

## INFLUENCE OF INTERNET USAGE ON SECONDARY SCHOOL ISLAMIC STUDIES STUDENTS' PERFORMANCE IN NORTH-CENTRAL, NIGERIA

BY

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### Abstract

This study examined the influence of internet usage on secondary school Islamic studies students' performance in North-Central, Nigeria. The study sample was 500 Islamic studies students in public and private senior secondary schools. Structural questionnaire was used to gather data and was analysed using mean, percentage and Chi-Square statistical instruments all at alpha level of 0.05. Finding revealed that students of Islamic Studies had access to the internet using personal data subscription and public Wi-Fi connectivity but they did not have access to the internet via the Wi-Fi provided by schools. It was also revealed that majority of students performed high in Islamic Studies in North-central, Nigeria (High 47%, Average 37% and Low16%). Further finding showed that there was a significant influence of internet usage on senior secondary school students' academic performance in Islamic Studies ( $\chi^2_{(4)} = 526.340$ ;  $p < 0.05$ ). It was thus concluded that internet usage had a significant influence on senior secondary school students' academic performance in Islamic Studies in North-central, Nigeria despite the fact most the students did not have access to the internet via the Wi-Fi provided by schools. It was recommended that access to public Wi-Fi connectivity should be made available for students in secondary schools by government at all levels. Moreover, Islamic studies teachers should be sensitized on how to use internet tools to improve the academic performance of their students.

**Keywords:** Influence, Internet Usage, Secondary School, Islamic studies, students' performance, North-Central, Nigeria.

## INTRODUCTION

The internet is the key information and communication technology that led to a worldwide revolutionary change in the information scenario (Siraj, 2021). The internet is a pool of knowledge and any country that fails to provide her youth access to the internet is unseating the country from her throne of dignity among other dignitaries (Olatokun, 2018). It is developed to serve as a platform for various activities for all age groups in society (Akin-Adaramola, 2019). The internet is a technology that has become an enormous part of people's daily lives. Through its ability to act as a support medium in different functions for which people use it, the Internet was introduced to academic institutions as a tool to enhance students' academic experience in the mid-1990s (Ngoumandjoka, 2020).

By its very nature, Islam welcomes every new lawful invention based on the exploration of the forces of nation. (Oyeniya, 2020). Never can disallow the use of newer inventions without genuine reason. The Qur'an and Sunnah are the powerful microscope used in determining the lawfulness or otherwise of a thing. It declares that all things are the creation of Allah, Who has created them for the benefit of human beings.

"Do you not see that Allah has made subservient to you whatsoever is in the earth and the ships that sail through the sea by his command? He withholds the heaven from falling on the earth except by his leave. Verily, Allah is for mankind, full of kindness, most merciful" (Qur'an 22:65).

Islam categorised knowledge into two. The first category of knowledge is that rendered by Allah to operate through revelation. This knowledge is regarded as the highest form of knowledge and eventually is made compulsory on every Muslim to learn, comprehend, and implement. The second type of knowledge is that acquired by human rationally on worldly matter. This latter form of knowledge includes *Tanzur* (observation) *Tadabbur* (deliberation), *Tathakkur* (recollection) *Takfakkur* (consideration) *Tabassur* (understanding), and *Ta'aqul* (rationalization). It is in the latter category the field of internet falls. This therefore shows that as far as the Internet is concerned, it used in a different way by Muslim scholars mainly to enhance teaching and learning of Arabic and Islamic education. Service and application offered by technology can efficiently be utilized in order to distribute and increase the level of understanding of Islamic knowledge (Oyeniya, 2020).

## Literature Review

Olatokun (2018) defined Internet as a computer network consisting of a worldwide network of computer networks that use the TCP/IP network protocols to facilitate data transmission and exchange. Olatokun (2018) explained further that it is a network of networks that consist of privates, public, academic, business, and government networks of local to global scope linked by a broad array of electronic, wireless, and optical networking technology. This therefore it carries a vast range of information resources and service such as the inter-linked hypertext document and application of the worldwide web (www) electronic mail telephone and file shirring. According to Emeka and Nyeche (2021), internet is a large computer network linking together millions of smaller computers at numerous sites in various countries belonging to thousands of business, government, research, educational and other organisations. To the internet users, the internet is a global community-one with a very active life. In today world, the Internet plays a vital role in the teaching, research, and learning process in academic institutions. Thus, the advent of the Internet has heralded the emergence of a new form of knowledge production and distribution – the soft form.

Over the last decades, internet connectivity has improved tremendously and is available everywhere such as homes, offices, travels, and schools (Ellore, 2014). Today, empirical studies of Adedotun (2015) and Akende&Bamise (2017) reported that access to information can influence the academic performance of students. The use of credible internet resources is of greater importance for academic study, especially in high-class courses which require an academic review of literature (Sahin, 2020). Internet use for educational purpose is found by Kim (2017) to be the heart of adolescent academic achievement. The availability of internet is almost everywhere, most students have had access to internet on their cellphones (Ellore, 2014). This helps students to broaden their academic knowledge, research, and assignments by accessing information worldwide and also enhances easy communication to the academic community (Siraj, 2021).

Yesilyurt (2014) argued that access to a home computer and internet connection contributes to students' academic performance as well as self-learning skills. Taking into account access and

usage of internet by secondary school students in Nigeria, Olatokun (2018) indicated that most students believed the internet to be far better and convenient than their school libraries. They saw it as a source for general knowledge, and hence it has helped them improve the reading habits and their academic performance. The internet is sometimes used as a supplementary learning material and has led to an improvement in students' academic performance (Siraj, 2021). In Nigeria, graduate students see the library as a favorable environment for studies, and a source of relevant and realistic information for research. However, they prefer using the internet to the library because of the fact that the latter provides readily information at all times, faster access to information, and large amount of information (Kumah, 2015).

In the borderless globalization of information era, internet plays a vital vote as knowledge disseminator, nothing can stop us from getting what we want to know, we want to see and to listen because internet can be accessed by everybody. Whether it is harmful or useful, it depends on us how to decide. There are some website used to enhance internet such as FACEBOOK, WHATSAPP, YOU-TUBE, IMO, SKYPE etc. One of the famous website to use to enhance is YOU-TUBE websites. YOU-TUBE website is a popular video-sharing website where users can upload, view and share video clips. YOU-TUBE has become an enormously popular form of web 2.0 new media, it could be noted that a recent articles in wired cities which is an average of 65,000 uploads and 100 million video viewed per day on YOU-TUBE that is, this numbers shows how great the response that YOU-TUBE gets from the viewer's especially why in teaching Arabic and Islamic Studies, researcher of teenagers (Siraj, 2021).

An alternative mechanism for digital Qur'an has become evident with the use of portable digital devices that enables the spread of the teaching of the Glorious Qur'an, through Portable Digital Assistants (PDA), Mobiles, handheld, Ipods, Mp3/415 players, etc. The handheld digital Qur'an is dedicated for teaching Qur'an through Multimedia recitation visual text displays and translation, while the remaining technologies facilitates the teaching of Glorious Qur'an following software installation. Advantageously, portable digital devices allow the users to read and listen to the Qur'an while on the move (Oyeniya, 2020).

## Justification of the study

Internet provides instantaneous access to information at all times (Sum, 2018). With the evolution of the internet, communication appears to have improved as it facilitates relationship with people around the world by sharing personal information through exchanges of ideas, feelings, photos, and videos at a very overwhelming rate. The has thus Internet brought many positive implications to human life such as making the connection of millions of people from all over the world possible.

However, several scholars and researchers in and outside Nigeria have worked on influence of the internet on students' academic performance at various levels of educational system. For instance, Siraj, (2021) conducted a study on internet usage and academic performance in a Malaysian Secondary Schools, Olatokun (2018) researched on Internet access and usage by secondary school

students in a Nigerian Municipality, while Muhammed (2021) worked on effects of internet on the academic performance of tertiary institutions' students in Niger state, Nigeria.

From the review, most teachers and student visit off-campus cyber cafes to use internet. The review in this area therefore justified the need for the present study. Therefore, this study was an effort to understand the possible influence this internet usage has on the Islamic Studies students in relation to their academic performance. This is why the influence of the internet usage on student's academic performance grasped the researcher's attention more especially for the fact that to the best of the researcher's knowledge, this area of study had not been explored in North-Central, Nigeria, and this study was an effort to fill part of the research gaps. the researcher hopes that this study shall be a value addition to this research area.

**Aims and Objectives**

Generally, this study examined the influence of internet usage on secondary school Islamic studies students' performance in North-Central, Nigeria. Specifically, it determined the:

1. Internet accessibility of senior secondary school Islamic studies students in North-central, Nigeria.
2. extent of senior secondary school Islamic studies students' usage of internet.
3. academic performance level of senior secondary school Islamic studies students in North-central, Nigeria.

**Research Questions**

The following research questions were answered for the purpose of this study:

1. What is the internet accessibility of senior school Islamic studies students in North-central, Nigeria?
2. To what extent do senior school students utilize the internet for learning Islamic Studies?
3. What is the academic performance level of senior secondary school Islamic studies students in North-central, Nigeria?

**Research Hypothesis**

H0<sub>1</sub> There is no significant influence of internet usage on the academic performance of senior secondary school Islamic studies students?

**Methodology**

This study adopted descriptive survey research type and the target population were all SS2 Islamic Studies Students in public and private Senior Secondary Schools in Benue, Kogi, and Kwara states in North-Central geo-political zone, Nigeria. North-Central Nigeria comprised of Benue, FCT, Kogi, Kwara, Nassarawa, Niger, and Plateau. A sample population of 500 respondents out of the population of 1,239 Islamic Studies students in the public and private Senior Secondary Schools were involved in this study. Fifty schools from Senior Secondary Schools were selected in the study area using stratified sampling technique and ten Islamic Studies Students were selected in each of the fifty sampled schools using purposive sampling technique. Structural questionnaire and performance test were used for data collection. The questionnaire

had 13 items of a four point-Likert scale of Always, Sometime, Rear, and Never. The questions for the test were selected from the senior secondary school Islamic Studies syllabus. Questions 1-15 were generated from Hadith 5 of An-Nawawi's collection, Questions 16-25 were generated from Ayatul-Kursiyy, Questions 26-43 were generated from categories of marriage prohibition while Questions 44-50 were generated from Qur'an and Sunnah as sources of Islamic civilization. All the questions contained four (4) options of A, B, C, and D as alternatives. All the questions carried equal marks (that is 2 marks each). A total number of 500 copied of the vetted questionnaire were distributed to the respondents purposively selected from three states (Benue, Kogi, and Kwara) in North-Central geo-political zone, Nigeria. Five hundred copied of the vetted questionnaire representing 100% were administered and dully filled and returned by the respondents. The data was analysed using mean, percentage, and Chi-Square statistical instruments all at alpha level of 0.05.

**Results**

Out of the 500 (100%) secondary school students of Islamic Studies sampled for this study, 279 (56%) of them were males while 221 (44%) were females. Also, 300 (60%) of the participants were from public schools while 200 (40%) were from private schools. In addition, 344 (69%) of the students were from urban areas while 156 (31%) were from rural areas. Descriptive statistics of mean was used to answer research question one while percentage was used to answer research questions two and three. A cut-off score of 2.50 was used as the baseline for determining participants' responses since the questionnaire items were structured in a four-response type. Therefore, items found with mean scores equal or above 2.50 were affirmed while items with mean scores below 2.50 were remarked otherwise.

**Table 1: Mean and Rank Order of Students' Accessibility to Internet**

SN	Items	Mean	Rank	Remark
1	I have access to internet via personal data subscription on my smartphone.	3.09	1 <sup>st</sup>	Affirmed
2	I have access to internet using Wi-Fi provided by school.	1.67	3 <sup>rd</sup>	Disaffirmed
3	I have access to internet using public Wi-Fi connectivity	2.72	2 <sup>nd</sup>	Affirmed

Source: Field Survey (2023)

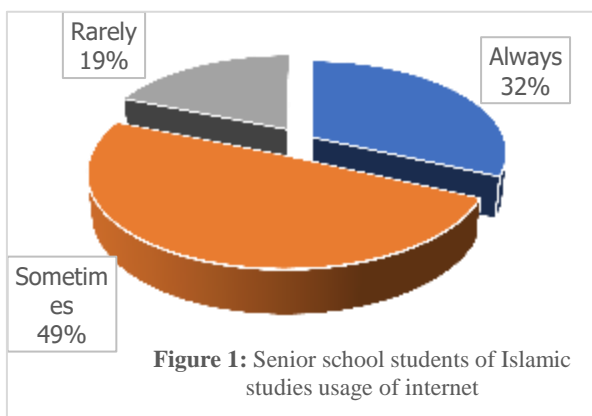
As revealed in Table 1, students of Islamic Studies had access to the internet using personal data subscription and public Wi-Fi connectivity. However, they did not have access to internet via the Wi-Fi provided by schools.

The scores of each respondent on the extent of internet usage for Islamic Studies were subjected to percentage analysis. Given that the questionnaire on students' usage of the internet was structured in a four-response-type, the minimum, maximum and range scores were 10, 40, and 30 respectively. The range was therefore divided by 3 (i.e.  $30/3=10$ ). Thus, participants whose scores fell within score range 10 – 20; 21 – 30, and 31 – 40 were categorized as students that 'Rarely', 'Sometimes', and 'Always' utilize the internet for Islamic Studies respectively. The statistics of respondents' scores is summarized and presented in Table 2.

**Table 2:** Extent of senior school students of Islamic studies usage of internet

Extent of Students' Usage of Internet	Score Range	Frequency	Percentage (%)
Always	31 – 40	159	32%
Sometimes	21 – 30	247	49%
Rarely	10 – 20	94	19%
Total		500	100.0%

Table 2 revealed that out of 500 (100%) students of Islamic Studies sampled for this study, 159 (32%) of the them always utilized the internet for Islamic Studies; 247 (49%) sometimes utilized the internet for Islamic Studies and 94 (19%) rarely utilized internet for Islamic Studies instructional resources. This shows that the majority of students sometimes utilized the internet for Islamic Studies in North-central, Nigeria. This is also depicted in Figure 1.



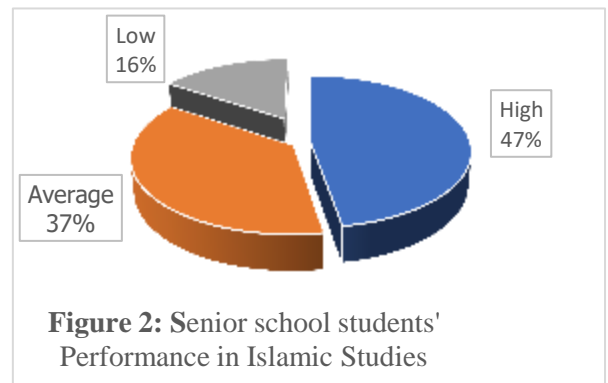
**Figure 1:** Senior school students of Islamic studies usage of internet

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**Table 3:** Level of senior school students' Performance in Islamic Studies

Level of Students' Performance	Score Range	Frequency	Percentage (%)
High	35 – 50	236	47%
Average	20 – 34	186	37%
Low	Below 20	78	16%
Total		500	100.0%

As shown in Table 3, 236 (47%) of the students were of high-performance level in Islamic Studies and 186 (37%) were of average performance level while 78 were of low-performance level in Islamic Studies. This implies that the majority of students were performing high in Islamic Studies in North-central, Nigeria. This is also depicted in Figure 2.



**Figure 2:** Senior school students' Performance in Islamic Studies

**Table 4:** Chi-Square statistics showing the influence of internet usage on senior secondary school student's academic performance in Islamic Studies

Internet Usage		Academic Performance			Total	Df	χ-cal	Sig	Remark
		Low	Average	High					
Rarely	Count	78	16	0	94				Ho
	Expected	14.7	35.0	44.4	94.0				

Sometimes	Count	0	153	94	247	4	526.340 <sup>a</sup>	0.000	Not Accepted
	Expected	80.5	91.9	116.6	247.0				
Always	Count	0	17	149	159				
	Expected	24.8	59.1	75.0	159.0				
<b>Total</b>		236	186	78	<b>500</b>				

\*Significance at  $p < 0.05$

As shown in Table 4, the  $\chi^2$ -value 526.340<sup>a</sup> was obtained with a p-value 0.000 when computed at 0.05 alpha level. Since the p-value 0.000 is less than 0.05 alpha level, the null hypothesis was not accepted. This indicates that there existed a statistically significant influence of internet usage on senior secondary school student's academic performance in Islamic Studies ( $\chi^2_{(4)} = 526.340$ ;  $p < 0.05$ ). Thus, many students who always made use of the internet for learning Islamic Studies performed highly in the subject.

### Discussion

The finding of the study showed that students of Islamic Studies had access to the internet using personal data subscription and public Wi-Fi connectivity. However, they did not have access to internet via the Wi-Fi provided by schools. This finding corresponded with Ellore's(2014) finding that most students had access to the internet on their cell phones through personal data subscription general Wi-Fi. The finding of the study showed that the majority of students sometimes utilized the internet for learning Islamic Studies in North-central, Nigeria. The result seemed to validate Siraj's (2015) findings that many students use the internet in a Malaysia because high internet usage brings better academic results and opportunity to enter the information world.

The result of this study revealed that majority of students were performing highly in Islamic Studies in North-central, Nigeria. This finding corroborated with Issa's (2015) finding that performance of Islamic Studies students in Ilorin, Nigeria was high. The finding of the study revealed that there was a significant influence of internet usage on senior secondary school students' academic performance in Islamic Studies. This finding corroborated with Yesilyurt's(2014) outcome that access to a home computer and internet connection contributes to students' academic performance as well as self-learning skills.

### Conclusion

Based on the data collected, analyzed, and interpreted, this study concluded that internet usage had a significant influence on senior secondary school students' academic performance in Islamic Studies in North-central, Nigeria and most the students did not have access to internet via the Wi-Fi provided by schools.

### Recommendations

Based on the findings of this study, the following recommendations were made:

1. Access to public Wi-Fi connectivity should be made available for students in secondary schools by government at all levels.

2. The government should provide schools with internet tools and ensure that students have access to those tools.
3. Constant seminars and workshops should be organised for students in secondary schools on the usage of internet in learning Islamic Studies.
4. The ministry of Education should inspect and monitor the use of available internet tools in schools most especially its usage in teaching and learning Islamic Studies.

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