

## Investigating the Effects of Social Media on the Education of University Students in Hargeisa, Somaliland

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**ABSTRACT:** This study was conducted in selected universities within Hargeisa Somaliland to investigate the effect of social media on the education of Somali students. The universities' overuse of social media aroused researcher's quest into its effect on education of students. Mixed Methods Research Design was applied in which questionnaires, Key Informant Interviews (KIIs) and participant observations were the major tools of data collection. Some of the findings were as follows: the study found that most students in Hargeisa use social Medias such as; whatsapp and Facebook to disseminate knowledge in the class; spend more than 8 hours taken away by social media daily which indicates that they are largely obsessed with it; get absent-minded every time they are using social media during class time. While some lecturers were said to be taking action against any students who share funny content in class hours, the study also found that other lecturers ignore such stubborn students to please them. The main argument is that it is the content rather than the platform that is most significant when it comes to why social media matters.

**Keywords:** Social media, education, university, students, Hargeisa, Somaliland

### I. INTRODUCTION

Social media has been in existence for over two decades with its ability to connect people throughout the world. Goods, services and people interact in such a simplest way that make life manageable and easily. Academic institutions are among other sectors that use or depend on social media to exchange ideas. Information sharing is easy and affordable to everyone who accesses internet. Students prefer to use social media platforms like Facebook, twitter, WhatsApp among others in classroom learning. Social media sites has been viewed as a collection of Internet-based websites, services, and practices that support collaboration, community building, participation and sharing (see also, Hughes 2009).

Social media is marketing application software that enable user to create accounts and exchange contents. In fact the social media operates on tablets and mobile devices, which differs from traditional social media sites which used only website pages, therefore mobile social media has additional services such as the current location of the user, indicating chatting time of delay between sending and receiving messages.

These technologies are attracting the students of colleges and universities as well as faculty members to find out the ways of sharing and communicating to each other for learning purpose and remain motivated to engage in productive activities (Hughes, 2009). University professors, students and administrators use social media for networking to simplify learning an education services (Junco et al., 2010). According scholarly work, "social networking sites are web-based that allow individuals to generate a public, personal or semi-public profile within a define limits, or fluent list of users to whom they want to share their materials ..." (Boyd and Ellison, 2007). This thesis analyses the challenging classroom learning that allows students use of social media which may not promote effective learning process in the context of Somaliland. It outlines the problem under study, outlines objectives and suggests various intervention measures that could enhance resourceful academic standards in academic institutions of Somaliland.

Social media is a global educational challenge. Most students in all academic institutions tend to get diverted from proper learning process due to the in-built entertaining social media. Latest research reveals that “it is difficult to imagine a young man who at least once a day did not check for updates in social network and did not leaf through news lines” (Talaue et al, 2018). The American experience also shows that American people of all walks are very busy on social media; and this is proven by statistical evidence. For instance, one outstanding research stated that “79% of adult Americans use a social networking site. Ninety-two percent of the study participants used Facebook as their social networking site, 21% used Myspace, 18% used LinkedIn, and 13% used Twitter...” (Hampton, Goulet, Rainee, and Purcell 2011 cited in Ernest-Ehibudu et al., 2018). American students utilize social media tools just like any other part of the world. In Malaysia for example the contextual engagement with social media enables students to share and generate ideas and concepts related to their students that have an academic impact student academic performance (Mensah & Nizam, 2016, cited in Talaue et al, 2018).

On the hand social media can devastating effects on students for instance some study stated that “excessive usage of social network sites causes many psychological, physical, interpersonal and educational problems to users” (Suhail & Bargees, 2016 cited in Morallo, 2013-2014). Such health problems are common to most social media users, most students complain of shoulder or back pain caused by over binding on smart phones and tablets. Health challenges are the rationale for the banning of Facebook and other social media sites during class hours in Philippines (Karpinski, 2009, cited in *ibid.*).

Social media has largely penetrated in the African education. The African students use social media tools like Facebook, Instagram, whatsapp among others to enjoy entertainment as well as share academic activities. The Ghanaian Social Media experience stated that “the total mobile subscription increased by 1.3% from 36,138,706 in the first quarter of 2016 to 36,613,987 at the end of the second quarter. ... Mobile data subscription for the second quarter of 2016 was 18.8 million with a penetration rate of 67.6%” (Ghana National Communication Authority, 2016 cited in Kolan and Dzandza, 2018). Statistical evidence such as this one indicates that social media users in Ghana spend much of their time networking with each other. Overusing social media could divert them from constructive work. In a related study, students “experienced negative effects such as poor grammar spelling, late submission of assignments, less study time and poor academic performance” (Mingle and Musah 2015 cited in Kolan and Dzandza, 2018), as a result of social media.

Other African countries like Nigeria face the same or related experience with social media. Academic institutions’ students partly use it for connecting with friends and meeting social psychological needs. The undergraduate students in Nigeria find social media tools such as facebook, twitter, whatsapp among others easier to attend virtual meeting with co-research scholar; gain self-esteem and wellbeing; do research and learning as well as strengthen their interpersonal relationship and skills sharing (Omekwu and Odoh 2014 cited in Mushtaq and Benraghda, 2018). On the other hand, social media complicates the learning outcomes of students in Nigeria. The Ghanaian experience where social media prevents students from registering outstanding academic achievement is also reflected in Nigeria. This was also revealed in other scholarly literature which disclosed that “social networking is absolutely affecting students’ effectiveness as well as their grades” (Wang, Chen and Liang 2011 cited in *ibid.*).

There has been huge penetration of social media in Somaliland republic. Businesses, public and private sector cannot do business or operate without it these days due to its low cost. Students spend too long time on social media which could be adversely affecting their performance. Although there were no any studies of social media impact on Somaliland students, thus there are some other researchers conducted in Somalia and Puntland State that “social media do not have a positive influence on students instead it influences negatively in their overall attitude, socially, academically, emotionally and health-wise” (Anthonia, cited in Abdikadir, 2016). The implication for this experience could be that social media is not just beneficial in providing social platform for academic interaction. Rather, it as an addiction in itself that does not build positive learning outcomes in the students at University and schools.

## II. STATEMENT OF THE PROBLEM

Latest research unveil that majority of students “experience negative effects like poor grammar and spelling, late submission of assignment, less study time and poor academic performance because of too much use of social media networks” (Mingle and Adams, 2015 cited in Mushtaq, 2018). University students in Hargeisa are not outside this learning dilemma. They spend much of their time interacting with social media not for learning purposes but socializing with friends in the lecture time. They do not control or first priority to learning. This blocks them from concentration and their ability to effectively follow the flow of learning as well as knowledge acquisition and sharing with fellow students and lecturers. Therefore the interactive discussion between lecturers

and students is interrupted by some students' concentration on social media. Thus leading to their poor quality education and inability to acquire necessary skills.

This study intends to analyze the reasons why students prioritize interaction with social media during lecture time rather than focusing on their studies and suggest possible measures that could enhance participatory learning for the common good of the both students and universities in Hargeisa, Somaliland.

### III. OBJECTIVES OF THE STUDY

The general objective of the study is to assess the effects of social media usage on the learning process of university students in Hargeisa, Somaliland. It was specifically aimed at: stating the rationale for students' prioritization of social media during class time, explaining what students use social media for, in the class hours at university, discussing how social media affects university students' learning process and suggesting possible measures that can be taken to address learning challenges of university students as a result of using social media.

### IV. METHODS AND MATERIALS

#### Study design

Mixed Methods Research that combined both qualitative and quantitative methods was conducted. In other words, data was concurrently interpreted and analyzed. The cardinal study themes were explored and explained effects of social media on quality of education in Hargeisa.

#### Study site and population

This study was conducted in three universities in Hargeisa that were kept anonymous for safety of the participants as well as their host institutions. Findings from the three universities were compared. The study population was basically composed of students and student representatives from the three universities.

#### Sample and Sampling techniques

The total sample size of 150 respondents was planned to be considered in this study and to be selected in three universities. For purposes of safety of target institutions, their names were to be kept anonymous which is what was done in this research. Convenient sampling technique was applied to select the respondents whereby 50 questionnaires were distributed at each university. However, it turned out that only 72 students participated in the study. The reason for using convenient sampling was that it was not always possible to access the students because of the differently challenging timetables for these universities. Hence, this sampling technique is supported by various scholars who stated that convenient, also called "accidental Sampling) is a type of nonprobability or nonrandom sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study" (Dornyei, 2007 cited in Etikan et al, 2016).

#### Data collection methods and tools

##### Semi-structured interviews

For quantitative data, a survey technique of data collection was used. Face-to-face interviews were conducted with selected respondents, using a semi-structured questionnaire. The importance of this technique was that it would give the aggregate of different response categories. The data obtained was quantified on an appropriate basis to indicate the frequency and proportion of participants who respond in various ways to different questions. These were conducted with the students from all the three universities. The semi-structured interviews was also be conducted at appointed and convenient times for the selected respondents.

##### In-depth interviews (IDIs)

In-depth interviews were conducted whereby the one-on-one, guided conversations were done with selected informants and these included student representatives. In-depth interviews were conducted using Interview guides, and they would offer us an opportunity to generate rich and descriptive data about topical issues. Potential respondents were interviewed after consenting to the interview. The IDIs were conducted by two people, a moderator and a note-taker/recorder. Participants were requested if they were comfortable to be recorded but they did not accept and their positions were respected.

##### Participant Observation

The researcher spent considerable time with students in social places within the university premises, verandahs/balcony of the lecture rooms, student canteens among others. This method offered a chance to observe and at the end of each day, the observer maintained a diary of the key insights about the lives of interviewees. An observation guide was used indicating a checklist of items to be observed.

### Piloting/pretesting of instruments

A pre-test to refine the semi-structured and unstructured tools was conducted prior to data collection. Each of the tools was piloted with at least two respondents and enabled us to obtain reliable information. This motivated us to proceed with the entire process of data collection at the three selected universities (anonymous).

### Ethical Considerations

An introductory letter was sought first from every University Research Coordination Office and presented to all respondents before the interviews were carried out. That letter was to prove that the data collected was meant to be used for academic purposes only rather than any selfish purposes. All interviews were started as soon as informed consent was guaranteed by each participant.

## V. DISCUSSION OF RESULTS

### Introduction

This chapter is about the discussion of results obtained from the 72 study participants. Quantitative and qualitative data has been interpreted and analyzed concurrently in tables using frequencies and percentages for the benefit of any potential audience in and outside Somaliland.

### Demographic Information

**Table 1: Gender of Students**

		Frequency	Percent		Valid Percent	Cumulative Percent
Valid	Silent	3	4.2		4.2	4.2
	Male	42	58.3		58.3	62.5
	Female	27	37.5		37.5	100.0
	Total	72	100.0		100.0	

Male and female students participated in the study. Table 1 shows that majority of the students (58.3%) were males while 37.7% were female. Female students in Somaliland are by nature not free to confidently share their views when they are interacting with especially male researchers. We were lucky that females were more than half of the male students.

**Table 2: Age of Respondents**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	14-19 Yrs	5	6.9	7.0	7.0
	20-25 Yrs	64	88.9	90.1	97.2
	31-35 Yrs	2	2.8	2.8	100.0
	Total	71	98.6	100.0	
Missing	System	1	1.4		
Total		72	100.0		

Table 2 illustrates that different age groups among university students are very busy on social media with the majority from 20-25 years that made 88.9%. The 6.9% and 2.8% represented those between 14-19 and 31-35 years respectively. But 1 (1.4%) returned an unfilled questionnaire. The majority students are in the age of socialization, some looked they were still undergoing adolescent stage while others could have been dating for temporary or permanent relationships or trying to make as many friends as they could.

**Table 3: Semester of Study**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sem 2	2	2.8	2.8	2.8
	Sem 3	18	25.0	25.0	27.8
	Sem 4	3	4.2	4.2	31.9
	Sem 5	17	23.6	23.6	55.6
	Sem 6	2	2.8	2.8	58.3
	Sem 7	24	33.3	33.3	91.7
	Sem 8	2	2.8	2.8	94.4

	Master	3	4.2	4.2	98.6
	22.00	1	1.4	1.4	100.0
	Total	72	100.0	100.0	

With the exception of semester 1, university students from semester 2 to semester 8 and master students participated in the study. Majority of the participant (24: 33.3%) were attending semester 7. These were followed by (18: 25.0% and 17:23.6% from semester 3 and semester 5) respectively. Semesters 2, 6 and 8 attracted equal numbers and percentages (2:2.8% each) as three Master students and three semester 4 students matched too with 3: 4.2% in each category). This combination of students of various academic stages were an indication that almost all students enjoy the use of social media for various reasons.

#### Social Media Platforms used by University Students in Hargeisa

Table 4: Social Media Platforms

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Silent	3	4.2	4.2	4.2
	WhatsApp	47	65.3	65.3	69.4
	Twitter	1	1.4	1.4	70.8
	Facebook	13	18.1	18.1	88.9
	Youtube	8	11.1	11.1	100.0
	Total	72	100.0	100.0	

The qualitative data that was gathered from the key informants correlates with the quantitative findings in table 4. For instance, most students complimented whatsapp Facebook and YouTube illustrated by (65.3%, 18.1% and 11.1% respectively) as so entertaining and killer of boredom. Very few claimed they prefer to use twitter to follow or unfollow publically national and international figures. Some girls were observed by one of the research assistants as he was passing behind one of the university classroom with ear-phones twisting their shoulders on a YouTube Video in the classroom as the lecture was going on. While twitter is used among some Hargeisa students, majority like Whatsapp or Facebook but occasionally check YouTube videos for entertainment.

#### Reasons for Students' Use of Social Media during Class Hours

Table 5: Reasons for use of social media in Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Silent	5	6.9	6.9	6.9
	Entertainment	18	25.0	25.0	31.9
	Exchange of photos and videos	4	5.6	5.6	37.5
	Inviting new friends	3	4.2	4.2	41.7
	Chatting with friends	13	18.1	18.1	59.7
	Contact sharing	2	2.8	2.8	62.5
	Searching for educative information	27	37.5	37.5	100.0
	Total	72	100.0	100.0	

The study found that University students in Hargeisa use social media for different purposes (see table 5. A larger majority (37.5%) revealed they use social media for searching educative information followed by (25%) who indicated they use it for entertainment; 18.1% used it to chat with friends, 4.2 invite friends, 5.6% exchange photos and videos, 2.8 share contacts. It might be possible that Hargeisa students share academic content helping each other especially in examination time but less likely to be the case during teaching time.

**Unlimited Social Media Access has Negative Effects on Academic Performance****Table 6: Unlimited use of Facebook negatively affects Academics**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Silent	7	9.7	9.7	9.7
	Strongly Agree	32	44.4	44.4	54.2
	Agree	20	27.8	27.8	81.9
	Disagree	4	5.6	5.6	87.5
	Strongly Disagree	9	12.5	12.5	100.0
	Total	72	100.0	100.0	

While University Students in the three campuses interacted cannot live without social media, majority are also aware that unlimited social media access poses negative effects on their academic performance. For instance, table 6 shows that 32(44.4%) strongly and agreed, 20(27.8%) agreed. It was the smallest number that disagreed or strongly disagreed respectively as indicated in table 6. It is not just students who are busy on social media but their teachers as well because some students said that they use social media like Whatsapp to submit their assignments or receive course materials to or from their lecturers. Agreeing with the fact that social media has negative effect on academic performance could have been a self-discovery from individual students or some students following up on the performance nature of their friends/ classmates. With the culture of Somali students sharing their private lives with friends, it might be very easy to share academic and performance information between classmates.

**Academic Discussions on Whatsapp improve Students' Academic Performance****Table 7: Whatsapp improves Students' Academic Performance**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Un decided	5	6.9	6.9	6.9
	Strongly Agree	14	19.4	19.4	26.4
	Agree	36	50.0	50.0	76.4
	Disagree	10	13.9	13.9	90.3
	Strongly Disagree	7	9.7	9.7	100.0
	Total	72	100.0	100.0	

Whereas table 6 reveals students agreeing with the fact that social media has negative effects, still, a good number of university students (50% and 19.4%) in table 7 agree and strongly agree that academic discussions on Whatsapp improve students' academic performance. Some of them (13.9% and 9.7%) disagreed and strongly disagreed emphasizing that Whatsapp does not improve students' performance. The results in table 7 sound contradictory to those in table 6. However, such a contradiction could indicate how subjective students tend to be when asked about sensitive issues like the ones concerning their academic performance. The reality could be that social media of any kind has the power to contribute to the academic growth or destruction of students' mind innovations.

**Using Whatsapp to Disseminate Knowledge to Classmates****Table 8: Use of Whatsapp to Disseminate Knowledge**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Were quite	6	8.3	8.3	8.3
	Strongly Agree	26	36.1	36.1	44.4
	Agree	23	31.9	31.9	76.4
	Disagree	9	12.5	12.5	88.9
	Strongly Disagree	8	11.1	11.1	100.0
	Total	72	100.0	100.0	

There were some students in each of the three universities who said that they disseminate knowledge to fellow students on whatsapp. Others said that they form whatsapp groups to ensure that each student in the class participates in academic or political and economic knowledge. Table 8 represents students' responses on whether Whatsapp helps them to disseminate knowledge. Out of the 72, the majority (26:36.1%) strongly agreed



followed by (23:31.9%) who agreed. On the other hand, (8:11.1%) strongly disagreed, (9:12.5%) disagreed but there were also (6:8.3%) who did not answer the question. These responses indicate that most students find Whatsapp simplifying academic interaction just as it entertains by bringing students together. Some students get encouraged to learn or gain more skills when they see their fellow students make an effort to share any knowledge confidently in the group.

**Students spend more than 8 Hours on Whatsapp Daily**  
**Table 9: Students spend more than 8 hours on Whatsapp**

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	<b>Strongly Agree</b>	23	31.9	34.8	34.8
	<b>Agree</b>	13	18.1	19.7	54.5
	<b>Disagree</b>	20	27.8	30.3	84.8
	<b>Strongly Disagree</b>	10	13.9	15.2	100.0
	<b>Total</b>	66	91.7	100.0	
<b>Missing</b>	<b>System</b>	6	8.3		
<b>Total</b>		72	100.0		

Table 9 illustrates that majority students spend more than 8 hours on Whatsapp. In fact three students “how can you spend an hour without checking Whatsapp? It is where all our relationships and businesses are conducted, yet many of us use it for learning from teachers and classmates”. 23(31.9%) strongly agreed, 13(18.1%) agreed. A good number 20(27.8%) disagreed, 10(13.9%) disagreed as 6(8.3%) kept silence. We observed during the study that most students were making Whatsapp calls or writing Whatsapp messages as they were receiving questionnaires. There could be a lot of students who disagreed un-seriously which might indicate that students and social media are inseparable.

**Addition to Online Social Network is Problematic to Academic Life**  
**Table 10: Addiction to Social Network as a Problem to Students**

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	<b>Strongly Agree</b>	28	38.9	43.8	43.8
	<b>Agree</b>	20	27.8	31.3	75.0
	<b>Disagree</b>	8	11.1	12.5	87.5
	<b>Strongly Disagree</b>	7	9.7	10.9	98.4
	<b>22.00</b>	1	1.4	1.6	100.0
	<b>Total</b>	64	88.9	100.0	
<b>Missing</b>	<b>System</b>	8	11.1		
<b>Total</b>		72	100.0		

The responses in table 10 could well support the argument made in table 9. For instance 28(38.9%) strongly agreed and 20(27.8%) agreed with the fact that online social networking is addictive to students' academic life. Those who disagreed or strongly disagreed do not even make half of those who strongly agreed and agreed respectively. Therefore the implications for Whatsapp use could be very destructive to both learning and the learning process for University students in Hargeisa and the rest of Somaliland.

**Social Networks distract Students from Studies**  
**Table 11: Social Networks distract students**

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	<b>Strongly Agree</b>	15	20.8	23.8	23.8
	<b>Agree</b>	31	43.1	49.2	73.0
	<b>Disagree</b>	12	16.7	19.0	92.1
	<b>Strongly Disagree</b>	5	6.9	7.9	100.0
	<b>Total</b>	63	87.5	100.0	
<b>Missing</b>	<b>System</b>	9	12.5		
<b>Total</b>		72	100.0		

It is not uncommon for students to be diverted from learning to psychological absence in class. One female student described how her friend appeared to be out of her mind when she tried to borrow an extra pen from her, "she was looking at me but not hearing what I asked her yet we were seated on the same bench very close to each other," she said. According to table 11, majority students' responses 31(43.1%) indicate that social networks. Those who disagreed or strongly disagreed 12(16.7% and 5(6.9%) could probably be exceptional in that they may not be easily taken away by the entertaining socialization on social media.

**Proof that Students' Grades do not improve due to Over Usage of Social Networks**

**Table 12: Students' Grades do not improve**

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	<b>Strongly Agree</b>	15	20.8	24.6	24.6
	<b>Agree</b>	19	26.4	31.1	55.7
	<b>Disagree</b>	15	20.8	24.6	80.3
	<b>Strongly Disagree</b>	12	16.7	19.7	100.0
	<b>Total</b>	61	84.7	100.0	
<b>Missing</b>	<b>System</b>	11	15.3		
<b>Total</b>		72	100.0		

Over usage of social networks correlates with poor performance because most users might be spending more of the destructive time than productive learning. For instance, table 12 shows that 20.8% strongly agreed and 26.4% agreed that students grades do not improve when they over use social networks. It may also be possible that the reverse is true because some students 20.8% and 16.7% disagreed and strongly disagreed respectively. The experience of many students verbally demonstrated that around 40% and sometimes 50% of the class earn good grades as they observe on the grades displayed on departmental noticeboards.

**Students' Unable to understand Lessons**

**Table 13: Students do not understand Lessons**

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	<b>Strongly Agree</b>	14	19.4	21.5	21.5
	<b>Agree</b>	34	47.2	52.3	73.8
	<b>Disagree</b>	13	18.1	20.0	93.8
	<b>Strongly Disagree</b>	4	5.6	6.2	100.0
	<b>Total</b>	65	90.3	100.0	
<b>Missing</b>	<b>System</b>	7	9.7		
<b>Total</b>		72	100.0		

Most students attend class but do not understand what is being taught because they may be either distracted or just prioritize social networking sites at the expense of learning itself. When they were asked whether they do not understand lessons as demonstrated in table 13, the biggest majority 34(47.2%) agreed while 19.4 strongly agreed. On the other hand, 18.1% and 5.6% disagreed and strongly disagreed respectively. Usually, every class some career-focused students who do not want to waste time. However, there may be some who just take their studies for granted and as it is common in Somaliland context, it has always been said that a lot of girls come to the university to search for marriageable men and therefore spend most of their time socializing. This does not mean that male students do not exercise their social relationship rights even during class time. Therefore, as female students are busy searching for or chatting with male student relationships on social media tools like Whatsapp or Facebook, both of them may not understand their lessons if such actions are done at the time when the lessons are going on.



## Sharing Social Media Content interrupts Fellow Students from Learning

Table 14: Students interrupt fellow students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	19	26.4	30.6	30.6
	Agree	31	43.1	50.0	80.6
	Disagree	8	11.1	12.9	93.5
	Strongly Disagree	3	4.2	4.8	98.4
	22.00	1	1.4	1.6	100.0
	Total	62	86.1	100.0	
Missing	System	10	13.9		
Total		72	100.0		

Interrupting fellow students when the lessons are going on can be so annoying sometimes. There was a student who said she does not like it when a friends shares a nude photo when in the middle of the lecture/ lesson because she loses concentration. In fact, table 14 illustrates that majority of university students 43.1% get interrupted when classmates or friends share any content on their smart phones. It is only the smaller numbers that are okay with interruptions in class. It is most likely that students who do not feel disturbed by social media content shared in their phones tend to ignore them or learn less than they are supposed to, in the lecture/ lesson planned time.

## Teachers take Action when Students Share Funny Content in Class Hours

Table 15: Teachers take action against students sharing funny Content

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	23	31.9	34.8	34.8
	Agree	19	26.4	28.8	63.6
	Disagree	14	19.4	21.2	84.8
	Strongly Disagree	10	13.9	15.2	100.0
	Total	66	91.7	100.0	
Missing	System	6	8.3		
Total		72	100.0		

According to responses in table 15, students demonstrated mixed reactions on whether teachers take action against students who disrupt the lectures by sharing funny content in class. For instance, majority of the students 31.9% strongly agreed, 26.4% agreed, 119.4% disagreed, 3.9 strongly disagreed while 8.3% did not respond to the question. While some lecturers/ teachers may be serious in trying to shape their students for the better, there could be other lecturers in Hargeisa Universities who ignore the disruptive students to please them. When teachers/ lecturers work to please the students, they may end up not equipping them with any practical education at all.

## Students unable to complete the Course for Over-use of Social Media in Class

Table 16: Students unable to complete the Course

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	18	25.0	26.9	26.9
	Agree	17	23.6	25.4	52.2
	Disagree	18	25.0	26.9	79.1
	Strongly Disagree	14	19.4	20.9	100.0
	Total	67	93.1	100.0	
Missing	System	5	6.9		
Total		72	100.0		

Some students drop out before they complete their university education in most Hargeisa Universities. Reasons for dropping out may be associated with tuition fees challenges but there many cases where students fail to meet the academic requirements in Hargeisa Universities are due to their time wastage in overusing social media. More students in table 16, an equal 18(25%) showed their strong agreement or disagreement that social

media disables students from course completion. 23.6% agreed with this fact. Only 19.4 strongly disagreed and seemed to be saying that most students complete their studies despite over-use of social media in the classrooms when the lessons are going on. Whether students agree or disagree, social media could have been invented to kill time or divert most users from productive work.

## VI. CONCLUSION

It has been noted that a world without social media is not unavailable. From the south to North, and East to west of the world, students and teachers are busy on social media. They interact, share ideas and learn from each other. But research has also proven that some students disrupt others when learning is going on. When one student shares funny content with another/ other student(s), both of them lose concentration and therefore learning does not take place. The worst academic situation is that most students spend more hours interacting with social media than the stipulated time for lessons/ lectures. Being in a country without social media policy, universities in Hargeisa Somaliland might be ending up producing graduates that are not equipped with relevant skills that required for this innovatively challenging world.

## VII. RECOMMENDATIONS

Based on contextual challenges of social media on the academic performance of Somaliland University students, this list of recommendations could be helpful to engineer positive change as well as proper student learning:

- a) There is need to establish a national policy on social media purposely to regulate students' use of social media in educational business. This policy should emphasize cutting off of internet services on all student smart phones during class hours so that students could learn appropriately.
- b) Universities in Hargeisa and the rest of Somaliland could draft social media policy that punishes any student who carries a smart phone to the classroom. Such punishments could lead to a one week suspension to return to the university premises with a biological parent to explain the dangers of using social media in class.
- c) Students could be watching and sharing restricted content without knowing. For this reason, students all over Somaliland Universities need to be sensitized on the proper usage of internet and social media services to avoid any possibilities of breaking national and international laws.
- d) The Universities' quality assurance offers need to ensure that there is daily monitoring of students' and teachers' activities in the classroom to ensure that problem students are identified earlier and advised accordingly.
- e) There is need for universities to introduce CCTV cameras in the class controlled by central administrators to ensure that students respect the academic space of their classmates. Once students know that they are being monitored, it might be automatic that their positive change of behavior would be guaranteed.

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