelling. But it's important to remember that academic performance is just one piece of the puzzle. Other factors, like a student's interests, motivation, and background, also play a role in their success (Kognisi et al., 2021).

1.9 CONCEPTUAL FRAMEWORK OF THE STUDY

(IV)Independent Variable   (DV)Dependent Variable

Social Media

1-time spend of Social media

2-effect of social media ,student grade

3-Sleep deprivation Late-night students

On Student

Academic Performance
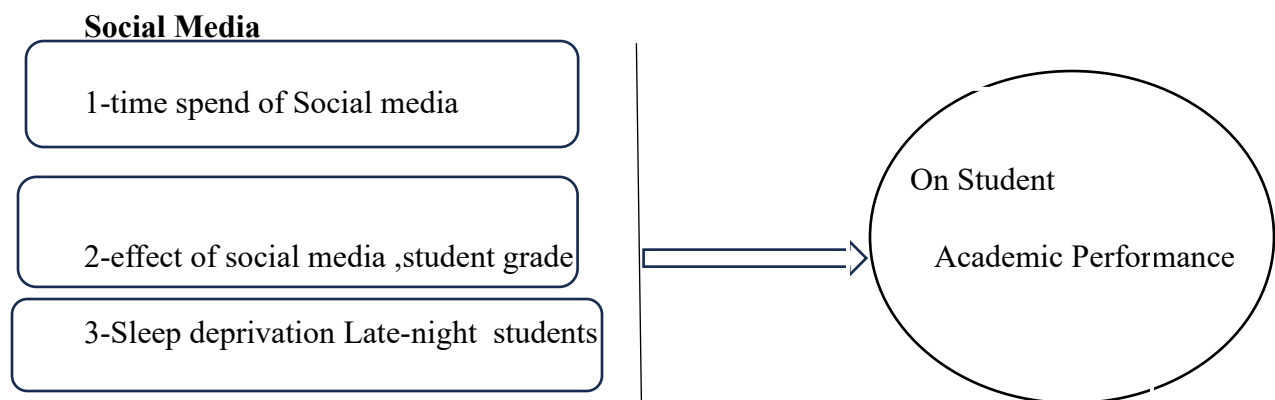
CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

This chapter presents key issues from other studies which were related to this research. The researcher was 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 Medial 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, Sleep deprivation Late-night 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). 15 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 (Bobić et al., 2016).

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 55milion 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% (Mehmood and Taswir, 2013)..

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 (Hill et al., 2024).

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 (Paul, Baker & Cochran, 2012)..

Students prefer social media sites as reliable 16 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 (Hill et al., 2020)..

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 17 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 (Abasi and Taswir, 2013)..

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 extant of cognitive absorption determines the frequency and duration of social media usage (Sponcil & Gitimu, n.d.).

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 selfadministered 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. 18 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 (Antonson and Christopher, 2014)..

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(Alexa, 2011)..

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 19 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 (Gao, Luo & Zhang 2017).

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 (Kognisi et al., 2021).

2.2 EFFECT OF SOCIAL MEDIA ON STUDENTS

Though social media can increase student learning through student interactions, challenges arise when social media are incorporated into an academic course. The assumption that students are familiar with and agreeable to using certain types of social media can cause educators to inadvertently fail to provide the resources or encouragement necessary to support student usage and learning (Cole, 2009; Väljataga & Fiedler, 2009).

Arnold and Paulus (2010) found that even when social media is used for an educational purpose, students incorporate the technology into their lives in a way that may differ from the intentions of the course instructor. For example, off-topic or non-academic discussions occur on social media because of its primary design as a social networking tool (Lin et al., 2013).

Further, as a student's age increases, the frequency of off-topic discussions also increases (Lin et al., 2013).

This indicates that while social media may encourage broader discussions of course content, older students may spend more time than younger students engaging in unrelated discussions. Social media can also negatively affect student GPA as well as the amount of time students spend preparing for class (Annetta et al., 2009; Junco, 2012b).

One explanation for this impact is that social media provides too much stimulation and therefore can distract students from completing their coursework (Hurt et al., 2012; Patera et al., 2008).

Another reason for this may be that students who spend more time on social media may have difficulty balancing their online activities and their academic preparation. Social media can also be a challenging instructional strategy to incorporate because it attempts to balance the authority of the educator with the active participation of the students. Collaboration through social media supports more of a constructivist approach to learning, where students and educators can work together to co-create understanding of a particular topic, rather than an approach that emphasizes individual contributions (Stevens, 2009).

As a result, students and educators become equal participants in the knowledge sharing process. Though this seems beneficial for creating and disseminating knowledge, social media can also become a privacy concern (i.e. cyber-plagiarism) .

This suggests that establishing standards for social media use should include behavior and attitude guidelines similar to those enforced in the classroom.According to Kuppuswamy and Shankar (2010) social network websites grab attention of the students and then diverts it towards non-educational and inappropriate actions including useless chatting.

Based on the above statement we can say that social networking sites may badly affect the academic life and learning experiences of the student. Trusov, Bucklin, and Pauwels (2009) noted that the Internet is no doubt evolution of technology but specifically social networks are extremely unsafe for teenagers, social networks become hugely common and well-known in past few years. (Hill et al., 2024).

This research is conducted to explore the affect of social networking websites and its impact on academic life and learning experiences of students. As Kuppuswamy and Shankar (2010) explained that the social networks grabs the total attention and concentration of the students and diverts it towards non educational, unethical and inappropriate actions such as useless chatting, time killing by random searching and not doing their jobs.(Bhumika et al., 2022).

Students and teenagers mostly use social networks for time killing and sake of enjoyment but it has been analyzed that internet use for education purpose and any appropriate task including online tutorials, online lectures and education material downloading is very good but use of internet for only social network is very useless perhaps dangerous. Some of the appropriate and un-negligible statements that fascinated us to conduct this research are stated below: Benzie (2007) noted that the Canadian government prohibited employees from Facebook.com. In the same way, Boyd & Ellison (2007) also pointed out that the U.S. Congress has proposed legislation to ban youth from accessing social networking websites in schools and libraries (Daniel Zeevi, 2013)..

When the highly developed nations take stands over the use of social networking websites and cannot allow these social networking websites for countrymen, youth, students and working people, then the need is felt to see into that either social networking websites adversely effects students or not. (Bryer & Zavatarro, 2001).

This research mainly focuses on such factors that affect student's academic life and learning experience. This research will explain and detail presents the impact of using social networking websites on student academic life and learning experience. Literature analyzed that the social networking websites are not designed for negative impact but

we have noticed in our daily life that students become addicted to social networking websites. This part of research contribution will analyze the reality and gap between the positive and negative impact and aspects of social networks on education. Charlene Li et al., (2007) estimated that students are more likely to use social networking websites; nearly 47% of teenagers (12 to 17year olds) and 69% of young adults (18 to 21year olds) and 20% of adults (18+) use social networking sites, and only 20% use them to contact other people(Bhumika et al., 2022).

2.2.1 STUDENT GRADE

The use of social media sites, such as Twitter and Facebook, in the classroom is growing, as is student time spent on exploring such sites. However, little research has been done to examine the impact on grades. Does actively participating in social media (Facebook, Twitter, MySpace, blogs, YouTube, etc.) impact one's academic performance? Is social

media usage impacted by the ownership of smart phones This study examines grade differences among students at small, liberal arts college based on social media usage. The study was also undertaken to determine how much time students actively use social media and if there has been an increase or decrease in usage over time. INTRODUCTION Over the years, social networking among college students has become more and more popular(Kolan, 2018).

It is a way to make connections, not only on campus, but with friends outside of school. Social networking is a way that helps many people feel as though they belong to a community. Due to the increased popularity of it, economists and professors are questioning whether grades of students are being affected by how much time is being spent on these sites (Choney, 2010).

For the purpose of this study, social networking is defined as the use of Facebook, YouTube, blogs, Twitter, MySpace, or LinkedIn. With smart phones being able to access the internet and have applications of social networking, many are concerned about how smart phones with social networking applications will affect students' grades. Social networking became popular between 2004 and 2006, after Facebook and MySpace were created. Facebook has over 500 million members and it is still growing. Approximately "85% of (Sponcil & Gitimu, n.d.).

2.2.2 USE A LOT OF TIME

Stress and Anxiety: The curated, often unrealistic portrayal of life on social media can lead to feelings of inadequacy and social comparison among students. This can contribute to stress, anxiety, and even depression, which can significantly hinder academic performanceSleep Deprivation: Late-night social media use can disrupt sleep patterns, leading to fatigue and difficulty concentrating in class. This can negatively impact a student's ability to learn and retain information, consequently affecting their grades Addiction: Social media addiction is a real problem that many people are facing(Hill et al., 2024).

With easy access to social media apps and platforms, people tend to spend a lot of time online, often ignoring their real-life responsibilities. This addiction can lead to a lack of productivity, depression, and anxiety (Joosten et al., 2013).

2.3 Sleep deprivation Late-night students

Sleep deprivation can aff ect human abilities and neural functioning in various ways. Th e occurrence of these diff erent eff ects of sleep deprivation has been observed in previous studies by tracking changes at the macro, meso and micro levels6 . Th e macro level describes the eff ect of sleep deprivation on human behavior, including cognitive functions, emotional processes, muscular activity, kinematics, as well as a range of behaviors that involve crude changes in large brain regions such as the prefrontal cortex, thalamus and hippocampusInitial results show a significant relationship between sleep habits and academic achievement. When compared to their sleep-deprived colleagues, college students who maintain regular sleep schedules, get enough sleep (7-9 hours per night) (Sponcil & Gitimu, n.d.).

 and have high-quality sleep typically perform better academically. In addition, students who suffer from sleep problems and irregular sleep patterns are more likely to perform less academically and have difficulty with cognitive tasks like problem-solving and memory retention.Surveys show that up to a third of college students carry sleep disorder diagnoses and that these students are at greater risk for lower GPAs and school drop-out. Sleep disturbances (Inconsistent sleep, frequent awakenings, disturbed dreaming) regardless of sleep disorder diagnosis, are associated with higher drop-out rates and lower GPA in college students (Bobić et al., 2016).

2.3.1. SLEEPING DEPRIVATION

Dequate sleep of high quality and optimum duration facilitates memory processing and learning. It helps maintain concentration, executive cognitive functions, sensorimotor integration, and memory processing Sleep patterns and habits are different for different individuals depending on their age, occupational demands, social engagements, psychiatric and somatic conditions, and also individual physiological characteristics (Bhumika et al., 2022).

CHAPTER THREE

METHODOLOGY

3.0 INTRODUCTION

This chapter was consist of the research design, Study Local,population of study, sample size, sampling method, data sources, and procedure of data collection, reliability and validity of the instruments, data gathering procedure, data analysis, ethical Consideration and limitations of the study.

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 behavour, 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 Dharenley And Hodan, Those District in Mogadishu in Somalia.

There are Mixed numbers in each of these districts DH-20 And H-15 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, 53 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 Districts through major roads and this made it easier to reach the respondents

3.3 STUDY POPULATION

The study population involved a total Students of 500 From on students' academic performance in Mogadishu Somalia

500 was the total population for this research study

3.4 SAMPLE SIZE

The sample size of the study involved of 222 Papulation' of the target Students. This is so ·

because the nature of data to be generated required different techniques for better understanding of the research problem under investigation. Besides, the approach is also commonly known for achieving higher degree of validity and reliability as well as eliminating biases as per Amin (2012). The study was use Sloven's formula to determine the sample size of the actual respondents. Sloven's

$n = N/(1 + N⟦(∝)⟧^2)$

where formula states: n = sample size, N=target population; and α=0.05 level of significance

$n = 500/(1 + 500⟦(0.05)⟧^2)$

$n = 500/(1 + 500⟦(0.0025)⟧^)$

$n = 500/(1 + 2.25)$

$n = 222$

3.5 SAMPLING TECHNIQUES PROCEDURE

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

Therefore, the sample size was 222 respondents.

3.6 DATA SOURCE

Both primary and secondary data collection methods used to collect relevant data to the study. Data collection methods that will be considered in such a way that relevant information was collected as much as possible with lift le inconvenience to respondents. Primary data means first hand data. It will collect from the respondents through interviews, and self-administered questionnaire. Primary data is important in answering questions about the effects of decentralization on rural development. Secondary data means to second-hand data. This will obtain from recorded documents, earlier studies and some publications on decentralization and rural development. Other information will be obtained from the internet.

3.7 DATA COLLECTION INSTRUMENTS/TOOL

Questionnaires

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Self-administered questionnaires used in the collection of data and these were distribute to the Students. to provide answers. The instrument was purposely selected because it seeks personal views of the respondents and thus was enabled the respondents to use their knowledge in providing a wide range of data as they were never shy away in any way.

3.8 VALIDITY AND RELIABILITY OF THE INSTRUMENT

3.8.1 VALIDITY

The researcher ensured validity of the instrument through expert judgment and the researcher was made sure the coefficient of validity to be at least 75%. The researcher was consulted her supervisor for expert knowledge on questionnaire construction. After the assessment of the questionnaire, the necessary adjustments will be bearing in mind of the objectives of the study. The formula that was used to calculate the validity of the instrument is

3.8.2 RELIABILITY

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:

3.9 DATA ANALYSIS

This study explain, describe and present the findings basing on the specific objective of the study and research questions where data analysis was initially done through sketchy and generalized summarized of the findings from observation and conclusions in the process of data collection.

Data analysis was be used statistical package of social science (SPSS vs 27) under the tool's frequencies for demographic characteristics and the linear correlation analysis will use to test the relationship between variables.

3.10 ETHICAL CONSIDERATION

The researcher first of all acquired an introductory letter from the university which he used to eliminate suspicion. The researcher thereafter went ahead to select respondents and arrange for dates upon which he was delivered questionnaires as well as pick them in addition to making appointments for interviews to be conducted in order to ensure that data collection is done in time.

3.11 LIMITATIONS OF THE STUDY

The researcher was do this study seriously but there may be some limitations around the researchers, these limitations may include:

1. The researcher cannot get all articles that I need.

2. The researcher could face Financial and time constraints; some respondents may slow to fill and return the questionnaires.

3. Some selected respondents may be difficult to get reliable information.

4. Some of the respondents may not willing to give proper answers. So, they give socially acceptable answers to hide the real

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:

To determine the time spent on social media by students' academic performance in Mogadishu-Somalia.

To determine the effect of Facebook, TikTok and YouTube on students' academic performance in schools in Mogadishu Somalia.

To explore Sleep deprivation Late-night students using social media in schools 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, 222 students' questionnaires, initially given to respondents in Mogadishu. The response rate is presented in

Table 4.1.

Category	Distributed Questionnaires(n)	Returned questionnaires(n)		Response Rate (%)	
Students	110	110		100	
	90	90		100	
	22	22		100	
Total	222	100		100	

4. 1: RESPONSE RATE

Table 4.1 Shows 222 (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
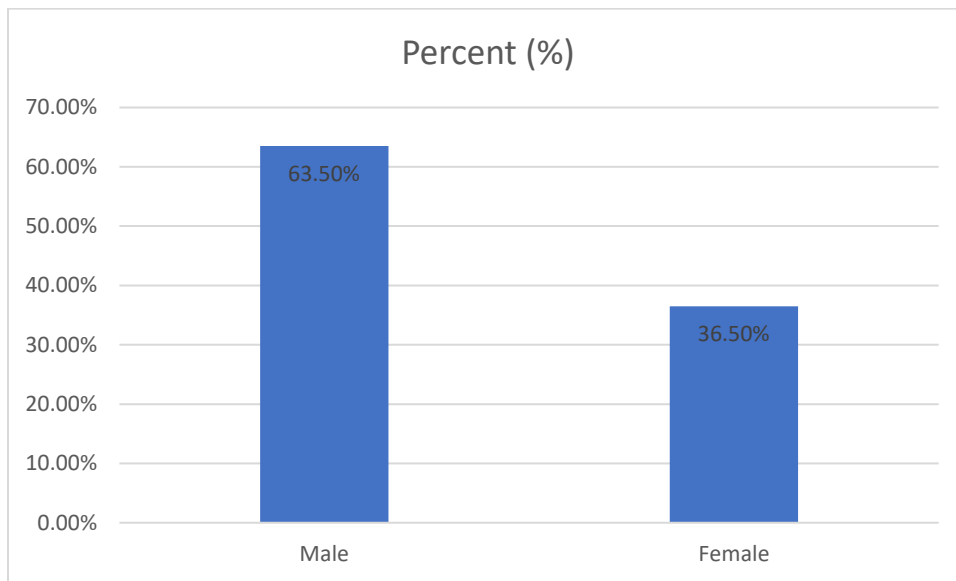
Figure.4 1Response Rate

4.2 DEMOGRAPHIC INFORMATION OF THE RESPONDENTS

4.2.1 Age of Respondents

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

Table 4. 2Respondents' Age of Students

The table titled "Respondents' Age of Students" presents the age distribution of 160 students surveyed. The majority of respondents (32%) are aged 22-26, followed by those aged 14-18 (25%), 26 and above (21%), and 18-22 (22%). This distribution indicates that the sample is relatively balanced across different age groups, with a slight predominance of students in the 22-26 age range
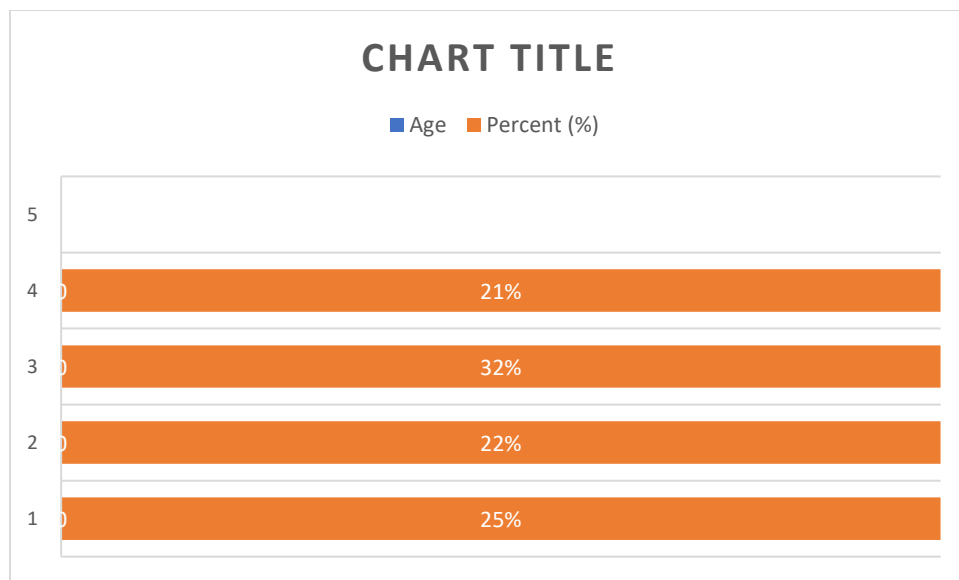
Figure.4 2Respondents' Age of Students

4.2.2 Gender of Respondents

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

Table 4. 3Gender of Respondents of Students

The table titled "Gender of Respondents of Students" shows the gender distribution of the 160 students surveyed. Males constitute a larger proportion of the respondents at 63.1% (101 students), while females make up 36.9% (59 students). This indicates a notable gender imbalance among the respondents, with a higher representation of male students.
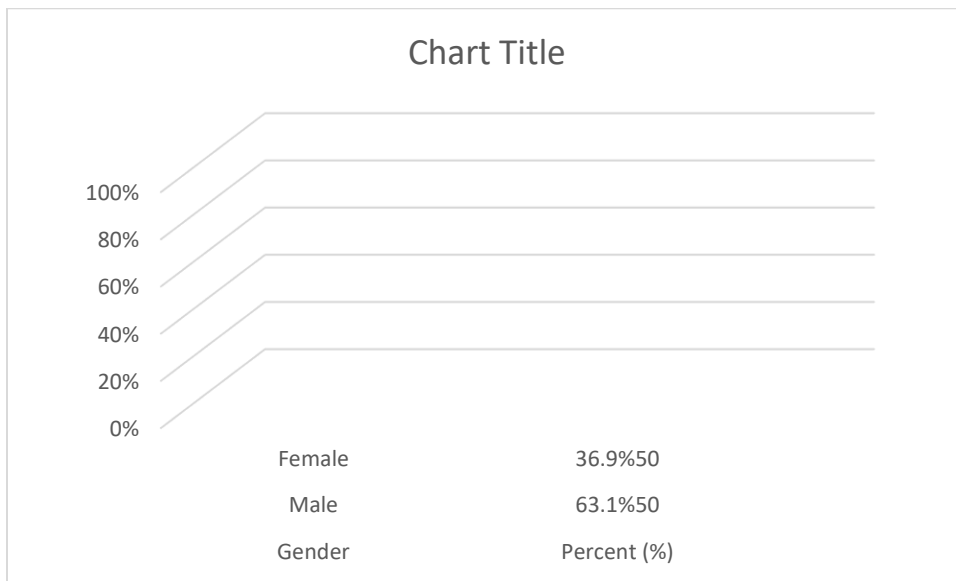
Figure.4 3Gender of Respondents of Students

4.2.3 Level of Education of Students

Education Level	Frequency (n)	Percent (%)
Form 1	40	25
Form 2	35	22
Form 3	34	21
Form 4	51	32
Total	160	100.0

Table 4. 4Respondents' Current Level of Education Students

The table titled "Respondents' Current Level of Education Students" outlines the distribution of the 160 students surveyed across different educational levels. The largest group, 32% (51 students), is in Form 4, followed by Form 1 with 25% (40 students), Form 2 with 22% (35 students), and Form 3 with 21% (34 students). This distribution indicates that students from all four educational levels are represented, with a slightly higher number of respondents from Form 4
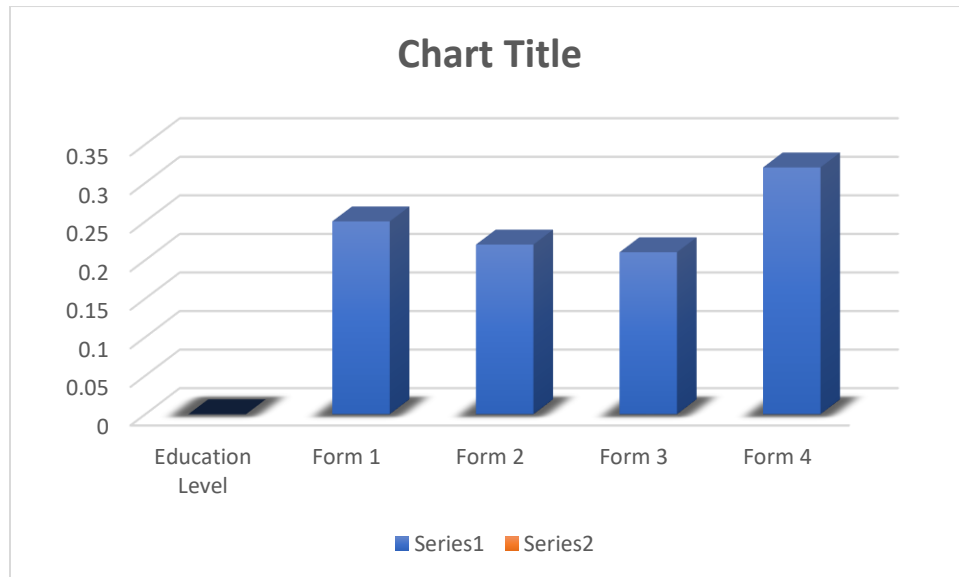
Figure.4 4Respondents' Current Level of Education Students

4.2.4 School Type

Type of Typ	Frequency (n)	Percent (%)
Private	100	63.1
Public	05	12.5
Total	105	100.0

Table 4. 5Type of school (Public/Private).

The table titled "Type of School (Public/Private)" presents the distribution of the 105 respondents across different types of schools. The majority of respondents, accounting for 63.1% (100 students), attend private schools, while 12.5% (5 students) attend public schools. This indicates a significant predominance of students from private educational institutions among the surveyed population.
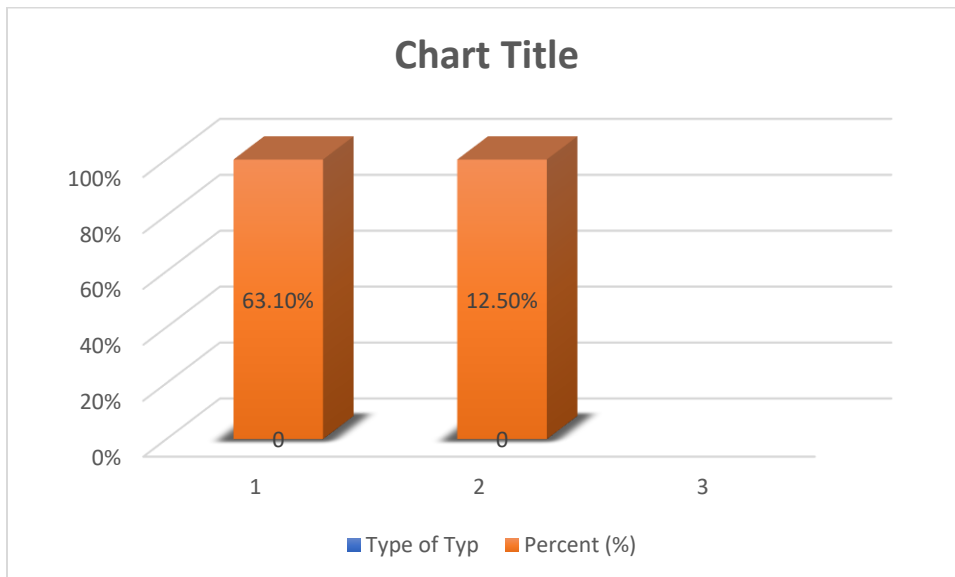
4.3 SOCIAL MEDIA USAGE

4.3.1 How many hours per day do you spend on social media

Category Hours	Frequency (n)	Percent (%)
1-2 h	25	0.25
2-3h	35	0.35
3-4 h	39	39.0
Less than 1 hour	40	4.0
Total	139	100.0

Table 4. 6Hours on Social Media

The table titled "Hours on Social Media" illustrates the distribution of 139 respondents based on the number of hours spent on social media per day. Among the respondents, 0.25% (25 students) spend 1-2 hours, 0.35% (35 students) spend 2-3 hours, 39% (39 students) spend 3-4 hours, and 4% (40 students) spend less than 1 hour on social media daily. This distribution provides insights into the varying levels of social media usage among the surveyed population.

4.3.2 Platforms Used

Category of platform	Frequency (n)	Percent (%)
Facbook	10	1.0
TikTok	65	4.0
YouTupe	24	24.0
Snapchat	21	21.0
Instagram	13	13.0
Total	163	100.0

Table 4. 7Platform Used

The table titled "Platform Used" presents the distribution of 163 respondents based on the social media platforms they use. Among the respondents, 1.0% (10 students) use Facebook, 4.0% (65 students) use TikTok, 24.0% (24 students) use YouTube, 21.0% (21 students) use Snapchat, and 13.0% (13 students) use Instagram. This distribution provides insights into the popularity of different social media platforms among the surveyed population.

4.3.3 Time of Day

Category_	Frequency (n)	Percent (%)
Early morning	10	1.0
During_school_hours	35	4.0
After school	14	24.0
Evening	21	21.0
Late night	20	13.0
Total	100	100.0

Table 4. 8Time of Day

The table titled "Time of Day" displays the distribution of 100 respondents based on the times of day they typically use social media. Among the respondents, 1.0% (10 students) use social media during early morning hours, 4.0% (35 students) during school hours, 24.0% (24 students) after school, 21.0% (21 students) in the evening, and 20.0% (20 students) late at night. This distribution provides insights into the different patterns of social media usage throughout the day among the surveyed population

4.3.4 Activities on Social Media

Category	Frequency(n)	Percent(%)
Chatting_with_friends	20	2.0
Watching	30	4.0
videos_Posting_updates/photos	14	14.0
Educational purposes	21	21.0
Following news/current events	24	24.0
Total	109	100.0

Table 4. 9Activities on Social Medi

The table titled "Activities on Social Media" illustrates the distribution of 109 respondents based on their primary activities on social media. Among the respondents, 2.0% (20 students) engage in chatting with friends, 4.0% (30 students) watch videos and post updates/photos, 14.0% (14 students) use social media for educational purposes, and 21.0% (24 students) follow news and current events. This distribution offers insights into the diverse range of activities students engage in on social media platforms.

4.4 ACADEMIC PERFORMANCE

Academic performance	Frequency (n)	Percent (%)
Excellent	10	2.0
Good	30	4.0
Average	14	14.0
Below Average	23	21.0
Poor	22	24.0
Total	100	100.0

Table 4. 10Academic Performance

The table titled "Academic Performance" presents the distribution of 100 respondents based on their self-assessed academic performance. Among the respondents, 2.0% (10 students) rated their performance as excellent, 4.0% (30 students) as good, 14.0% (14 students) as average, 21.0% (23 students) as below average, and 24.0% (22 students) as

poor. This distribution provides insights into the varying levels of academic achievement self-perceived by the surveyed population.

4.4.1 Average Grade

Average Grade	Frequency (n)	Percent (%)
A (85-100%	25	25.0
B (70-84%)	20	2.0
C (55-69%)	14	14.0
D (40-54%)	23	21.0
F (below 40%)	22	22.0
Total	104	100.0

Table 4. 11Average Grade

The table titled "Average Grade" displays the distribution of 104 respondents based on their average grades. Among the respondents, 25.0% (25 students) received an A (85-100%), 2.0% (20 students) received a B (70-84%), 14.0% (14 students) received a C (55-69%), 21.0% (23 students) received a D (40-54%), and 22.0% (22 students) received an F (below 40%). This distribution offers insights into the academic performance levels of the surveyed population based on their grades.

4.4.2 Impact Belief Social Media

Do you believe that social media affects your academic performance

Impact Belief Social Media	Frequency (n)	Percent (%)
Yes	50	5.0
No	40	4.0
Not sure	10	1.0
Total	100	100.0

Table 4. 12Impact Belief Social Media

The table4.12 titled "Impact Belief Social Media" outlines the distribution of 100 respondents based on their beliefs regarding the impact of social media on their academic performance. Among the respondents, 5.0% (50 students) believe that social media has a significant impact, 4.0% (40 students) do not believe it has an impact, and 1.0% (10 students) are unsure about its impact. This distribution provides insights into the perceptions of students regarding the influence of social media on their academic performance.

4.4.3 If yes, in what way does social media affect your academic performance

Concern Expressed	Frequency (n)	Percent (%)
Reduces study time	50	5.0
Distracts from homework	40	4.0
Causes lack of sleep	14	1.0
Provides_useful_educational_resource	10	1.0
Helps with group studies	5	0.05
Total	114	100.0

Table 4. 13Concern Expressed

The table titled "Concern Expressed" presents the distribution of 114 respondents based on their expressed concerns regarding the impact of social media on their academic performance. Among the respondents, 5.0% (50 students) are concerned that social media reduces study time, 4.0% (40 students) are concerned about it distracting from homework, 1.0% (14 students) are concerned about it causing a lack of sleep, 1.0% (10 students) consider it as a useful educational resource, and 0.05% (5 students) find it helpful for group studies. This distribution highlights various concerns related to social media usage and academic performance among the surveyed population.

4.4.4 Have your teachers or parents expressed concern about your social media usage

Considered Reduction	Frequency (n)	Percent (%)
Yes	40	4.0
No	60	6.0
Total	114	100.0

Table 4. 14Considered Reduction

The table titled "Considered Reduction" displays the distribution of 114 respondents based on whether their teachers or parents have expressed concern about their social media usage and whether they have considered reducing it. Among the respondents, 4.0% (40 students) reported that their teachers or parents have expressed concern, while 6.0% (60 students) stated that no such concern has been expressed. This distribution provides insights into the level of awareness and consideration among students regarding the concerns raised by teachers or parents regarding social media usage.

4.4.5 Do you use social media for school-related activities (e.g., group projects, homework help)

Related Activity	Frequency (n)	Percent (%)
Yes	40	4.0
No	60	6.0
Total	114	100.0

Table 4. 15Related Activity

The table titled "Related Activity" illustrates the distribution of 114 respondents based on whether they engage in school-related activities on social media. Among the respondents, 4.0% (40 students) reported that they do engage in such activities, while 6.0% (60 students) stated that they do not. This distribution provides insights into the extent to which students utilize social media for school-related purposes.

4.5 USES OF AND SLEEP DEPRIVATION LATE-NIGHT STUDENTS USING SOCIAL MEDIA

THE RESEARCHER REQUESTED THE STUDENTS TO GIVE SLEEP DEPRIVATION LATE-NIGHT

STUDENTS USING SOCIAL MEDIA

Category	Frequency (n)	Percent (%)
Strongly Disagree	08	05
Disagree	05	0.3
Neutral	02	0.1
Agree	68	43
Strongly Agree	77	48
Total	160	100.0

Table 4. 16Uses of and Sleep deprivation Late-night

The table summarizes the responses of 160 participants to a set of statements, indicating their level of agreement or disagreement. Among the respondents, 5.0% (8 participants) strongly disagree, 0.3% (5 participants) disagree, 0.1% (2 participants) are neutral, 43% (68 participants) agree, and 48% (77 participants) strongly agree with the statements. This distribution provides insights into the attitudes and opinions of the surveyed population regarding the presented statements.

4.5.1 On average, how many hours of sleep do you get on a school night

Category	Frequency (n)	Percent (%)
Less than 4 hours	30	0.3
4-5 hours	28	0.28
5-6 hours	19	0.19
6-7 hours	15	0.15
More than 7 hours	10	0.1
Total	103	100.0

Table 4. 17On average

The table "Time To Sleep" reveals the sleep patterns of students. It shows that 10% of students go to bed before 9 PM, 28% between 9-10 PM, 19% between 10-11 PM, 15% between 11 PM and midnight, and 10% after midnight. This distribution indicates that a significant portion of students (44%) tend to go to bed after 10 PM, which could potentially impact their sleep quality and duration

4.5.2 What time do you usually go to bed on school nights

Category	Frequency (n)	Percent (%)
Before 9 PM	10	2.0
9-10 PM	28	0.28
10-11 PM	19	0.19
11-12 PM	15	0.15
After-12 PM	10	0.1
Total	100	100.0

Table 4. 18Time To Sleep

The table "Time To Sleep" shows the distribution of students' bedtimes. It indicates that 2% of students go to bed before 9 PM, 28% between 9-10 PM, 19% between 10-11 PM, 15% between 11 PM and midnight, and 10% after midnight. This suggests that a majority of students (72%) go to bed after 9 PM, with a significant portion (44%) going to bed after 10 PM, which could affect their sleep quality and overall well-being.

CHAPTER FIVE

FINDING AND CONCLUSION AND RECOMMENDATION

5.0 INTRODUCTION

This chapter provides a comprehensive analysis of the findings related to sleep deprivation among late-night students using social media in schools in Mogadishu, Somalia. Section 5.1 delves into the detailed findings, starting with the demographic characteristics of the respondents (5.1.1), followed by their social media usage patterns (5.1.2, and the impact on their academic performance (5.1.3). It further examines the connection between late-night social media use and sleep deprivation (5.1.4). The chapter concludes with a summary of the findings (5.2) and offers recommendations for students, schools, and future researchers to mitigate the adverse effects of social media on sleep (5.3), with specific guidance for students and educational institutions (5.3.1) and suggestions for future research directions (5.3.2).

5.1 FINDING

5.1.1 Demographic Characteristics(Personal Information)

The Study provides information about Respondents' Age of Students presents the age distribution of 160 students surveyed. The majority of respondents (32%) are aged 22-26, followed by those aged 14-18 (25%), 26 and above (21%), and 18-22 (22%). This distribution indicates that the sample is relatively balanced across different age groups, with a slight predominance of students in the 22-26 age range

The Study Provides information about Gender of Respondents of Students shows the gender distribution of the 160 students surveyed. Males constitute a larger proportion of the respondents at 63.1% (101 students), while females make up 36.9% (59 students). This indicates a notable gender imbalance among the respondents, with a higher representation of male students.

The Study Provides information about Respondents' Current Level of Education Students" outlines the distribution of the 160 students surveyed across different educational levels. The largest group, 32% (51 students), is in Form 4, followed by Form 1 with 25% (40 students), Form 2 with 22% (35 students), and Form 3 with 21% (34 students). This distribution indicates that students from all four educational levels are represented, with a slightly higher number of respondents from Form 4

The Finally Study Provides information about Type of School (Public/Private) presents the distribution of the 105 respondents across different types of schools. The majority of respondents, accounting for 63.1% (100 students), attend private schools, while 12.5% (5 students) attend public schools. This indicates a significant predominance of students from private educational institutions among the surveyed population.

5.1.2 Social Media Usage

The Study Provides information about Hours on Social Media illustrates the distribution of 139 respondents based on the number of hours spent on social media per day. Among the respondents, 0.25% (25 students) spend 1-2 hours, 0.35% (35 students) spend 2-3 hours, 39% (39 students) spend 3-4 hours, and 4% (40 students) spend less than 1 hour on social media daily. This distribution provides insights into the varying levels of social media usage among the surveyed population.

The Study Provides information about Platform Used presents the distribution of 163 respondents based on the social media platforms they use. Among the respondents, 1.0% (10 students) use Facebook, 4.0% (65 students) use TikTok, 24.0% (24 students) use YouTube, 21.0% (21 students) use Snapchat, and 13.0% (13 students) use Instagram. This distribution provides insights into the popularity of different social media platforms among the surveyed population.

The Study Provides information about Time of Day" displays the distribution of 100 respondents based on the times of day they typically use social media. Among the respondents, 1.0% (10 students) use social media during early morning hours, 4.0% (35

students) during school hours, 24.0% (24 students) after school, 21.0% (21 students) in the evening, and 20.0% (20 students) late at night. This distribution provides insights into the different patterns of social media usage throughout the day among the surveyed population

The Finally Study Provides information "Activities on Social Media" illustrates the distribution of 109 respondents based on their primary activities on social media. Among the respondents, 2.0% (20 students) engage in chatting with friends, 4.0% (30 students) watch videos and post updates/photos, 14.0% (14 students) use social media for educational purposes, and 21.0% (24 students) follow news and current events. This distribution offers insights into the diverse range of activities students engage in on social media platforms.

5.1.3 Academic Performance

The Study Provides information about Academic Performance" presents the distribution of 100 respondents based on their self-assessed academic performance. Among the respondents, 2.0% (10 students) rated their performance as excellent, 4.0% (30 students) as good, 14.0% (14 students) as average, 21.0% (23 students) as below average, and 24.0% (22 students) as poor. This distribution provides insights into the varying levels of academic achievement self-perceived by the surveyed population.

The Study Provides information about Average Grade" displays the distribution of 104 respondents based on their average grades. Among the respondents, 25.0% (25 students) received an A (85-100%), 2.0% (20 students) received a B (70-84%), 14.0% (14 students) received a C (55-69%), 21.0% (23 students) received a D (40-54%), and 22.0% (22 students) received an F (below 40%). This distribution offers insights into the academic performance levels of the surveyed population based on their grades.

The Study Provides information about "Impact Belief Social Media" outlines the distribution of 100 respondents based on their beliefs regarding the impact of social media on their academic performance. Among the respondents, 5.0% (50 students) believe that social media has a significant impact, 4.0% (40 students) do not believe it has

an impact, and 1.0% (10 students) are unsure about its impact. This distribution provides insights into the perceptions of students regarding the influence of social media on their academic performance.

The Study Provides information about "Concern Expressed" presents the distribution of 114 respondents based on their expressed concerns regarding the impact of social media on their academic performance. Among the respondents, 5.0% (50 students) are concerned that social media reduces study time, 4.0% (40 students) are concerned about it distracting from homework, 1.0% (14 students) are concerned about it causing a lack of sleep, 1.0% (10 students) consider it as a useful educational resource, and 0.05% (5 students) find it helpful for group studies. This distribution highlights various concerns related to social media usage and academic performance among the surveyed population.

The Study Provides information about "Considered Reduction" displays the distribution of 114 respondents based on whether their teachers or parents have expressed concern about their social media usage and whether they have considered reducing it. Among the respondents, 4.0% (40 students) reported that their teachers or parents have expressed concern, while 6.0% (60 students) stated that no such concern has been expressed. This distribution provides insights into the level of awareness and consideration among students regarding the concerns raised by teachers or parents regarding social media usage.

The Finally Study Provides information about "Related Activity" illustrates the distribution of 114 respondents based on whether they engage in school-related activities on social media. Among the respondents, 4.0% (40 students) reported that they do engage in such activities, while 6.0% (60 students) stated that they do not. This distribution provides insights into the extent to which students utilize social media for school-related purposes.

5.1.4 Uses of and Sleep deprivation Late-night students using social media

The Study Provides information about summarizes the responses of 160 participants to a set of statements, indicating their level of agreement or disagreement. Among the respondents, 5.0% (8 participants) strongly disagree, 0.3% (5 participants) disagree, 0.1%

(2 participants) are neutral, 43% (68 participants) agree, and 48% (77 participants) strongly agree with the statements. This distribution provides insights into the attitudes and opinions of the surveyed population regarding the presented statements.

The Study Provides information about "Time To Sleep" reveals the sleep patterns of students. It shows that 10% of students go to bed before 9 PM, 28% between 9-10 PM, 19% between 10-11 PM, 15% between 11 PM and midnight, and 10% after midnight. This distribution indicates that a significant portion of students (44%) tend to go to bed after 10 PM, which could potentially impact their sleep quality and duration

The Finally Study Provides information about "Time To Sleep" shows the distribution of students' bedtimes. It indicates that 2% of students go to bed before 9 PM, 28% between 9-10 PM, 19% between 10-11 PM, 15% between 11 PM and midnight, and 10% after midnight. This suggests that a majority of students (72%) go to bed after 9 PM, with a significant portion (44%) going to bed after 10 PM, which could affect their sleep quality and overall well-being

5.2 CONCLUSION

This Study was conducted to investigate the effect of social media on private school students' academic performance in Mogadishu Somali Especially Time spent on social media by students,,Effect of social media on students' academic performance,**Sleep deprivation** Late-night students using social media in schools in Mogadishu-Somalia the study population was involved a total Students of 500 From on students' academic performance in Mogadishu Somalia the sample size of the study was involved of 222 Papulation' of the target Students. The study was used Sloven's formula to determine the sample size of the actual respondents. Slaven's$=N/(1 + N ⟦(\propto)⟧ ^2)$Self-administered questionnaires were used in the collection of data and these were distribute to the Students. to provide answers. Data analysis was used statistical package of social science (SPSS vs 27)To determine the time spent on social media by students in secondary schools 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 TikTok You-tube

on a larger extent compared to and Face-book Most students make use platforms to discuss academic issues,

5.3 RECOMMENDATION

5.3.1 Students Especially Schools

Based to the previous result or finding the researcher is suggesting the following recommendation to students so that the researcher recommendation is,

The impact of improper use of social media by students, particularly those in school, is significant. Excessive use can lead to students wasting time that should be spent on studying, resulting in a decline in academic performance and exam results,

Additionally, excessive use of social media can harm productivity in both work and education, as it distracts the mind from important tasks, Social media is a double-edged sword; its impact depends on how you use it. It offers various platforms, each serving different purposes. For example, educational platforms like YouTube provide a wealth of knowledge on any subject you need.

To mitigate these issues, it is essential for parents to monitor their children's social media use and encourage responsible and limited usage. Therefore, students, I encourage you to use social media wisely and sparingly, ensuring it doesn't harm your studies or personal life.

5.3.2 Future Researchers

The Impact of Social Media on Children, Adolescents, and Families

The Impact of Social Media on Learning Behavior for Sustainable Education: Evidence of Students from Selected Universities

The effect of social Media in the Classroom problems

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