THE EFFECT OF FACEBOOK ON STUDENTS' ACADEMIC PERFORMANCE AT UNIVERSITY STUDENTS IN MOGADISHU, SOMALIA

Ali Abdi Mohamed

Senior Lecturer,University of Somalia (UNISO)

ABSTRACT
The purpose of this study was to investigate the impact of Facebook on the academic achievement of university students in Mogadishu. The study's objectives were to investigate the effects of Facebook usage, self-regulation, and time spent on Facebook on university students' academic performance. To investigate the relationship between variables, a correlation research design was used. Data were collected from 204 students in the faculty of education at the University of Somalia (UNISO) using a self-administered questionnaire. The participants were chosen through a stratified sampling technique. The quantitative data gathered was analyzed using the statistical package for social sciences (SPSS). Pearson product-moment coefficient results indicated that a significant positive correlation existed between Facebook usage and academic achievement (r =.85 n = 204, p<.05), a positive statistically significant relationship between self-regulation and academic achievement (r = .559, n = 204, p < .05), and a significant positive relationship also existed between time spent on Facebook and academic achievement (r = .858, n = 204, p < .05). It was concluded that Facebook usage, self-regulation, and time spent on Facebook have a strong positive correlation with the students' academic achievement. It was recommended the establishment of a national policy on Facebook to regulate students' usage in educational institutions such as universities by cutting off internet services from students' smartphones during study time to learn appropriately.
KEYWORDS: *Academic performance, Facebook, self-regulation, and social networking*

INTRODUCTION

In general, Facebook is used for communication and collaboration in academic settings. As per this study, using Facebook for information exchange has a negative impact on academic achievement because students tend to discuss topics unrelated to their studies, resulting in a waste of time. (Sereetrakul, 2013). Facebook has been at the leading edge of the social networking fad, including over 500 million users on its website each month. College students are one of the most common demographics on Facebook, with features like photos, wall posts, and status updates irresistible to those who want to stay in touch with friends (Ogedebe et al., 2012). Mark Zuckerberg originally established Facebook to assist residential college and university students to identify students in other residential halls (Lubis et al., 2012).

Social media has largely penetrated African education. The African students use social media tools like Facebook, Instagram, and WhatsApp to enjoy entertainment and share academic activities. As per Ghanian Social Media, "the total mobile subscription increased by 1.3 percent from about 36 million and one hundred thousand in the first quarter of the year 2016 to about 36 million and six hundred at the end of the second quarter" (Ahmed & Ainebyona, 2020).

Digital networks have become widely used in Somaliland. Because of its low cost, businesses, both public and private, cannot do enterprise or conduct business without it these days. Students spend lots of time on social networking such as Facebook, which could have a negative effect on performance (Ahmed & Ainebyona, 2020).

A study made in Somalia on the impact of social networking on students' academic performance using a correlation research design determined that Facebook usage has a weak negative correlation with students' academic

----

performance. In Somalia, I did not get other studies that relate to the effect of Facebook on students' academic performance. To fill this gap is the reason to conduct this study on the effect of Facebook usage on students' academic performance in Mogadishu Somalia.

LITERATURE REVIEW

A study investigated the relationship between students' Facebook usage and academic achievement in Thailand. The purpose of this study was to determine whether the time spent on Facebook and the purpose for which Facebook was used had any impact on students' achievement. The paper employed a questionnaire to collect data from 251 undergraduate students and data was analyzed using multiple regression and factor analysis. The results indicated that the use of Facebook for communication had a negative impact on students' academic achievement as students discuss matters not related to their studies (Sereetrakul, 2013).

Another study looked at the relationship between time spent on Facebook and third-year biomedical students' cumulative grade point average (CGPA) in Malaysia. A questionnaire and self-study were used to collect data from 81 students for this study, and the data were analyzed using a cross-sectional study, universal sampling method, and t-test. According to the study, there is no significant relationship between time spent on Facebook and students' CGPA. However, because the sample size was small, it was difficult to generalize the study's findings to the target population (Lubis et al., 2012).

A systematic reviewed study was carried out by Nadeem et al. (2020). The impact of Facebook usage on the academic performance of university students was determined. The study found both positive and negative impacts of using Facebook on the academic performance of students, but the overall outcome of the study was negative when it comes to the Facebook usage on the academic performance of students.

Another study examined the impact of Facebook usage intensity on the academic grades of university students in Pakistan. The study used a survey method to collect data from 275 participants from 13 different private universities. The study revealed that the usage of Facebook does not predict the grades of the students and there were no gender differences in the Facebook intensity variables (Jamil et al., 2013).

Wanjohi et al., (2015) researched the influence of self-regulation of Facebook usage on academic performance among university students in Kenya. The study employed an ex-post facto research design from 340 students. The study found that there was a significant relationship between the level of Facebook self-regulation and academic performance which means the more one regulates himself, the likelihood of improving academic performance. This study suggested that universities integrate time management skills into the curriculum to help students to regulate themselves when using Facebook.

Alam & Aktar (2021) conducted a study to examine the effects of social media on academic performance at Islamic University, in Bangladesh. The determinants of academic performance were the grade point average (GPA), class attendance, and self-image. A questionnaire was used to collect data from a sample of 100 students from the management science faculty. The study found that social media such as Facebook had a negative impact on academic achievement. However, the sample size was very small to generalize the findings of the population.

Hashi,K. etal (2018) conducted a study to analyze the impacts of social media networking especially Facebook on students' academic performance at the University of Somalia, Mogadishu Somalia. The study used a correlation research design and data was collected using a questionnaire of 77 respondents from two faculties. This study revealed that Facebook usage had a weak negative relation with students' academic performance. The study also suggested that students should pay attention to their education-related issues on Facebook.

OBJECTIVES

1. To analyze the effect of Facebook usage on the academic achievement of University students in Mogadishu.
2. To assess the effect of self-regulation on academic achievement of University students in Mogadishu.
3. To examine the relationship between time spent on Facebook on academic achievement of University students in Mogadishu.

RESEARCH QUESTIONS

1. What is the effect of Facebook usage on the academic achievement of University students in Mogadishu?
4. What is the effect of self-regulation on the academic achievement of University students in Mogadishu?
2. What is the relationship between time spent on Facebook and the academic achievement of University students in Mogadishu?

METHODOLOGY

In this study, the researcher focused on the effect of Facebook on students' academic achievement. The study adopted a quantitative approach and a Correlation research design was utilized to test the relationship between the variables. The study was conducted at the faculty of education – at the University of Somalia (UNISO). The population of the study was students in the 2nd, 3rd, and 4th year of the faculty of education at the University of Somalia (UNISO). The exclusion criteria were students within the 1st year of their studies and for this reason, stratified sampling techniques were used. The data was gathered from the participants using a questionnaire. The statistical package for the social sciences (SPSS) version 20 was used to analyze the data. Reliability tests were conducted using Cronbach's alpha coefficient. The Cronbach's Alpha coefficient was .811 obtained indicating that the instrument was reliable to gather data for this study.

Reliability Statistics

Cronbach's Alpha	N of Items
.811	4

RESULTS

The result shows that 86.3% of the respondents were male and 13.7% were female as shown in table 1.0. This indicates that the majority of the students in the faculty of education were males and females may not interest to be teachers. As shown in table 1.1 58.8% of the respondents were between 18 and 25 years, 35.3% were 26 to 35 years, and only 5.9% were above 35 years. 60.3% of the respondents were in year 4, 24.5% in year 3, and 15.2% in year 2 as shown in table 1.2.

Table 1.0: Gender Distribution

	Frequency	%
Male	176	86.3
Female	28	13.7
Total	204	100.0

Table 1.1: Age Distribution

	Frequency	%
18-25	120	58.8
26-35	72	35.3
above 35	12	5.9
Total	204	100.0

Table 1.3: Education Level

	Frequency	%
year 2	31	15.2
year 3	50	24.5
year 4	123	60.3
Total	204	100.0

The Pearson product-moment correlation coefficient was used to investigate the relationship between Facebook (as measured by Facebook usage, self-regulation, and time spent on Facebook) and academic achievement. Preliminary analyses were carried out to ensure that the normality, linearity, and homoscedasticity assumptions were not violated.

As shown in table 2.0, there was a strong, positive correlation between Facebook usage and academic achievement, r =.85, n = 204, p<.05, with high levels of Facebook usage associated with academic achievement.

Table 2.0: Facebook usage and Academic Achievement

Correlations

		Facebook usage	Academic achievement
Facebook usage	Pearson Correlation	1	.836**
	Sig. (2-tailed)		.000
	N	204	204
Academic achievement	Pearson Correlation	.836**	1
	Sig. (2-tailed)	.000	
	N	204	204

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

There was also a strong, positive correlation between self-regulation and academic achievement, $r = .559$, $n = 204$, $p < .05$, with high levels of self-regulation associated with academic achievement as shown in table 2.1.

Table 2.1: Self-Regulation and Academic Achievement

Correlations

		Self-regulation	Academic achievement
Self-regulation	Pearson Correlation	1	.559**
	Sig. (2-tailed)		.000
	N	204	204
Academic achievement	Pearson Correlation	.559**	1
	Sig. (2-tailed)	.000	
	N	204	204

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

The study also analyzed the relationship between time spent on Facebook and academic achievement. There was a strong, positive correlation between time spent on Facebook and academic achievement, r = .858, n = 204, p < .05, with high levels of time spent on Facebook associated with academic achievement as shown in table 2.2.

Table 2.2: Time spent on Facebook and academic achievement

Correlations

		Time spent on Facebook	Academic achievement
Time spent on Facebook	Pearson Correlation	1	.858**
	Sig. (2-tailed)		.000
	N	204	204
Academic achievement	Pearson Correlation	.858**	1
	Sig. (2-tailed)	.000	
	N	204	204

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

DISCUSSIONS AND CONCLUSIONS

The results from this study showed that Facebook usage has a statistically significant effect on students' academic achievement. This indicates that Facebook usage hurts academic achievement which means the more usage of Facebook, the less academic achievement of the university students. This, in turn, can be attributed that most students use Facebook for chatting, posting, and commenting on other people's posts instead of for academic purposes. This finding came to the conclusion that students' use of Facebook makes it difficult for them to perform well in their academic careers. Secondly, the results also indicated that self-regulation has a statistically significant effect on the academic achievement of university students in the faculty of education. This indicates that the more university students self-regulate, the higher the academic achievement, and the less they self-regulate, the lower the academic achievement. These findings led to the conclusion that since most students in the university cannot regulate their Facebook use patterns, this negatively affects their academic achievement. Thirdly, the results from this study indicated that the time spent on Facebook has a significant relationship with the academic achievement of university students. This means the more time students spend on Facebook, the more it affects their academic achievement. This led to the conclusion that, since students spend more time using Facebook, this leaves very limited time for the reading and other activities needed for their higher academic achievement.

Recommendations
1. There is a need for the establishment of a national policy on Facebook to regulate students' usage in educational institutions such as universities by cutting off internet services from students' smartphones during study time to learn appropriately.
2. Universities should establish strategies to develop the time management skills of the students to balance Facebook use and their academics.
3. Universities in Mogadishu should establish their own policy that punishes any students who carry smartphones to the class. This can be suspended from the university premises for a specific time and returned to parents.

REFERENCES
1. Ahmed, K. M., & Ainebyona, G. (2020). *Investigating the Effects of Social Media on the Education of University Students in Hargeisa, Somaliland. American Research Journal of Humanities Social Science (ARJHSS)R) 2020 ARJHSS Journal Www.Arjhss.Com Page | 66 American Research Journal of Humanities & Social Science, February, 66–76. www.arjhss.com*
2. Alam, M. S., & Aktar, H. (2021). *The Effect of Social Media on Student Academic Performance: A Case Study at the Islamic University of Bangladesh. ... on Transformations of Media ..., 7(43), 512–520. http://www.management.eurekajournals.com/index.php/IJTMJMC/article/view/521*
3. Hashi,K.,Wasuge,A. and Ibrahim, A. (2018). *The impacts of social networks on students' academic performance: Case study from university of Somalia in Mogadishu-Somalia. Asian Journal of Science and Technology, 09(03), 7823–7829.*

----

http://www.journalajst.com

4. *Jamil, S., Zehra, F., Naqvi, R., & Bhamani, S. (2013). Impact of facebook intensity on academic grades of private university students. ICICT 2013 - Proceedings of the 2013 5th International Conference on Information and Communication Technologies: Using Technology to Create a Better World, January 2016. https://doi.org/10.1109/ICICT.2013.6732786*

5. *Lubis, S. H., Ridzuan, S., Ishak, I. Y., Othman, H. F., Mohammed, N., Hamid, Z. A., Akmal, N. N., Norazizah, Farahana, N., Shahida, Shanti, Zafirah, N., Hui, L. L., & Izham, M. (2012). The Relationship between Time Spent on Facebook and Cumulative Grade Point Average (CGPA) Among Third Year Biomedical Science Students in Faculty Health Sciences, UKM. Procedia - Social and Behavioral Sciences, 60, 590–595. https://doi.org/10.1016/j.sbspro.2012.09.427*

6. *Nadeem, S., Dhool, M. A., Hassan, M., & Butt, R. M. (2020). The_Impact_of_Facebook_Usage_on_Academic. II(1), 17–39.*

7. *Ogedebe, P. M., Emmanuel, J. a., & Musa, Y. (2012). A survey on Facebook and Academic Performance in Nigerian Universities. International Journal of Engineering Research and Applications (IJERA), 2(4), 788–797.*

8. *Sereetrakul, W. (2013). Students' facebook usage and academic achievement: A case study of private university in Thailand. IADIS International Conference on Cognition and Exploratory Learning in Digital Age, CELDA 2013, 40–46.*

9. *Wanjohi, R. N., Mwebi, R. B., & Nyang'ara, N. M. (2015). Self-Regulation of Facebook Usage and Academic Performance of Students in Kenyan Universities. Journal of Education and Practice, 6(14), 109–113. http://search.proquest.com/docview/1773217041?accountid=14744*