

INFLUENCE OF FACEBOOK AND ELECTRONIC DEVICES ON SECONDARY SCHOOL STUDENTS' PERFORMANCE IN ISLAMIC STUDIES IN ILORIN WEST LOCAL GOVERNMENT AREA, KWARA STATE

By

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Abstract

Facebook is a social medium platform where interaction is being made by different people around the globe. However, the use of Electronic device improves the skills of teachers and makes learning easier for the students in a meaningful way. This study examined the Influence of Facebook and electronic devices on the academic performance of students in Islamic Studies in Ilorin West Local Government Area, Nigeria. However, a survey design was adopted for this study. The questionnaire was used to collect data from 200 respondents in a senior secondary school in Ilorin West Local Government Area, Nigeria. The validity of the instrument was acquired after the series of amendments by three measurement and evaluation experts. For the reliability of an instrument, a pre-test was conducted for the questionnaire and the results were used to calculate the reliability coefficient which was 0.74. Chi-square was used to test the two Research Hypothesis generated in the study. The SPSS vision 23 was used for data analysis. However, Facebook findings of this study revealed that majority of students spent their time on Facebook. It further showed that the majority of the learners strongly believed that using an electronic device such as Smart phone to teach in class improves their academic performance, especially in Islamic Studies. It was recommended that; government, teachers and parents should work hand in hand to enlighten the students on how the usage the Facebook will help their academic endeavour.

Keywords: Facebook usage, Teaching; Islamic Studies

Introduction

Education is the most important component of human resources development. It is accorded a pride of place in many countries developmental activities. Thus, the importance of education in people's life could not be trivialized. In this regard, Osokoya (2009) explained that education helps to improve security, health, prosperity and ecological balance in the world. In facts, it was on this reason that international human right bodies consider education as a fundamental human right (Mahmoud, Adbulkabir, & Salman 2013).

However, the speedy advancement of media technology has had a great influence on the way people communicate daily. The growing dimension of the use of social media among the students of today cannot be overemphasized. Over the years, social networking among students has become more and more popular. It is a way of making connections, not only on campus but with friends outside the school. Akanbi, Anyio, Ajelabi and Mohameed (2014) pointed out that Facebook, Twitter, 2go, Africa, Tango, Viber Bebo, Whatsapp, MySpace, Mozart, Friendster, and Xanga have developed as an avenue to communicate and build a relationship with others.

They further stated that Social media has become an activity that is done primarily on the Internet.

Choney (2010), Jacobsen & Forste (2011) and MehMood & Taswir (2013) believed that the use of technology such as the internet is one of the most important factors that can influence the educational performance of the students positively or negatively. Undeniably, Facebook, Twitter, LinkedIn and MySpace are the most popular social networking platforms providing electronic communication within society.

Mathews, (2010) posited that Facebook is at the leader of the social media race with more active users' worldwide. It was further explained that Facebook became one of the most frequently accessed platforms at the moment. Facebook was launched on February 4, 2004, and this was the efforts of Mark Zuckerberg, Eduardo Saverin, Dustin Moskovitz, and Chris Hughes (Grossman, 2010). Munoz & Towner (2009) posited that the essence of Facebook is to help learners to search for useful information such as course assignments, group project, empirical findings and others. They further claimed that the majority of learners nowadays use Facebook as an avenue where pictures, video and personal information are shared which affect them to perform unfavourably.

Similarly, Academic success is the supreme goal of any student, with the social and family responsibility they have. In this regard, Young (2011) asserted that Facebook is used by the university students for fun to connect friends, sharing day to day activities, using features such as photo sharing, publishing wall posts, and stating their status updates. Junco (2012) asserted that Facebook usage is related to the academic performance of college students where 59% of students performed woefully in the English language due to the using of Facebook regularly.

Young (2011) also discovered that with over 90% of U. S. college students actively using Facebook as their activities which reflect on their academic attainments. Tariq, Mehboob, Khan and Ullah (2012) asserted that young students take over the social media especially Facebook where they are spending many of their time on the internet platforms. However, they further stressed that about 55 per cent of learners use Facebook daily which influences them to perform negatively in various subjects. For this reason, Facebook is one of the social network websites that provides an avenue to communicate, share information, and meet friends throughout the world.

Onward, the electronic device is one of the variable needs to be addressed in this paper. It helps educators to deliver a lesson aptly and allows the amazing delivery of curricula presentation. Thus, the introduction of smartphones and a little knowledge about their side effects prompted numerous authors to start research on how electronic devices are being influenced by learners' life and their academic performance. The use of electronic devices such as laptop computers, smartphones, and tablets in daily activities are common (Prescott, Johnson, Webel, & Prescott 2012).

Mobile devices are one of the electronic devices used in making the process of teaching and learning easier. It is stated that technology is a universal tool that is used most in the 21st century to help the students to learn fast and enable them to be innovative with futuristic information. According to Dias and Victor (2017) explained that mobile devices are educational instruments that are used to transfer learning from a teacher to his students in a positive manner.

Notwithstanding, teachers or trainers are continually looking for good ways of cultivating learning activities for their students. Therefore, it is not amazing that most of the researches that

are linked to electronic devices in the classroom emphasizes pedagogical improvements (Baker, Lusk, & Neuhauser 2012). They also pointed out that most of electronic devices such as laptop, mobile phone and netbook computer are more movable and affordable for today's learners. Not only that, they posited that students believe that use of such electronic devices especially mobile phones help them to comprehend teaching in the classroom.

Also, Olabode (2016) researched that use of electronic gadget is related to students' academic performance in school. Landouni and Diaz (2003) affirmed that electronic devices is an educational instrument that is electronically organized by the educationalist to help effective teaching and learning. Also, Prescott, Johnson, Wrobel and Prescott (2012) revealed that the use of e-device is associated with academic performance of students in school.

Despite the importance of electronic devices in supplementing teaching and learning. It seems that some learners especially in Islamic Studies complain of using instruction that is abstract while teaching which may necessitate lack of learners' interest in the subject. As a result of this, some of their performances particularly in Islamic Studies is not encouraging. Similarly, the use of Facebook is one of the most crucial factors that also affect the educational performance of students in schools. However, stakeholders are worried about the time spent on Facebook by the learners which seriously affected their grades. Therefore, little attention is given to both Facebook and electronic device about students' academic performance, especially in Islamic Studies subject. However, this study intends to investigate how Facebook and electronic device influence the performance of students in Islamic Studies in Ilorin West local government area of Kwara State, Nigeria.

Research Questions

The following research questions were raised in the course of this study:

1. How does the use of Facebook influence the academic performance of students in Islamic Studies in Ilorin West Local Government Area?
2. How does electronic device influence Islamic Studies students' performance in Ilorin West Local Government Area?

Research Hypotheses

The following hypotheses were tested in the course of this study:

HO₁: The use of Facebook has no significant influence on the academic performance of students in Islamic Studies in Ilorin West Local Government Area.

HO₂: There is no significant difference between the electronic device and students' academic performance in Islamic Studies in Ilorin West Local Government Area.

Method

This study adopted the descriptive survey design of cross-sectional type because it offers the researcher the opportunity of direct contact with sampled population which has features, qualities or attitudes which are relevant to the particular findings. Population for this study comprised all senior secondary school students in Kwara State. The target population consisted of public senior secondary school students in Ilorin West Local Government Area. A total of 200 respondents were sampled using simple random sampling technique. This method allowed for an equal chance of being selected in the sample. Nevertheless, the questionnaire used to collect data from respondents consisted of two sections. Section A contained personal information of the respondents while Section B contained the relevant questions. Participants responded based on a four-point rating scale: Strongly Agreed (SA), Agreed (A), Strongly Disagreed (SD) and Disagreed (D). The validity of the instrument was obtained after the series of corrections by the

experts. For the reliability of an instrument, a test-retest was conducted for the questionnaire and the results of a reliability coefficient of 0.73. Furthermore, all hypotheses were analyzed with Chi-Square at Alpha level of 0.05.

Result of the finding

Table 1: Distribution of Respondents by Gender.

Gender	Frequency	Percentage (%)
Male	120	60%
Female	80	40%
Total	200	100%

Table 1 shows that out of the 200 respondents that partook in this study, 120 (60%) were male while 80 (40%) were female.

Table 2: Distribution of Students by Age

Students' Age	Frequency	Percentage
10-15 Years	55	27.5
16-20 Years	111	55.5
21 and Above	34	17.0
Total	200	100.0

Table 2 indicates that the age of majority were between 16 and 20 years old (111 or 55,5%), 55 or 27.5% were also between 10 and 15 years old while very few of them were aged between 21 and above which is 34 (17.0%).

Testing of hypothesis

Table 3: The use of Facebook has no significant influence on the academic performance of Students studying Islamic studies Ilorin West Local Government Area

Chi-Square Analysis shows the influence of Facebook on academic performance of Students in Islamic Studies in Ilorin West Local Government Area

tables	N	\bar{X}	SD	Cal. χ^2	p-value	Decision
Facebook	200	1.82	0.70	2421.14	.001	H ₀ Rejected
Students' Academic Performance	200	2.91	.97			

***Significant @ p<.05**

Results in Table 3 showed the calculated χ^2 -the value of 2421.14, while the p-value (.001) is less than the level of significance (.05). Therefore, the hypothesis is rejected. This implies that the use of Facebook has a significant influence on senior secondary school students' academic performance in Islamic Studies in Ilorin West Local Government Area.

There is no significant difference between the electronic device and students' academic performance in Islamic Studies in Ilorin West Local Government Area

Table 4: Chi-Square Analysis of the Influence of Electronic Device on Students' Performance in Islamic Studies Ilorin West Local Government Area

Variables	N	\bar{X}	SD	Cal. χ^2	p-value	Decision
Electronic device	200	2.36	.73	2456.68	.000	H ₀₃ Rejected
Students' Academic Performance	200	2.51	.89			

***Significant @ p<.05**

Results in Table 4 showed the calculated χ^2 -value (2456.68) and the p-value (.000) which is less than the level of significance (.05). Therefore, the hypothesis is also rejected. This implies that electronic device has a significant influence on senior secondary school students' academic performance in Islamic Studies in Ilorin West Local Government Area.

Discussion of findings

The results of the hypothesis one revealed that use of Facebook has a significant influence on the academic performance of the senior secondary school in Islamic Studies in Ilorin West local government area of Kwara State, Nigeria. The statistical analysis of the hypothesis shows p-value (.001) is less than the level of significance (.05). This shows that the senior secondary school students make use of Facebook judiciously for the fun which greatly influenced their Islamic Studies performance. Nevertheless, Facebook is used as a Tool for Teaching and Evaluation. Teaching that ends in evaluation is likened to a journey that has a starting point and a destination. It is observed that Facebook is a popular social networking site with a very wide range of coverage that covers people with different status, class, age which cut across different levels demographically.

More so, Facebook serves the purpose of information and communication in modern classroom teaching. A teacher can use a Facebook group chat or page to engage his learners in the classroom. Sharing of video clips and attractive images by the teacher offers a seamless online experience to the learners. Undoubtedly, the teacher can also share a synchronous classroom with the learners by making live videos, polls, quizzes and creating different rooms for students in separate groups in order to achieve a task-based teaching and learning process.

Facebook is also used as an evaluation tool by teachers to assess how much the learning objectives are attained. This is done either from the beginning, during or at the end of the class by the use of the posts which can come in different forms such as polls, quizzes, essay type, multiple choices and so on. Evaluation of students on Facebook is usually open and it brings about improvement in learning of every student on the platform. The teacher is not the alpha and omega but a guide for the students to reach their creativity and knowledge. Therefore, this result is consistent with the assertion of Tariq, Mehboob, Khan & Ullah (2012) who revealed that young students take over the social media especially Facebook where they spent much of their time on the internet platforms. They further stressed that about 55 per cent of learners use Facebook daily which influenced them to perform negatively in various subjects.

This is in line with Camus, Hurt, Larson, and Prevost (2016) submitted that many forums can affect classroom dynamics and student learning in different ways and may better foster

student participation and encourage peer-to-peer dialogue. The finding of this study also lends credence to accept the assertion of Munoz & Towner (2009) who avowed that Facebook is created to help students to search for important information, unfortunately, it is being used negatively. They further emphasized that the majority of learners nowadays use Facebook as a place of sharing their pictures, video and personal information which is linked to negative performance.

Nevertheless, the results of the hypothesis two revealed that electronic device is connected to senior secondary school students' academic performance in Islamic Studies in Ilorin West Local Government Area. The statistical analysis further elucidated that the p-value (.000) is less than the level of significance (.05). This revealed that the electronic device such as smartphone used to teach in secondary school students has a significant influence on their academic performance in Islamic Studies in Ilorin West Local Government Area. This finding is in line with Olabode (2016) who asserted that the use of electronic gadget is greatly correlated with students' academic performance in school. The outcome of this study agrees with Landouni and Diaz (2003) who averred that electronic devices are educational instrument organized in an electronic way to help teaching and learning in classroom activities. Also, this study abides by Prescott, Johnson, Wrobel and Prescott (2012) who added that the use of e-device is associated with academic performance of students in school.

Conclusion

Facebook is the most common and greatly used social networking site among learners where different information, picture and video are shared. Not only that, learners are expected to perform favourably by using Facebook as an avenue for getting valuable information. However, from this finding, Facebook is online forum that foster the students to discuss with their peers. It helps them to interact directly with different people in order to enhance their academic performance.

Teaching is the process of attending to learners' need to enable them to achieve specific or particular things with the use of electronic aids such as smartphone among others. This study showed that usage of the mobile phone like smart one during teaching enhances and encourages both the trainers and trainees to deliver the lesson effectively. It is further posited that it will arouse the interest of students in the class and makes them perform positively in school subjects especially Islamic Studies.

Recommendation

It is recommended that the government, teachers and parents should work hand in hand to enlighten the students on how the use of Facebook will help their academic endeavour. Furthermore, a series of workshops and seminars should be organised for teachers on the effectiveness of the different electronic devices in teaching the subjects in schools, particularly Islamic Studies teachers

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