Impact of Facebook usage for academic performance: students’ perspectives

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ABSTRACT
This paper examines how Facebook affect students’ academic performance. It explores the negative impact that affecting students’ academic report card. This paper will approach qualitative methods using face-to-face interview with twenty-five university students in Negeri Sembilan. The study aim to determine students’ intentions in using Facebook, alongside their official conventional and digital learning which will allow us to discern the symptoms related to excessive Facebook usage by students. Spending long hours on Facebook has a negative effect on their academic performance, which consequently affect their overall education performance. This conceptual research paper anticipating that the findings from this study would provide clear insights on how the student’s academic performance can be affected by Facebook.

Keywords: Social media, Facebook, university student, academic performance, qualitative

1.0 INTRODUCTION
It is undeniable fact that social networking sites such as Facebook are exerting influence in the different areas of human lives (Kujath, 2011; Salem, 2017). In education and entertainment, social networking site (SNS) has become major tools for building social connectivity towards interacting and finding areas of common interest which are natural features of human life. Similarly, SNS is viewed as tool for supporting activities that are considered relevant to academic activities of the students (Jacobsen, 2011). Additionally, SNS especially Facebook is being used primarily as an expansion of the offline relationships and social networks (Hsu, Wang, & Tai, 2011).

With a staggering 835 million users, as far back as 2012, Facebook has attained a community too visible to be ignored (Latib, Bolong & Ghazali, 2014). SNSs have gained popularity among college students. With the advent of Facebook in 2004, the social behaviours and the practices of networking among college students have been transformed (Kalpidou, Dan Costin, & Jessica, 2011). Facebook has become a popular online social media network for students to interact with other users who have profiles on the same site (Nusair, Bilgihan, & Okumus, 2012). In view of the increasing rate of adoption of social network sites among university students, there has been some notable level of concern among researchers on the intensity of Facebook usage claiming that perhaps much time has been expended by Facebook users in online activities and less time devoted to studying (DeLeeuw & Mayer, 2008; Karpinski & Duberstein, 2009) thus, spawning the debate on the impact of social networking site on students’ academic performance.
(Ahn, 2011). More so, a glimpse of popular social networking sites pages shows the constant expression of many students’ worry of being unable to pay proper attention to their academic works as they are distracted by social activities on Facebook (Karpinski & Duberstein, 2009).

2. LITERATURE REVIEW

2.1 Academic Performance
The investigations relating to students’ academic performances were comprehensive as they were done from diverse perspectives. In the United States, the industrial revolution in the 19th century led to the creation of more complex and specialized jobs which in turn caused demand for workforce that required educational qualifications rather than social class background to increase. With this rise in demand, more people sought higher education to make themselves more employable, and universities had to limit student admissions in accordance to the institutions’ capabilities. Thus, academic performance became the measuring stick with which universities use as a proxy to aptitude and becomes an important determinant of career paths (Stumm, Hell & Chamorro-Premuzic, 2011).

Several studies relating to Academic Performance had been done from the 1950s to the 1960s which examined how students improved their academic performance in examinations (Lent et al., 1986). Another study was also done in 1990 to investigate the relationship between students’ interaction in the classroom and how it can benefit them on their academic performance (Pintrich & De Groot, 1990). Then, in 2002, there were numerous studies that investigated and explored students’ Academic Performance (Lugayila, 2002).

According to Li, Chen and Duanmu (2010), intensive research on academic performance of students in higher education has been emerging since the 1990s and researchers such as McKenzie and Schweitzer (2001) had divided the factors associated with academic performance into four categories which are academic, psychosocial, cognitive, and demographic factors. The demographic factor is considered the most relevant contingent to students’ academic performance.

2.2 The role and importance of Facebook among university students in Malaysia
The first phase of the research using web content analysis revealed that Facebook is the most popular social media presence among Malaysian universities. It was also found that there are a higher percentage of universities that use Facebook for interactivity with students (Memon, 2017).

Social networking statistics shows that Facebook penetration in Malaysia is 47.23% compared to the country's population and 83.52% in relation to the number of Internet users. The total number of Facebook users in Malaysia reaches 13,354,900 which make it twentieth in the ranking of all Facebook statistics by country. The largest age group is currently between 18-24 years old with a total of 4,620,520 users, followed by the users of ages between 25-34 years old. There are 54% male users and 46% female users in Malaysia (Memon, 2017).

The use of Facebook has made the process of spreading the information quicker and faster within just a few seconds. Internet revolution has been ongoing since the early 90s to make the world smaller, and information dissemination can be done immediately. For example, thousands of Egyptians on the field to demonstrate the state of Israel after seeing some pictures of Gaza attack by Israel, which are included in Facebook (Mahzan, 2009). Benefits of Facebook is recognized as a medium to connect people around the world to unite through virtual communication.

As known, the social-networking Facebook is equipped with various applications such as personal websites, blogs, discussion forums, chat, email and others. These applications are combined with Web 2.0 technologies, which made them attractive and easy to handle. Therefore, these applications are exploited in education as it is seen to help student involvement in a subject.
For example, many teachers outside the country have been using social sites like Facebook, Twitter and Ning in teaching and learning (Moulaison, 2009).

Among the subjects which use social-networking Facebook in teaching and learning is history, information science, agriculture and linguistic mainly English (Muhammad, 2010). Apart from that, long distance teaching methods are proven effective by using Facebook as a platform for lecturers and students to communicate with each other (Susilo, 2008). In fact, Facebook was also used to help improve the skills of student teachers during teaching practice (Howell, 2008).

3. METHODOLOGY
In this research, the qualitative methodology is employed using semi-structured interview design. According to Kelle (2006), a large-scale qualitative survey supposedly to be twenty-five in-depth interviews with selected informants. The rationale behind the qualitative methodology for this study is to provide more in-depth and detail contextualised insights into how students perceive the use of Facebook and how it affects academic performance.

The qualitative interviews provide a rich information about what Facebook actually mean to students, how the students participating into their academic life. In terms of research strategy, the qualitative interviews aimed at complementing the survey data and unstandardized data. In this chapter obtaining an overall information and more accurate picture of the interview about Facebook.

4. CONCLUSION
This study is important due to limited amount of empirical literature on how Facebook impacts higher education students. Also, following the existing theoretical perspective which suggesting that the similarity and geographical proximity among university student bridge relationships and connections, this interconnectivity apparently beget certain benefits (Kadushin, 2004; Nohria & Eccles, 1992). Such benefits are expected to entail improvement in academic performance of university students who spend a significant amount of their daily time on Facebook and employ this social platform for establishing friendship and connections among their peers (Ahn, 2011; Al-Rahmi & Othman, 2013; Shen & Khalifa, 2010). This study will further clarify that university students do not relate their activities on social media with their academic activities. This implies that the intensity of Facebook usage among university students particularly in Negeri Sembilan does not have any meaningful impacts on their learning and academic pursuit.

References


