Impact of Social Media on Education and Students in Somalia: A Comprehensive Overview

IJHS

Hamze Osman Gure	M. Phil Scholar, Riphah Institute of Public Policy, Riphah International University Islamabad crguure2017@gmail.com
Dr. Sheikh Waleed Rasool	Professor, Riphah Institute of Public Policy, Riphah International University Islamabad waleed.rasool@riphah.edu.pk

Abstract: *This study examines the significant impact of social media on Mogadishu, Somalia's educational system. In today's fast-paced world of advancing communication technologies, social media has become a key influencer in various aspects of society, particularly education. Drawing on data from a well-designed survey distributed to students at seven public and private universities in Mogadishu, this research delves into the intricate relationship between social media usage and academic performance. The findings reveal a dual effect of social media: while it enhances collaboration and facilitates access to learning materials, it also poses challenges in maintaining focus and leads to distractions from academic tasks. The study indicates that 29% of students experience a noticeable decline in concentration, whereas 37% of students acknowledge an increased availability of educational resources. To minimize adverse outcomes, the research highlights the importance of integrating social media into educational settings in a balanced manner and supports digital literacy programs, critical thinking development, and community engagement. The results offer evidence-based recommendations for harmonizing the impact of social media with educational goals to enhance academic success and social welfare in Somalia.*

Keywords: Social Media in Somalia, Education in Somalia, Student Addictions, Social Media Sites

Introduction

The present epoch of the globe is making significant advancements in communication technology, and its potential is vast soon (Chang, Tu, & Hajiyev, 2019). Internet user communication allows individuals to engage with businesses or individuals on a personal level (Gómez-Fernández & Mediavilla, 2021; Nwankwo & Ukhurebor, 2020).The internet and artificial intelligence are fundamental to the contemporary era's social, cultural, and economic dimensions, as well as to the demographic makeup of nations, by eliminating boundaries related to religion, caste, and race.

Similarly, the global demographic period is fully incorporated into several aspects of society, including business, social, and personal domains. The fundamental element of any worldwide civilization is the widespread sharing of everyday rumors and the cultivation of more robust interpersonal connections through online forums and groups.

An advantage of the growth in information tech nology is that it enables individuals from divers e communities to have a good understanding of the problems, events, and challenges in many c ultures throughout the world (Zhouu et al., 202 0).The social and economic aspects of society

have changed due to the current digitalization of citizen-focused elements. The emergence of huge tech businesses and Silicon Valley's rapid expansion resulted in significant advancements in mobile applications and other electronic devices. The advantageous effects of technological advancements in the digital world are widely acknowledged, but it is crucial to closely examine the bad aspects to foster favorable outcomes in society (Gómez-Fernández & Mediavilla, 2021; Ladrón et al., 2022).

The promotion of globalization by social media has resulted in significant societal, economic, and cultural changes. Social media and the internet facilitated cross-cultural connections and contributed to the advancement of technology. The internet facilitates social networking through many platforms including as Facebook, X, WhatsApp, WeChat, and Snapchat, among others (Çebi & Güyer, 2020; Chang et al., 2019; Castellacci & Tveito, 2018; Feng & Wong, 2019; Fernández-Gutiérrez et al., 2020; Hou et al., 2021). The progress in technology and communication has impacted the developing nations (García-Martín & Cantón-Mayo, 2019).

Approximately 3.5 billion individuals, which accounts for almost half of the global population of 7.7 billion, actively engage in social media. (Peter Dizikes, 2020). Currently, social media platforms are generating fresh revenue for several areas of the economy, beginning with efficiently managed firms and artisanal products. In the rapid progression of technology, the development of websites and other apps facilitated corporate growth through novel online communication channels. Social networking applications on these platforms have evolved over time. These platforms have made significant contributions to the enhancement of education and entertainment on a worldwide scale. In contrast, social media users who are linked have played a role in fostering worldwide opportunities, facilitating the exchange of information and communication, and enabling global networking. The area of education has a significant impact worldwide, especially in countries such as Somalia where literacy rates

often do not meet expectations. Web sites and online apps accessed through internet links are the primary means of acquiring knowledge. Additionally, social media platforms are extensively utilized in the present period, and these resources are accessible to students (Castellacci & Tveito, 2018).The diversified nature of social media and the comprehensive description of its various uses and exploration engine in this article have positively impacted opinions in nations with low literacy rates, such as Somalia. The limited levels of literacy in developing nations result in a lack of complete presence of positive attitudes in these countries. This case pertains to the adverse impact of social media on schooling. Five key variables, including business, health education, business, and disaster management, exert a substantial influence on social media. Students utilize these platforms to actively participate in academic activities during the declining period, based on the social and economic factors that are mostly influenced by Western societies. The article's subsequent part elucidates the substantial correlation between social media platforms and education (Kubey et al., 2001). Internet accessibility is beneficial for Somali women and men at distinct stages of their academic journeys. The academic performance is improving as a result of the progress in teaching methods and the optimization of the teaching and learning processes (Gómez-Fernández & Mediavilla, 2021; Kates et al., 2018; Ladrón et al., 2022; Liu et al., 2017).The COVID-19 epidemic had a notable influence on the correlation between individuals who were linked through social media and their academic performance. Students have access to both recreational and instructional resources. Social apps play a crucial role in enhancing education during the COVID-19 situation. YouTube and other applications played a significant role in schooling. Most people in this situation hold the belief that social media platforms provide a good contribution to the enhancement of Somalia's academic and educational sectors.

The structure of the questionnaire is provided through the application. This article examines the impact of social media on several

demographic groups in Mogadishu, Somalia, using data and analysis that interview designed research method.

This article seeks to analyze patterns and trends in social media consumption to offer a more comprehensive understanding of its consequences. The conclusion offers empirically supported recommendations to mitigate the adverse effects of social media on Somalia's educational system. By employing this communication power tool in a balanced manner, its influence may be better aligned with educational aims and social well-being. This can be achieved by proposing solutions and interventions.

Problem Statement

This study investigates how social media usage impacts Somalian students' education. Understanding social media's effects on students' academic performance, learning opportunities, and social and psychological well-being is essential given the surge in its use. The objective is to ascertain the advantages and obstacles that social media poses within the educational system of Somalia.

Objectives of the Study

1. Assess how social media usage affects the educational achievements of students in Somalia, including potential benefits and drawbacks.

2. How students engaged in social media during schedule classes.

3. To determine is social media effected the student's concentration from their studies.

4. To analyze the influence of social media on different levels of education.

Literature Review

The article's section covered two things. The initial phase involves analyzing and clarifying the fundamental elements of social media and its related platforms. The primary inference is that utilizing these technologies necessitates a fundamental understanding of the significance of digitizing communications. The subsequent phase, predicated on this paper, entails establishing a correlation between the use of social media by Mogadishu, Somalia students and their academic achievement. To assess the beneficial impact of social media on students' academic accomplishment or performance, educational institutions need to have knowledge about the function of social media (Ladrón et al., 2022). This article further examining how social media utilizes the demographically and dynamically exposed connection between these online platforms and Somali students. The correlation between social media usage and student behavior in society is significant. The increased utilization of social media in recent years has adversely affected students' professional prospects (Chang et al., 2019; Ladrón et al., 2022).

### a) Conceptualization: the basic understanding of social media.

The social media application's online platforms attracted tutors, professors, and other students due to its provision of high-quality academic resources, information, and help. The references used are Fernández-Gutiérrez et al. (2020), García-Martín & Cantón-Mayo (2019), and Gómez-Fernández & Mediavilla (2021). Digital communication technologies, when integrated with social media, have played a crucial role in the promotion, improvement, and generation of income in small and medium-sized enterprises (Kikawa et al., 2022). Social media platforms are very efficient channels for spreading messages, utilizing various advertising tactics to achieve significant advantages. In the field of education, the influence of social media is undeniably revolutionary. According to Dennen et al. (2020), popular social media platforms like Facebook, WhatsApp, and YouTube play an active role in spreading information worldwide, rather than just being vehicles for communication. The students have established several social media profiles on different platforms for educational purposes and to acquire knowledge and information for academic reasons. However, most students have utilized these accounts for unwanted actions. In this scenario, social media has engendered detrimental dependencies, leading to compromised educational experiences (Nneji, et

al., 2022; Oche & Aminu, 2010).The shift from individual, teamwork, or organizational limitations to an approach that promotes learning and information sharing is another way in which the development of digital technology transforms the overall structure of an organization, moving from traditional methods to communication based on technological advancements. Social media has a significant impact on transforming educational settings, surpassing its original purpose as a basic means of conveying knowledge. Social media facilitates collaborative and cross-cultural connections between educators and learners, breaking down conventional barriers to education. The proximity of social media platforms has enhanced interaction and collaboration between educational institutions and students in the local area. The educational system's encouragement of the transition from conventional to digital growth demonstrates the important impact it has on current educational paradigms. The impact of social media on the worldwide globe is growing and causing a shift in how individuals, corporations, and educational institutions interact with the digital environment (Abbas & Abbas, 2023). The enhancement of social media in education through institutional means. Social media facilitates the dismantling of traditional obstacles to education by creating a platform for collaborative and intercultural exchanges between educators and learners.

b) **Influence of social media on the education and students of** Mogadishu, Somalia**.**

As previously said, there is a sense of disruption regarding the impact of social media on the education industry. The students are well knowledgeable about the teaching and learning activities as well as the opportunities offered by social media and networking sites (Ladrón et al., 2022).Findings of the (Ullah, A et al., 2024) revealed that out of 350 participants only 18 uses Facebook, 31 uses Instagram, 19 entertain with TikTok, uses YouTube for entertainment and online lectures 20 and uses WhatsApp for mode of communication only 3. An exemplary illustration is the staggering number of active Facebook users, which stands at about one billion according to Statistics data from 2023. Furthermore, Schneider's research from 2009 reveals that a significant 85% of undergraduate students consistently engage with this social networking site. Social media platforms revolutionized the dissemination of educational information and highlighted distinct disparities across different media platforms, hence affecting students in varying ways. As a result of the essay-like method of accessing these apps, followers rapidly transition from academic learning to non-academic pursuits such as playing games and watching films. The kids are solely connected for the purpose of discussing day-to-day activities, moments, and events, rather than engaging in significant academic debates and learning experiences related to their school courses (Azizi et al. (2019 and Liccard et al. 2022). Conversely, the most widely used platforms have been associated with a substantial decrease in grade point averages (GPAs). The students' scholarly involvement on these platforms is commendable (Tafesse, 2020).
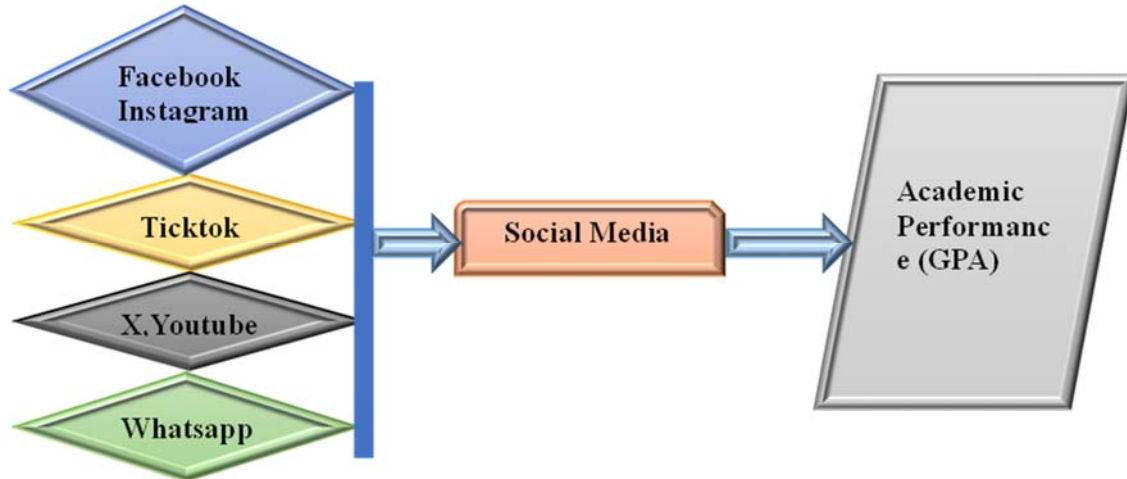
Figure. Social media and its applications towards the Academic Performance (GPA)

c) Research Design and Methodology.

The primary focus of this article is a meticulously designed questionnaire aimed at assessing the impact of social media on specific pupils, with a special emphasis. The decision to use questionnaires as the primary method for data collection is based on the recognition of their efficacy in research that involves surveys, observations, and interviews. The survey conducted included a large population (Castellacci and Tveito, 2018). The descriptive technique was chosen due to its suitability for this investigation. Research includes the students from seven public universities that are participating in the Somalia 2022-23 session. The total number of students in this sample is 2000. The school selection and student selection in this study were conducted using random simple processes, as well as random simple size selection. This approach was employed to guarantee the equitable distribution of populations and minimize the potential for bias in the selection and gathering of data. The questionnaire crafted with a variable nature, seeking to extract nuanced information that goes beyond surface-level insights. The interview sessions with Somali students centered on key inquiries that sought to capture their perspectives and insights. The questioners in these guidelines are intended to be variable in nature, making them easy to identify and analyze. The goal is to extract information that is nuanced and goes beyond superficial insights. Students try to capture Somia's perspectives and insights by countering the inquiry factor during the interview. In this connection, these questions more indication the question such as based through based on your experiences,

Sr NO	Questionnaires
1.	What is your level of educational attainment?
2.	Which social media platforms do you regularly engage with?
3.	What is the primary purpose for which you use social media? And how frequently do you utilize social media for the following purposes?
4.	What positive contributions do you attribute to social media in the realm of education?
5.	Based on your experiences, what negative consequences do you associate with the impact of social media on education?
6.	How has the incorporation of social media affected your capacity to concentrate on educational tasks or coursework?

7.	In what ways, if any, has your academic performance been influenced by your use of social media?
	From your perspective, do you perceive social media as having a detrimental impact on the quality of educational content?
8.	Have you found social media to be a valuable resource for accessing educational materials and information?
9.	Do you establish limitations on your usage of social media during study sessions or coursework?
10.	Do you engage with social media platforms during scheduled class hours?

The first questions raised by the students and the student interviews were thoughtfully planned and structured to cover a range of topics regarding their backgrounds, viewpoints, and attitudes. These inquiries and student interviews aim to elucidate the article's objectives, which include providing readers with a thorough grasp of the distinct viewpoints and difficulties encountered by Somali students, as well as insights into their educational experiences, social media usage, and the effects of these interactions on their academic pursuits.

1. Data Presentation and Analysis

This section of the study presents and analyses data from an online research study that primarily focuses on Mogadishu, Somalia students. The meticulously collected data is presented in tables and figures, creating a visual story that deepens our investigation into analysis.
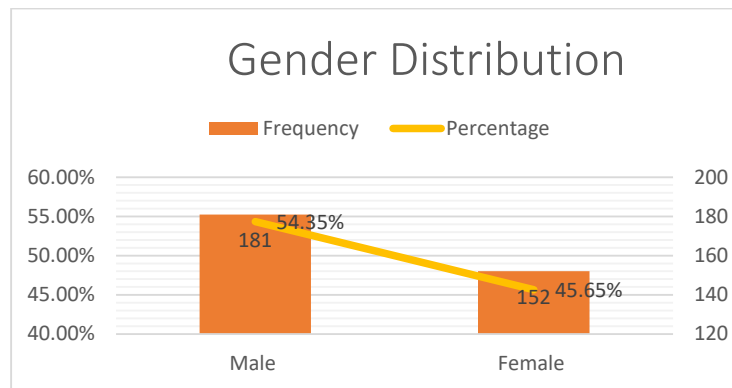
1.1 PRESENTATION AND FINDINGS

The followings responses were gathered from the students of Mogadishu, Somalia.

Table 3.1.1 Gender Distribution

| Gender	Frequency	Percentage
Males	181	54.35%
Female	152	45.65%
Total	333	100.00%

Source: Collected Data

Source: Table 3.1.1

The table and graph indicate that the number of male respondents were 54.35 percent while the female respondents were 46.65 percent.

Table 3.1.2 AGE DISTRUBTION

| Age Group	Frequency	Percentage
Age between 14-18	139	41%
Age between 18-22	120	35%
Age Above 22	33	9.90%
Others	42	14.10%

Source: Collected Data
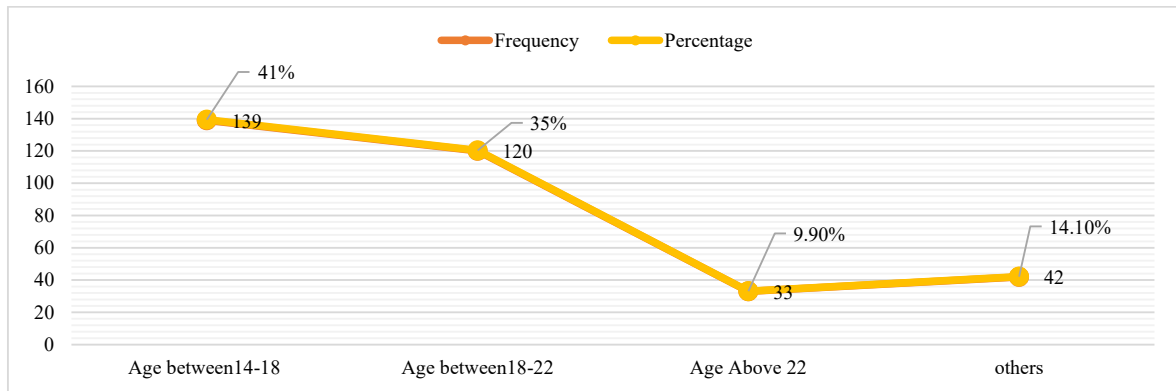
Source: Table 3.1.2

The table and chart depict that 41 percent of the respondents were between age fourteen and eighteen while 35 percent of respondents were between age eighteen and twenty-two. Moreover, around 10 percent were above age twenty-two and 14 percent did not specify their age.

Table 3.1.3 Education Distribution

Qualification	Frequency	Percentage
Primary School	119	35.73%
Secondary School	112	33.63%
University	102	30.63%

Source: Collected Data

## Influence of Social Media on Different Levels of Education
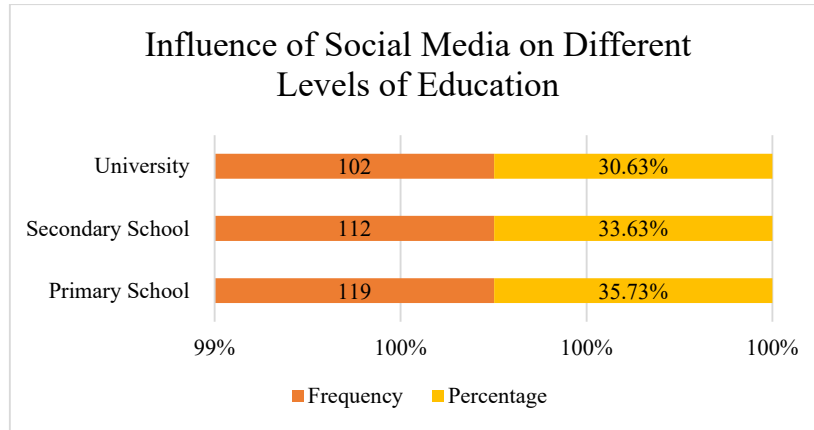
Source: Collected Data

The education level of respondents was comprised of three groups. As it is depicted in the table 3.1.3 and consequents bar chart, primary school respondents were 35.7 percent, while secondary school respondents were 33.63 percent and students that are currently enrolled in universities for graduation comprised of 30.63 percent.

Table 3.1.4 Users of Different Social Media Platforms

Sites	Frequency	Percentage
Facebook	57	17.11%
TikTok	51	15.31%
Instagram	49	14.71%
WhatsApp	34	10.21%
Facebook, Instagram, TikTok, WhatsApp, YouTube	124	37.26%
X (Twitter)	7	2.10%
YouTube	11	3.30%

Source: Collected Data
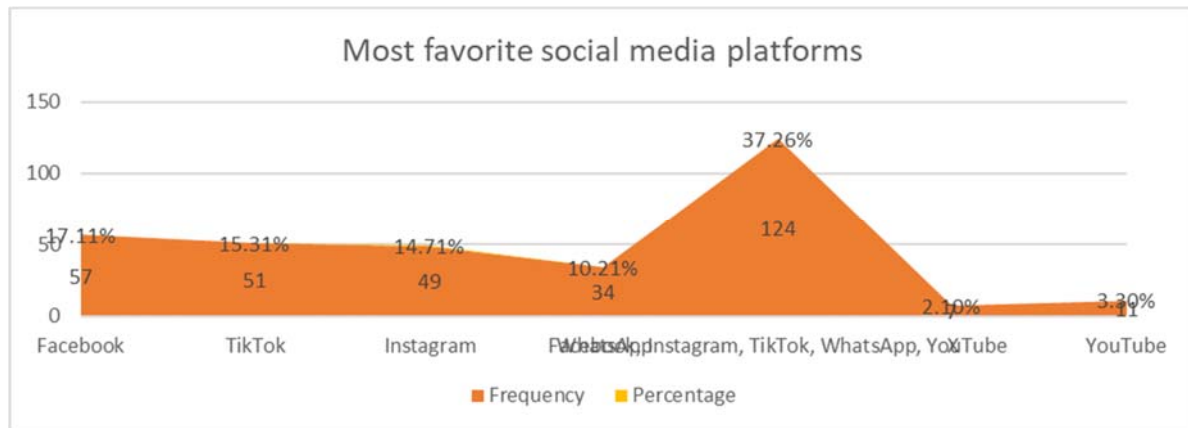
Source: Table 3.1.4

From Table 3.1.4 it was clearly understood that 37.26 percent uses Facebook, Instagram, TikTok, WhatsApp and YouTube. In addition to that the most favorite social media platform marked by Somali students was Facebook while the least favorite was X (formerly called

Twitter).

Table 3.1.5 Exploring the Profound Purposes: Understanding the Dynamics of Social Media Platforms' Usage among Somali Students

Purpose of Usage	Frequency	Percentage
Education purpose	84	25%
Education purpose, Entertainments	36	10.77%
Online courses and tutorials	41	12.27%
Education purpose, Entertainments, Online courses and tutorials, Collaborative projects with peers	1	0.29%
Education purpose, Communicating with educators and classmates	7	2.09%
Others	164	49%

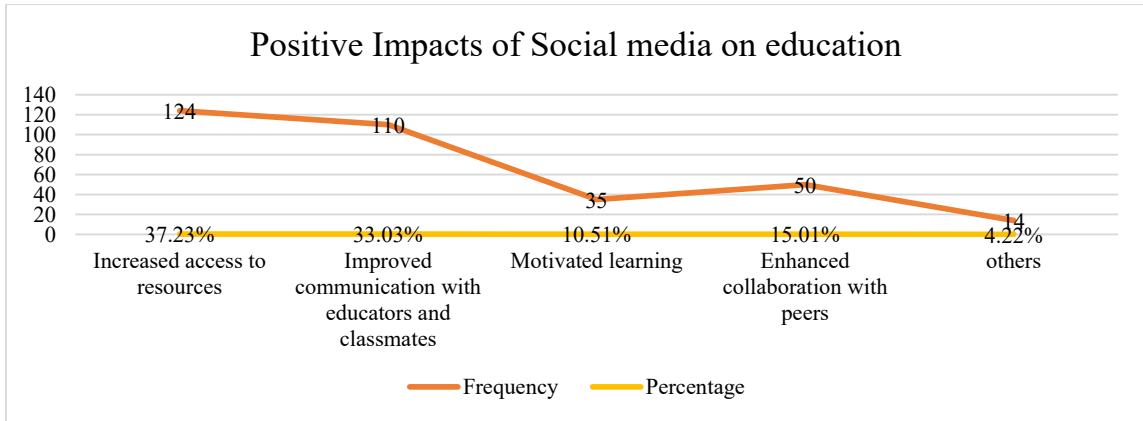**Source: Collected Data**
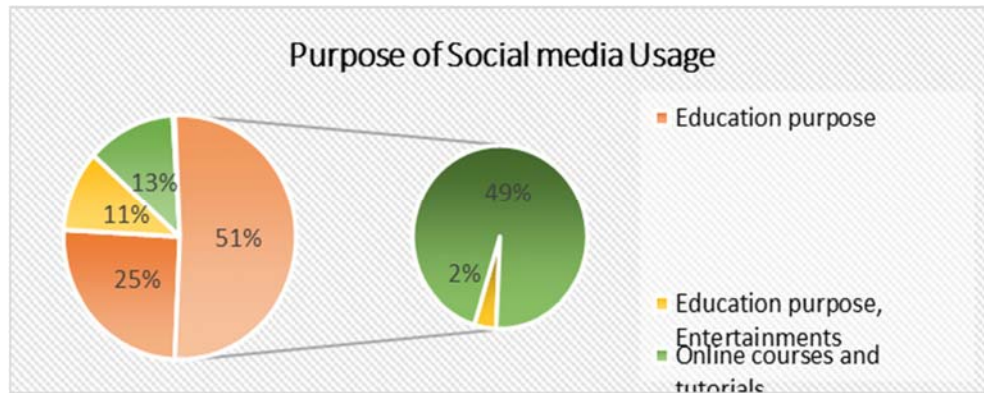
Source: Table 3.1.5

From the data of Table 3.1.5 only 25 percent of Somali student who responded to the questionnaire use social media for educational purposes. On the contrary 49 percent uses social media for other activities besides entertainment, collaboration with peers and communication.

Table 3.1.6 Positive impacts of social media on Students of Mogadishu, Somalia?

Positive impacts of Social Media users	Frequency	Percentage
Increased access to resources	124	37.23%
Improved communication with educators and classmates	110	33.03%
Motivated learning	35	10.51%
Enhanced collaboration with peers	50	15.01%
Others	14	4.22%

Source: Collected Data

## Positive Impacts of Social media on education

Source Table 3.1.6

According to the collected information merely 37.23 percent of respondents found the usage as an enhancement to resources and 33.03 percent of respondents found the usage as a tool which has improved communication with classmates. Only 10 percent believed that social media has motivated them towards learning.

Table 3.1.7 the negative impacts of social media on education?

Negative Impacts	Frequency	Percentage
No effect	92	27.63%
Significantly decreased focus	97	29.13%
Slightly improved focus	29	8.70%
Significantly improved focus	24	7.21%
Significantly increased focus	91	27.33%

Source: Collected data

Negative Impacts of Social media
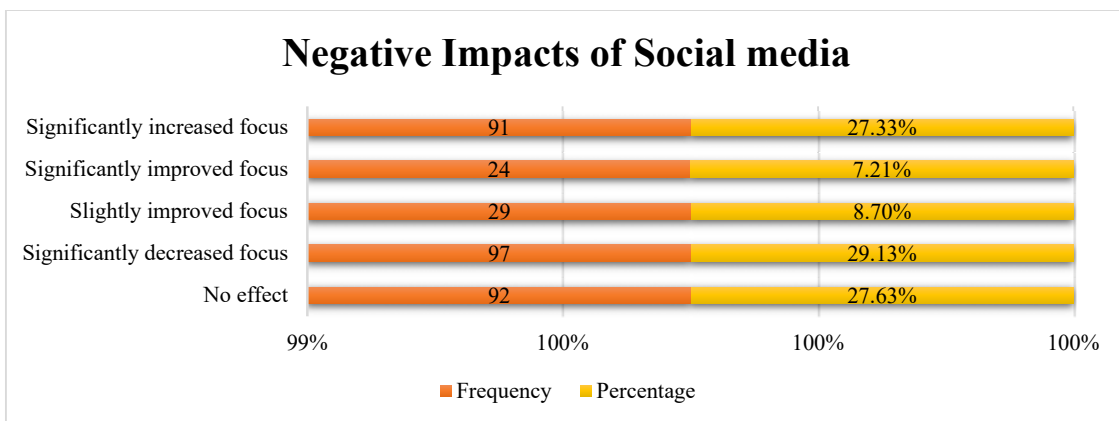
Source: Table 3.1.7

The adverse effects of social media on Somali students were diverse. A notable 27 percent reported no impact on their lives, while 29.13 percent noted a considerable decrease in their focus levels due to the pervasive use of social media. In contrast, approximately 9 percent experienced a slight improvement in focus, and 7.2 percent believed their focus had significantly improved.

4. Analysis of the Data:

4.1 A brief synopsis of collected Data

The various educational institutions for well-established families in Mogadishu, the capital of the Somila people was the focus of the data collecting. Male and female pupils were divided into two primary categories. Most respondents to the questionnaire were male. The effect of social media is clearly visible from the responses of 54 percent of male participants and 46 percent of female participants who completed the surveys. High schools, which enroll pupils aged fourteen to sixteen, utilize social media platforms. The bulk of responders, around 42%, are between the age ranges of fourteen to eighteen. The age cohort between eighteen and twenty-two has a significant prevalence of regular usage of social media. Approximately 35% of the participants belong to this category. In addition, 10% of those who use social media are under the age of 22. Social media has an equal impact on individuals of all age groups, ranging from elementary school students to college students and beyond. The Facebook application constituted the bulk of web traffic. A small minority of respondents, however, limited their usage to a single platform and abstained from using any others. 40% of the participants regularly utilize Facebook, Instagram, X, YouTube, and WhatsApp. The impact of social media is not consistent; 37% of participants reported seeing a substantial increase in accessible resources after using different social media sites. Similarly, 33% of participants expressed that the use of Facebook and other platforms has diminished the prevalent communication divide. Similarly, 11% of participants believe that mobile applications are mostly beneficial for educational purposes. In contrast, around 8% reported an enhanced ability to concentrate, while 27% saw a notable improvement in their attention. In contrast, 27% of participants said that social media did not have a noteworthy influence on their academic skills. Nevertheless, a total of thirty percent of respondents reported a decrease in their ability to concentrate.

4.2 Critical analysis of the collected data.

There is an evident disparity in gender representation in the data analysis, with 46% of respondents identifying as female and 54% as male. This implies that there might be variations in the way individuals of various genders utilize social media. The age range of fourteen to eighteen has the highest percentage of responders, accounting for 42%, indicating that teens are indeed heavy users of social media, as often believed. In contrast, a mere 10% of those aged 22 and above indicated their use of social media. This implies that as individuals age, their preferences may shift or their enthusiasm for social media may wane. Facebook is the platform with the greatest number of visitors, and the data shows that around 40% of respondents utilize several platforms, indicating a user base that utilizes more than one platform. The respondents' reports on the influence of social media on education indicated a diverse variety of experiences and perspectives on its impact on academic performance and abilities at different educational levels. Out of them, 33% indicated a notable decline in concentration, whereas 37% reported beneficial outcomes such as enhanced resources and decreased communication gaps.

Recommendation:

According to this article, data analysis has shown a decrease in the utilization of social media in the education sector, and it has been found that social media has a negative impact on the Mogadishu, Somalia educational system. Based only on the information provided in this article, it is possible to propose several measures to mitigate the adverse impact of social media on education in Somali institutions. The focus of the Mogadishu, Somalia Education Institution was to develop and enhance educational courses aimed at improving digital literacy, specifically targeting individuals between the ages of fourteen and eighteen. The impact of social media on the cognitive development of young individuals has been reduced, while simultaneously improving the overall social framework. Additional digital literacy activities might be initiated, accompanied by a comprehensive strategy to assist young individuals in exhibiting greater responsibility

and understanding the inherent risks that social media platforms pose to the social and cultural domains. Another crucial phase is formulating the essential curricula and placing significant emphasis on fostering students' critical thinking abilities. Furthermore, to underscore the importance of social media in the lives of students and educators, it is imperative to convene with persons who have similar interests and experiences, regardless of their backgrounds. Seminars and workshops can facilitate discussions among students on the merits and drawbacks of social media platforms. The objectives of these seminars and workshops should be focused on fostering both academic and personal development. In addition, this area proposes the organization of workshops, seminars, and other relevant activities. Crucially, educators and parents may work to foster transparent communication on the effects, whether beneficial or detrimental, on the pupils. The collaboration between the community, educators, and parents may facilitate the identification of the outcome and promote consciousness and discourse on the beneficial impacts of social media, mental health assistance, education, as well as the detrimental consequences. Furthermore, extracurricular activities might function as a handy alternative to students' excessive reliance on social media by encouraging face-to-face social contacts. For the institution to adopt this sort of project, it is crucial that the younger generation be knowledgeable about the many uses of digital media and its advantages and disadvantages for society, both in the online and offline realms.

Conclusion

The main objective of this article is to identify the impact of social media on the social and cultural traditions of the home nation, specifically focusing on Mogadishu, Somalia. It also aims to shed light on the social structure and diverse cultural and social environment. This article acknowledges the increasing number of individuals who are linked through social media and highlights the rapid transformation of the composition and organization of every country due to the internet and its social media apps. Using social media, we possess the ability to

modify and universalize the social and economic frameworks of the globe. Social media is a potent instrument for spreading information and facilitating swift contact, providing worldwide chances. While social media is a powerful tool that has more benefits in Western countries, it also poses more threats and challenges in developing nations. Due to their current stage of development and comparatively lower literacy rates, social media platforms are also beneficial. The adverse impacts of social media usage on education encompass potential distractions and a decline in academic performance. The data analysis identified a strong correlation between academic performance and an excessive dependence on social media, as recognized in the paper. The article defines the limits of the accepted behavior in society and explores the distinct groups within society. It also offers a detailed comprehension of the diverse ways in which social media apps have influenced the social domain. It is derived from the country of Somalia and its population characteristics. This article utilizes well-organized approaches, such as structured questionnaires and quantitative and qualitative analysis techniques, to enhance the findings and reveal the specific ways in which social media affects different societal groups in their respective contexts, as well as its influence on education in Mogadishu, Somalia. To achieve academic objectives and enhance societal welfare in countries such as Somalia, it is recommended that a harmonious incorporation of social media be established.

References:

Abbas, H., & Abbas, H. (2023). Rise of social media and its Impact on Global Communication. Daily Times. https://dailytimes.com.pk/1148420/rise-of-social-media-and-its-impact-on-global-communication/

Azizi, S., Soroush, A., & Khatony, A. (2019). The relationship between social networking addiction and academic performance in Iranian students of medical sciences: A cross-sectional study. BMC Psychology, 7(28), 1-8.

https://doi.org/10.1186/s40359-019-0305-0

Castellacci, F., & Tveito, V. (2018). Internet use and well-being: A survey and a theoretical framework. Research Policy, 47(1), 308–325.https://doi.org/10.1016/j.respol.2017.11.007.

Çebi, A., & Güyer, T. (2020). Students' interaction patterns in different online learning activities and their relationship with motivation, self-regulated learning strategy and learning performance. Education and Information Technologies, 25(6), 3975–3993.https://link.springer.com/article/10.1007/s10639-020-10151-1.

Chang, C.-T., Tu, C.-S., & Hajiyev, J. (2019). Integrating academic type of social media activity with perceived academic performance: A role of task-related and non-task-related compulsive Internet use. Computers &Education, 139,157–172.http://dx.doi.org/10.1016/j.compedu.2019.05.011

Dennen, V. P., Choi, H., & Word, K. (2020). Social media, teenagers, and the school context: a scoping review of research in education and related fields. Educational Technology Research and Development, 68(4), 1635–1658. https://doi.org/10.1007/s11423-020-09796-z

Dizikes, P. (2020, September 24). Hype Machine: MIT study of 126,000 stories on social media finds the truth is in jeopardy. MIT News. https://news.mit.edu/2020/hype-machine-book-aral-0924

Fernández-Gutiérrez, M., Gimenez, G., & Calero, J. (2020). The use of ICT in education leading to higher student outcomes? Analysis from the Spanish autonomous communities. Computers & Education, 157(103969). https://doi.org/10.1016/j.compedu.2020.103969

García-Martín, S., & Cantón-Mayo, I. (2019).

Use of technologies and academic performance in adolescent students. Comunicar, 59, 73-81. https://doi.org/10.3916/C59-2019-07

Gómez-Fernández, N., & Mediavilla, M. (2021). Exploring the relationship between information and communication technologies (ICT) and academic performance: A multilevel analysis for Spain. Socio-Economic Planning Sciences,77(101009). https://doi.org/10.1016/j.seps.2021.101009

Kikawa, C., Kiconco, C., Agaba, M., Ntirampeba, D., Ssematimba, A., & Kalema, B. M. (2022). Social media marketing for small and medium enterprise performance in Uganda: A Structural equation model. Sustainability, 14(21), 14391. https://doi.org/10.3390/su142114391

Kubey, R., Lavin, M., & Barrows, J. R. (2001). Internet use and Collegiate Academic performance decrements: early findings. Journal of Communication, 51(2), 366–382. https://doi.org/10.1111/j.1460-2466.2001.tb02885.x

Olorunnisola, A. A., & Douai, A. (2013). New media influence on social and political change in Africa. In Advances in human and social aspects of technology book series. https://doi.org/10.4018/978-1-4666-4197-6

Statista. (2023, November 9). Facebook: quarterly number of MAU (monthly active users) worldwide 2008-2023. https://www.statista.com/statistics/264810/number-of-monthly-active-facebook-users-worldwide/

Sultana, T. (2016). Social media in developing countries: A literature review and research direction. Unimib. https://www.academia.edu/22020877/Social_Media_in_developing_countries_A_literature_review_and_research_direction

Tafesse, W. (2020). The effect of social

networking site use on college students' academic performance: the mediating role of student engagement. Education and Information Technologies, 25(6), 4747–4763. https://doi.org/10.1007/s10639-020-10162-y

Ullah, A., Kanwal Islam, Asghar Ali, & Mehranullah Baber. (2024). Assessing The Impact of Social Media Addiction on Reading Patterns: A Study of Riphah International University Students. *INTERNATIONAL JOURNAL OF HUMAN AND SOCIETY*, *4*(1), 1250-1262. Retrieved from https://ijhs.com.pk/index.php/IJHS/article/view/513

Why social media has changed the world — and how to fix it. (2020, September 24). MIT News|Massachusetts Institute of Technology. https://news.mit.edu/2020/hype-machine-book-aral-0924

Zhou, D., Liu, J., & Liu, J. (2020). The effect of problematic Internet use on mathematics achievement: The mediating role of self-efficacy and the moderating role of teacher-student relationships. Children and Youth Services Review, 118(105372). https://doi.org/10.1016/j.childyouth.2020.105372

Zou, Y., Xia, N., Zou, Y., Chen, Z., Wen, Y. (2019). Smartphone addiction may be associated with adolescent hypertension: Across-sectional study among junior school students in China. BMC Pediatrics, 19(1), 310.https://doi.org/10.1186/s12887-019-1699-9

Drew. J. C., Hardman, M., & Hosp, J., (2008).Designing and Conducting Research in Education, Sage Publications.

Drew. J. C., Hardman, M., & Hosp, J., (2008).Designing and Conducting Research in Education, Sage Publications.