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RESEARCH ARTICLE

THE IMPACTS OF SOCIAL NETWORKS ON STUDENTS' ACADEMIC PERFORMANCE: CASE STUDY FROM UNIVERSITY OF SOMALIA IN MOGADISHU-SOMALIA

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ABSTRACT

This research analyzes the impacts of social networks on students' academic performance. In this study, the researchers conducted Correlation research design with quantitative approach to accomplish research objectives. The research conducts a primary data and used questionnaire as method of collection. The target population of this study based on the students of two faculties of university of Somalia students with a simple size of 77 respondents. The data was taken from respondents through questionnaire, and the data was analyzed by SPSS version 20. The study determined that Face book usage has weak negative relation with student's academic performance. Research of this study recommends that students are better to pay attention to their educational related issues for face book. It's important for students to have a schedule to differentiate the time they spend on using Face book and the times they give for their related courses Researchers also suggested Since Face book become most important tool. It is better for students to be aware of its risks and use wisely and know more about its advantages and disadvantages

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INTRODUCTION

Social Network has great history; it is one of the sources of internet that is believed to be one of the most important outcomes of cold war. Sometimes quite back history, The world's first artificial satellite, the Sputnik 1, was launched by the Soviet Union in 1957, In response to the launch of Sputnik, the US Department of Defense issues directive establishing the Advanced Research Projects Agency (ARPA). The organization united some of America's most brilliant people, who developed the United States' first successful satellite in 18 months. Several years later ARPA began to focus on computer networking and communications technology. (Oct 9th 2014). Contemporary study has stated that Malaysians are fervent adopters of social networking sites. Malaysians are big on MySpace and also Fraudster. They are also among the most creative of Bloggers, reportedly among the first three global on Blogger.com. The top social network site that Malaysians were found to support mostly is Face book .The number of Malaysians signing up with Face book on a monthly basis is well over 100,000, this is according to current study. This is in addition to the 1.4 million Malaysians who are already on the account of the network. On Face book, Malaysians are actively networking with one another on social groups, causes and pages. It has become an acceptable tool to promote or share just about anything (Helou et al., 2012).

The study made in Sri Lank found the correlation between social media usage and academic performance. Most of the heavy or frequent users received low grades, compared to light users. By considering Test Cases made there was a significant However, the unexpected finding was that there were numerous positive usage of Face book still employed. future they In expect to expand the positive usages of Face book among university students which help them to increase their academic performance. Difference in Grade Point Average between those considered to be heavy or frequent users of social media and those considered to be light or occasional users. As they employ more time on Face book, there should be a significant decrement in performance. The results of the study indicate that time and the frequency of using Face book were predictors of academic performance. In addition, it could predict the quality of life as well (Thuseethan, Kuhanesan, 2014). In May 2014 a study made in Ethiopia indicates that Higher education institutions have blocked Face book because they fear that time spend on Face book might affect academic performance of students but the result of the study clearly shown that there is no relationship between time spent on Face book and student academic performance. Based on this finding, blocking Face book is not solution because students can easily access Face book by their mobile phones and using mobile phone to access Face book might have created a problem on their academic performance by fostering students engaged in multitasking activates. The result of the study also indicated that there is a negative moderate and significant

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relationship between using mobile to visit Face book and student GPA. Therefore, it is highly recommendable that higher education institutes like: Universities, Colleges should foster students to use face book for educational purpose by providing proper arrangements and training rather blocking the site (Negussie, Ketema, 2014). In Somalia our best awareness i did not get any study which relates to the impacts of Face book usage on academic student's performance that is one of the reasons i prefer to write about this topic and studies suggest making further research about this topic. "Social network sites are web based services that enable individuals to construct a semi-profile within a bounded system, articulate a list of other users with whom they share connection with, views and go through their list of connections and those made by others within the system, although the nature and nomenclature of these connections has variation" .Social Networks as a means that operates mobile and web-based technology to construct a public and individual profile that enables them to communicate and share information. Social Networks has number of definitions but the literal definition given to it by the scholars of social Networks include social Network refers to wide range of internet based and mobile service that allow users to participate in online exchanges, contribute user-created content or join online communication (Dewing, 2012). Social networks (SNs) are dedicated websites or other applications which enable users to communicate with each other by posting information, comments, messages, images, etc. Today, more than ever before, people are finding ways to connect with friends, family members, co-workers, classmates, and those they have just met using social networking site (Elhuda and Dimetry, 2014)

Literature review

According to (KORE, 2014) in his research tried to examine the students use of social networking sites and their perceptions about the effects of the use; the case of selected Adama preparatory schools. The study started with the research questions concerned with the how, and the why use of social networking sites, the effect of social networking sites, the effect or the role of teachers. In order to carry out the stated objectives or questions of the research, both qualitative and quantitative data were collected from sample social networking sites users of Hawas, and then analyzed the data through descriptive statistics, such as, percentage, cross tabulation, frequency, and chi square test of association. The finding shows the majority of the respondents were using SNS registering on two social networking sites account. And students commonly involved on SNS through the use of face book. Hence that face book identified the major SNS preference of the students. Moreover, the greater part of the students were using SNS spending 1-2 hours a day on average for academic use and less than an hour a day on average for non academic use. This study examined the relationship between face book practices on academic performance of students. A cross- sectional survey was conducted from March 2012 to March 2013 in Jimma University and 490 postgraduate students were participated in this research. The data were collected using a pre-tested structured self-administrated questionnaire. The result was analyzed in terms of descriptive statistics followed by inferential statistics. The results indicated that there is no significant relation between usage time and frequency of login face book with student GPA. Based on this finding, blocking face book is not solution

because students can easily access face book by their mobile phones and using mobile phone to access face book might have created a problem on their academic performance by fostering students engaged in multitasking activates. The result of the study also indicated that there is a negative moderate and significant relationship between using mobile to visit face book and student GPA (Nebiat Negussie, 2014). Recalling what has been written in(Aida Abdulahi, 2014)where the authors wrote huge research about to identify the negative effects of social network sites such as Face book among students University scholars. The researcher distributed 152 surveys to students of the chosen university to examine and study the negative effects. They using survey questionnaire measures academic performance, health threat, privacy and security issues and lastly Face book such time spent online using Face book. The findings and analysis shows that the researcher rejects the null hypothesis for all the three hypotheses. Which means that there is a relationship between students' performance a d using SNS? In addition, there is also a relationship between students using social network sites and health threat. Furthermore, there is also a relationship between student using Face book and privacy and security issues. Another research was held to determine the impact of social media on the academic performance of students. Technology is booming rapidly from year to year, and the younger generations are the ones caught in this rapid change. This research aims to find the impact of social media on the academic performance of the younger generation in Egypt. Questionnaires were distributed through the social media platform, Face book and emails, amongst a sample of students aged 12-19. The sample consisted of 110 male and female students aged 12-19, which are in grades 7 to 12. They are from different socioeconomic classes and the types of school programs varied between, German and National. The findings demonstrate that there is no relationship between social media and academic performance; this is clearly projected in their overall grade average (Tarek A. El-Badawy, 2015).

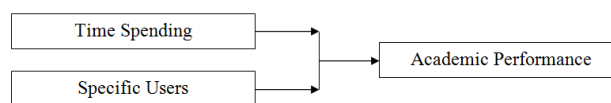
The previous studies have showed that to analyze the impact of social media on the student's academic performance, to create balance between social networking and academic activities of students to avoid setbacks in the academic performance of the students. To achieve this, the survey research method was used. Subjects were drawn from the University of Abuja, using the simple random sampling technique and purposive sampling. Four research questions guided the study. The findings here is in line with the findings of Seyi (2012) on social media and Nigeria youths burden in which it was revealed that social media negatively influence the academic performance of students. The findings also gave credence to uses and gratification theory which says that the audiences are goal oriented and attempt to achieve their goals through themediasource. This theory is also one of the theories that formed the foundation of the study (Anjugu Jessica Ndaku, 2013). Based on (Mark Salvation, 2014) was conduct to the study gathered that more students prefer the use of Face book and Twitter in academic related discussions in complementing conventional classroom teaching and learning process. Thus, it is imperative that lecturer's and academic institutions should implement the use of these applications in promoting academic excellence. This study was designed to analyze the impact of social network sites on students' academic performance in Malaysia. Finding by Towner and Munoz, (2011) concludes that Face book and education can

indeed be connected. The latter claim parallels our proposition that there exists a relationship between SNSs use and student's academic performance. Thus, it seems reasonable that SNSs should influence student's performance (Jeffrey Mingle, 2015). To achieve the objectives of the research, the study used a mixed method approach which involved the survey of students in four senior high schools and interviews of heads of the senior high schools. The study revealed that majority of respondents used What Sapp and Face book for making friends and chatting. In addition, majority of respondents experienced negative effects. A survey design provides a quantitative description of some fraction of the population that is sampled through the data collection process (Frankel and Wallen, 1995). The study also employed the questionnaire as the data collection instrument for the study. It was also revealed from the findings of the study that the major reasons why most students' used What Sapp and Face book was because most of their friends used it, they were cheaper and they could as well chat with multiple friends at the same time. This was consistent with the assertion made by Marion and Omotayo (2011) that "Face book is a great way to meet friends and keep upon what they are doing. Once out add a friend to your Facebook friend list you will always know, when they are adding things to their blog or updating their profile. (Ahsan ul Haq and Sohail Chand, 2012) This is the first study of its kind in Pakistan focusing on the purpose of the Face book usage and its possible impact on the students' academic performance. Following are the objectives we will mainly look at: Though female users spend more time on Face book than their counterparts but male users have more Face book friends. Face book use, in general, adversely affecting the academic performance of students but this adverse effect is observed greater for male students. A self-administered questionnaire is used for collecting data from a sample of 384 students. The study reveals that 87.5% of the students have account on the Face book and no gender differences found. Male and female on the average spend equal time on internet.

This finding can be further explored but one rationale of this finding is that, in general, male students spend more time on playing sports, social get together with friends and in addition to that the usage of the Face book making it hard for them to perform their best in their academic career. This issue will be further explored and discussed in our future work (R. Subramanian, 2015). Factors that influence our students' present social media usage and its impact. The social media needs to be understood more comprehensively for better understanding of factors that influence the usage, acceptance, and behavior of the Indian students. Questionnaires were administered with the students and scholars who actively participate in internet. In this paper, the usage of academic applications of social media by the university students was alone taken for analysis and discussion. The researcher proposed to study the usage of academic applications by the university students and particularly envisioned to observe the downloading behavior of the students. How much percentage of academic applications such as Software's, video talks, audio books, electronic books, electronic journals, electronic magazines, research articles and PPT files were downloaded for the purpose of academic development was alone focused in this part. (Hyatt, 2011) this study was to understand the relationship between time spent by students engaged in student co-curricular involvement, online social networking, and studying on their academic performance. Additional factors

such as student residence, gender, ethnicity, class standing and work for pay were also considered. Existing this study was to understand the relationship between time spent by students engaged in student co-curricular involvement, online social networking, and Data for this quantitative study came from an online administration of a survey. The number of respondents was 613, which was a 28% response rate. A multiple regression analysis was used along with other statistical analysis. Descriptive statistics were analyzed for all variables. All data was self-reported by students. In order to answer the research questions proposed by this study, a quantitative research design was used. Specifically used. Specifically, a correlation research design was employed to address the research questions proposed. Correlation research designs are typically used to find relationships between variables using a single study population. The findings showed statistically significant, negative correlations between the number of hours spent by students engaged in co-curricular involvement and online social networking as it relates to grade point. The findings of this study both supported and conflicted with existing literature on these topics. The finding of statistical significance for most variables can most likely be attributed to the large sample size in the study these findings offer additional opportunities for research by other student affairs practitioners who are interested in student success factors like those included in this study.

Conceptual Framework of the study



MATERIALS AND METHODS

This study was conduct last class University of Somalia students in Mogadishu Somalia. The target population of this study was 332 preferred students. Therefore the faculties were Business administration. Economic and management and Computer science and Information technology These 332 selected students are the last year students in the university and familiar to the usage of Face book and they were applicable to our study. The sample size consisted of two selected faculties University of Somalia, some selected students from each faculty was the sample of the study, to determine the best sample size for the population, and the sample size of this study was 77 respondents. A justification of sample size, "because the researcher use Slovene's formula $n = N / (1 + (N * e^2))$, where n = sample size, N = population size, 332 and e = margin of error of 10%. $n = 332 / (1 + (332 * 0.01)) = 77$ subjects. This study was utilized probability sampling procedure particularly simple random sampling method. Simple random sampling (sometimes called just random sampling) involves you selecting the sample at random from the sampling frame using either random number tables or a computer. The sample selection process is continued until your required sample size has been reached. The study was use Questionnaire as tool of collecting data and information from required respondents. Because it was the most appropriate in collecting view respondents whose place is not geographically spread. The researcher use adapted questionnaire that was developed by Dr. Kraemer's survey research (n.d) in U.S.A.I made some modifications of dropping out unrelated sections

and adding necessary ones. The questionnaire consisted of two sections: demographic and attribute. The total items of questionnaire were 18 items.

Data presentation, analisis and interpretation

Table given above table shows the respondents Ages, the questionnaire was consisting of 77 respondents. The age between 20 and 30 years of respondents were 35 and their percentage 43.%, and the age between 31 and 40 years was 24 and their percentage 29.6 was The age between 41 and 50 years of respondents were 12 and their percentage 14.8, and the age between 50 and over years was 6 and their percentage was 7.4%, The above table shows the respondents of questionnaire were consist of 77 respondents. The male of respondents were 50 and their percentage 61%, and the female was 27 and their percentage was 39%.

Table 1. Age of the respondents

Age		
Description	Frequency	Percent
20—30	35	43
31-40	24	29.6
41-50	12	14.8
50-over years	6	7.4
Total	77	100

Table 2. Gender of the respondents

Gender		
Description	Frequency	Percent
Male	50	61
Female	27	39
Total	77	100

Table 3. Marital Status of the respondents

Marital Status		
Description	Frequency	Percent%
Single	63	76.8
Married	14	23.2
Total	77	100

Table 4. Education of the respondents

Education		
Description	Frequency	Percent
Diploma	30	37
Bachelor	44	59.2
Master	3	3.7
Total	77	100

The above table shows the respondents Marital Status, the questionnaire were consist of 94 respondents. The Single were 63 and their percentage 76.8%, and the Married was 14 and their percentage was 23.2%.

Table 5. Faculty of respondents

	Frequency	Percent%
Business and economic mngnt	42	53.9
Computer science and iT	35	46.1
Total	77	100.0

Table given above table shows the Level of Education, the questionnaire consist 77 respondents and ware 30 respondents year one , their percentage was 37.0%, and 44 respondents

year two their percentage was 59.2%, 3 respondents year three their percentage was 3.7%, and 5 respondents year four their percentage was 6.1%. Above table shows do you have access to the internet? The questionnaire consist 77 respondents and was 42respondents yes and their percentage was 53.9%, and 35 respondents no and their percentage was 46.1%,

Specific uses of facebook

The tables below indicate the most specific uses of Face book for students is posting and commenting which has a frequency of 37 and percentage of 50.6% and the second is chatting which has a frequency 40 and percentage of 49.4%

Table 6. Specific uses of Face book

What do you use Face book for?			
Valid		Frequency	Percent
	Chatting	40	49.4
	posting/commenting photos	37	50.6
	Total	77	100.0

Table 7. Academic Performnce

No	students grade Statements	Mean	Interpretation
1.	Not logging onto Face book can cause a student to feel left out of campus life	2.19	Poor
2.	Face book is a distraction from studying	2.57	Poor
3.	In comparison to college life in general, social aspects are just important to the college experience as academic aspects	2.47	Poor
4.	Facebook is important to social life on campus	2.66	Poor
5.	Facebook is a huge component of social interaction for college students	2.45	Poor
	Total Average Mean		Poor

- Q 1 shows that the mean is disagree and poor on “”Not logging onto Facebook can cause a student to feel left out of campus life and answers between the respondents. This variation is acceptable as the mean indicates 2.39and means that its poor because of mostly respondent were disagree that statement.
- Q 2 shows that the mean is disagree and poor on ”Facebook is a distraction from studying and answers between the respondents. This variation is acceptable as the mean indicates 2.38 and means that its poor because of mostly respondent were disagree that statement.
- Q 3 shows that the mean is disagree and poor on “ “In comparison to college life in general, social aspects are just important to the college experience as academic aspects.and answers between the respondents. This variation is acceptable as the mean indicates 2.36 and means that its poor because of mostly respondent were disagree that statement.
- Q 4 shows that the mean is disagree and poor on ““Facebook is important to social life on campus and answers between the respondents. This variation is acceptable as the mean indicates 2.83and means that its poor because of mostly respondent were disagree that statement.
- Q 5 shows that the mean is disagree and poor on ”Facebook is a huge component of social interaction for college students. “And answers between the respondents. This variation is acceptable as the mean

indicates 2.52 and means that its poor because of mostly respondent were dis agree that statement.

Time spending of face book

Table 8. To find out the effect of how much hours students use on Facebook and their academic performance

No	Statements	Mean	Interpretation
1.	Most of time spent on the internet by college students is taken up by Facebook	2.38	Poor
2.	. Using Facebook is a waste of my time	2.58	Poor
3.	I have made new friends using Facebook	2.47	Poor
4.	I log into my Facebook account every day	2.23	Poor
5.	I enjoy using Facebook account	2.26	Poor
6	Most of my friends have Facebook accounts	2.62	Stronglty poor
7	Facebook is greater way to keep in touch with my friends	2.34	

- Q 1 shows that the mean is dis agree and poor non “Most of time spent on the internet by college students is taken up by Facebook. This variation is acceptable as the mean indicates 2.55 and means that its poor because of mostly respondent were disagree that statement.
- Q 2 shows that the mean is dis agree and poor on ““Using Facebook is a waste of my time and answers between the respondents. This variation is acceptable as the mean indicates 2.75and means that its poor because of mostly respondent were disagree that statement.
- Q 3 shows that the mean is disagree and poor on “I have made new friends using Facebook“ and answers between the respondents. This variation is acceptable as the mean indicates 2.64and means that its very good because of mostly respondent were disagree that statement.
- Q 4 shows that the mean is dis agree and poor on “I log into my Facebook account every day “and answers between the respondents. This variation is acceptable as the mean indicates 2.45and means that its very good because of mostly respondent were agree that statement
- Q 5 shows that the mean is disagree and poor on ” “I enjoy using Facebook account And answers between the respondents. This variation is acceptable as the mean indicates 2.76and means its that its poor because of mostly respondent were disagree that statement
- Q 6 shows that the mean is disagree and poor on” Most of my friends have Facebook accounts account and answers between the respondents. This variation is acceptable as the mean indicates 2.83 and means that its poor because of mostly respondent were disagree that statement
- Q 7 shows that the mean is disagree and poor on” Facebook is greater way to keep in touch with my friends and answers between the respondents. This variation is acceptable as the mean indicates 2.26 and means that its poor because of mostly respondent were disagree that statement

Specific users Of facebook

- Q 1 shows that the mean is poor and very poor on “I actively participate in class. This variation is acceptable

as the mean indicates 2.85and means that its poor because of mostly respondent were disagree that statement.

- Q 2 shows that the mean is poor and very poor on “. I often text during the class. This variation is acceptable as the mean indicates 2.68 and means that its very poor because of mostly respondent were disagree that statement.
- Q 3 shows that the mean is disagree and poor on “I contribute in class discussion.
- This variation is acceptable as the mean indicates 2.89 and means that its very good because of mostly respondent were disagree that statement.
- Q 4 shows that the mean is dis agree and poor on “I contribute in class discussion and answers between the respondents. This variation is acceptable as the mean indicates 2.63 and means that its poor because of mostly respondent were disagree that statement.
- Q 5 shows that the mean is dis agree and poor on ” “I some times update my Facebook status And answers between the respondents. This variation is acceptable as the mean indicates 2.82 and means that its poor because of mostly respondent were disagree that statement.
- Q6 shows that the mean is dis agree and poor on ”I have more than 200 friend’s on my face book account. And answers between the respondents. This variation is acceptable as the mean indicates 2.82 and means that its poor because of mostly respondent were disagree that statement.

Table 9. To find out the specific uses of Face book among students in some of the selected faculties in University of Somalia?

No	Statements	Mean	Interpretation
1	I actively participate in class	2.55	Poor
2	. I often text during the class	2.27	Poor
3	I contribute in class discussion	2.60	P00r
4	I always use face book for chatting	2.54	Poor
5	. I sometimes update my Facebook status	2.90	Strong agree
6	I have more than 200 friend’s on my face book account	2.45	Poor
	Total average mean		Poor

According the Correlate between Variables (IV and DV)

A table 24 show the result of correlation analyzes of the impact of social network on student's academic performance. Thus Social network has negative and disagree correlate with the student's academic performance ($r = .992$, $p < 0.00$ and $\alpha \leq 0.01$) The impact of social network on student's academic performance in Mogadishu, Somalia. The responds of the this study indicates that Pearson correlation “r” shows that there is weak negative relationship between time spent on Face book use and students’ academic performance, this mean if the students engage more time on using Face book on student’s performance or GPA will decline.

DISCUSSION OF THE RESULTS

The first objective of the study was to identify how much hours students use face book and their academic performance, the result show that there is weak negative relationship between hours spent on face book and academic performance of the students in University of Somalia. And the second

objective was the specific use of face book among students. The finding of the study also show that most specific uses students use for Face book is for posting and commenting while the second issue that students use Face book is chatting while the least percentage is that students use Face book for games.

CORRELATION ANALYZE

		Correlations	
		Students Academic Performance	Social network
Students Academic Performance	Pearson Correlation	1	-.092
	Sig. (2-tailed)		.449
	N	77	77
Social network	Pearson Correlation	-.092	1
	Sig. (2-tailed)	.449	
	N	77	77

** . Correlation is significant at the 0.01 level (2-tailed).

The research team got a study conducted in Ethiopia and entitled "Relationship between Face book Practice and Academic Performance of University Students" they found that there is negative relation between visiting Face book and student's GPA (Ketema2, 2014). Another study conducted in Sri lank entitled influence of Face book in academic performance show, that Face book heavy users have lower grades than Face book light users (Thuseethan S. &, 2014). The research team also found another study that supports our objective two which is conducted in Nigeria and entitled Use of social network sites and academic performance among students of selected tertiary institution in Kogi state found most of students used Face book for posting and commenting while some other students use it for chatting (Asogwa, 2015). Therefore, this study show that Face book has a negative influence on academic performance in university of Somalia students.

Conclusion

Generally, based on the results of the study, i can conclude that Facebook usage has weak negative impact on student's academic performance, which Majority of respondents pointed out that there is weak negative link between student's Facebook usage and academic performance, the negative correlation between Facebook usage and student's academic performance showed that students will have less good performance due to the over use of Facebook. When students communicate their friends on Facebook they share their ideas and post much more issues that may not have meaning to their academic related issues. Students indicated their main special use for Facebook is posting and commenting which of course they spend most of their time.

One of the most things that students use for Facebook is chatting. Students believe that Facebook is important in university life which they interact with huge number of people they may otherwise not know or communicate. In recent years Facebook became one of the most important communication tool and students are seen to be actively participate on Facebook this indicate that they neglect more time that was likely to utilize their educational career. students get information about different parts and institutions so it can be said Facebook is not only communicating tool it a tool of

information and needs to be used wisely because it may destroy students from their schedule of learning.

Recommendations

This study investigate the impact of Social networks on students' academic performance therefore students who want to use Facebook during their educational time it is better to consider the following issues or recommendation about the use of Facebook.

- Students are recommend to pay more attention to their educational relate issues for Facebook.
- it's important for students to have a schedule to different the time they spend on using Facebook and the times they give for their related courses
- Since Facebook become most important tool, it is better for students to be aware of its risk and use wisely and know more about its advantage and disadvantage

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