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INFLUENCE OF INTERNET ADDICTION ON ACADEMIC PERFORMANCE OF SENIOR SECONDARY SCHOOL STUDENTS OF ISLAMIC STUDIES

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Abstract: The study examined the influence of internet addiction on academic performance of senior secondary school Islamic Studies students in Ilorin, Nigeria. The study adopted quantitative method of research design. Simple random sampling technique was used to select 150 senior secondary school students of Islamic Studies in Ilorin, Nigeria. An adapted questionnaire was used to elicit information from the respondents. Two research questions were raised and answered using Mean and Standard Deviation while PPMC was used to test formulated hypothesis at 0.05 level of significance. Findings from the study revealed that there is high level of internet addiction among senior secondary school students of Islamic studies in Ilorin, Nigeria. Also, the study revealed that there is significant relationship between internet addiction and students` academic performance among senior secondary school students in Ilorin, Nigeria. In line with the findings of the study, it is recommended that schools should organize seminars for students to use internet to enhance academic excellence. It was concluded that teachers and parents must work together to assist the students on effective usage of internet usage.

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INTRODUCTION

The evolution of digital era affected almost every aspect of modern life. The internet has become an essential tool for people and plays a significant role in our daily life; educationally, socially, politically, economically, and even emotionally. People use the internet at work, school, and home as well as in public places to communicate for businesses in shops, to pay bills online, for entertainment, and much more. The internet can be accessed using smartphones, laptop, tablet, computer, and smart television (Yılmaz & İpek, 2021). The transition to technological era brought about the advent of the internet as well as social media. The advancement in technology has made it easier for people

especially the young people to have access to internet and thus social networking which they join in with friends (Iskandar et al., 2022).

Information and communication technology (ICT) has been a tool for innovation and raising academic standards in many sectors around the world. For high school students, ICT has been a crucial component of teaching and learning from both within and outside the classroom in the educational sector. In order to facilitate international communication and access to data resources, the internet is a vast network system that connects a variety of commercial, public, business, academic, and governmental networks. Although they are not synonymous, the terms "Internet" and "World Wide Web" are frequently used interchangeably. While the internet refers to the global network of communications that includes hardware and infrastructure, the Web is only one of the services offered by the internet (Niqresh, 2019).

The Internet provides a constant, ever-changing source of information and entertainment, and can be accessed from most smart phones as well as tablets, laptops, and desktop computers. Email, blogs, social networks, instant messaging, and message boards allow for both public and anonymous communication about any topic. The benefits of the internet have been widely researched and include keeping in touch with friends, transferring funds, engaging with entertainment and assisting with educational needs (Perfetti & Ponziano, 2020). Active subscriptions for the internet across mobile, fixed and Voice-Over Internet Protocol (VOIP) networks in Nigeria rose to 159.5 million in July (2023). According to the latest industry statistics released by the Nigerian Communications Commission (NCC), this, however, represents only a 0.02% growth when compared with the 159.4 million recorded in June. The NCC's data reveals that the mobile network operators MTN, Airtel, Globacom, and 9mobile maintained their dominance of the internet market with 158.9 million internet subscriptions, leaving other players with less than a million connections (Baerecke et al., 2024).

According to Alemi et al. (2022), students are highly depends on the internet to search for information, social networking, entertainment, online shopping, and online gaming, among others. Schools around the world are using the internet to enhance teaching and learning inside or outside the classroom. Using the internet wisely for the right purpose is beneficial to the students; such as researching tool, seeking knowledge, enhancing their soft skills, exchanging experience and knowledge with international students and other parties.

However, despite the numerous benefits the Internet had brought to every sector of our lives, yet it become a source of an hydra-headed syndrome that serve as a bottleneck to the academic performance of senior secondary school students of Islamic studies in Ilorin, Nigeria. The Internet addiction may be in form of unrelenting, incessant and non-stopping of watching pornography, online bullying, cyber-crime, social media and host of other. Internet addiction is in part a major focus in this study. While the internet has many advantages and proves to increase efficiency, it could also be harmful to the students if they become addicted to it; It may cause low academic performance (Owusu-ansah et

al., 2019). Internet addiction is defined as an individual's inability to control the usage of internet. Internet overuse or excessive use of computer that may lead to interfere or change ones` regular daily life can be described as internet addiction (Soegoto & Tjokroadiponto, 2018). Internet addiction, otherwise known as computer addiction, online addiction, or Internet Addiction Disorder (IAD), covers a variety of impulse-control problems, including sanxiety, depression, health problems, school absenteeism, lying, fatigue, unemployment, decreased job productivity, and social isolation. The addiction to the internet also could translate to low self-esteem, depression, boredom, and attention-deficit hyperactive disorder (Quadri, 2020).

The emergence of social media as a result of advancement in technology and expansion in Internet software has raised eye brows among academics on the high levels or rates the students addicted to its (social media) usage. Hence, this has led to some students not to have fully concentrated on their academics due to the Internet addiction. Similarly, it is highly pathetic and worrisome to see that the attention of some students had been shifted from visible to invisible friends, while important ventures like study had been negatively affected in the process. Social media has turned into an essential element of individuals' lives including students in today's world of communication. Its use is growing significantly more than ever before especially in the post-pandemic era, marked by a great revolution happening to the educational systems. Recent investigations of using social media show that approximately 3 billion individuals worldwide are now communicating via social media (Anthonysamy et al., 2020). This growing population of social media users is spending more and more time on social network groupings, as facts and figures show that individuals spend 2 hours a day, on average, on a variety of social media applications, exchanging pictures and messages, updating status, tweeting, favoring, and commenting on many updated socially shared information (Mishra et al., 2017).

Moreover, some secondary school students have formed the habit of navigating through Internet that which have started influencing their overall attitude, academic, and social life (Putri et al., 2024). A student`s primary objective is the academics, especially at secondary school level because it is the stage of career building. It is imperative that they take their academic much more serious due to the sensitivity of that stage. The researchers observed that the importance of developing a good reading habit by students cannot be overstated. As competence in reading enables learners to be successful and engage with the world beyond the classroom (Busuyi, 2020). In fact, it has now become a common sight to see the youths engaging in online chatting in the classrooms. Also, some may be so carried away that even as they are walking along the high way, they keep on chatting which may have serious negative impact on the academic outcomes of the students.

Ahmad (2019) defined academic performance as students' ability to carry out academic tasks, and it measures the achievement across different academic subjects using objective measures such as final course grades and grading point

average. Academic performance can also be defined as the extent to which a student accomplishes his/ her studies and related tasks. Academic performance can be understood as the quantifiable and apparent behavior of a student within a definite period and is an aggregate of scores fetched by a scholar in various evaluations through class tests, mid and end semester examinations among others.

Islamic Studies plays a crucial role in the educational curriculum as it helps to build the moral and spiritual values of Muslim in line with Islamic beliefs and practices. According to Ojo (2022), Islamic Studies is religious program encompass which studies in religious sciences, such as learning about the Quran, memorizing it, studying Islamic jurisprudence, ethics, monotheism, principles of jurisprudence, prayer rituals, and more (Azizi et al., 2019). The orientation of religious programs in higher Education is to actualize Islamic teachings and values as a way of life However, over the years, there has been a significant decline in the academic performance of students in Islamic studies, which is a matter of great concern for all stakeholders in the education sector. The poor academic performance could be attributed to the time these students spend on the internet without any educational benefit (Yazici-kabadayi et al., 2023). Studies have been shown that majority of students are always on internet chatting, Tiktok-ing, playing video games and many more. Joorabchi & Afshariyan (2022) postulated that it is so common these days that many young people are addicted to social networking activities, abandoning homework and reading time in preference to chatting with friends, even at lecture times; many students are on phones engaging in one form of chatting or the other which can be quite distracting and loss of concentration most times. These have significant influence on the students` academic performance. Thus, it is against this background that the researchers examined the influence of internet addiction on the academic performance of senior secondary school students of Islamic studies in Ilorin, Nigeria. This constitutes the gap in knowledge part of which this study intends to fill.

The general purpose of the study is to unravel the influence of internet addiction on the academic performance of senior secondary school students of Islamic Studies in Ilorin, Nigeria. Specifically, the study set to: investigate the level of internet addiction among senior secondary school students of Islamic Studies students in Ilorin, Nigeria and examine predictive influence of internet addiction on academic performance among senior secondary school students of Islamic Studies in Ilorin, Nigeria.

Ndubuaku et al. (2020) worked on effect of social media on students' academic performance in Computer Science in two local government areas of Lagos state, Nigeria. The study was a descriptive survey involving 120 students comprising 60 males and 60 females randomly selected from 2 public and 2 private secondary schools from two local government areas of Lagos state. A questionnaire titled "SUSMQ" and a computer achievement test, CSAT were used to elicit information from the respondents. The Findings of the study revealed that students mostly used social media for their academic work (54.2%),

chatting (40.8%), games and news (30.8%), group (15.0%), amusement (5.8%) and 5.0% for various other things. This showed that students were not distracted by social media (96.8%), they were not addicted and social media assisted their academic work. The study further revealed further revealed that there was no significant difference on computer science achievement and their work based on gender and school type.

Karimy et al. (2020) examined the Influence of Internet Utilisation and Academic Performance of Secondary School Students In Ijebu-Ode, Ogun State, Nigeria. The study is a survey with SSS1 and 2 students as subjects; using multi-stage sampling, 310 secondary schools students from ten selected public and private secondary schools formed the study sample. Questionnaire with reliability value 0.70 was used to gather data for the study. The data collected was analyzed using the Pearson Product Moment Correlation test, mean and standard deviation. The results reveal that internet use has great benefits for students in school work and in class assignments; most students spend more time on chatting, downloading of documents and watching of videos than any other activity. The use of the internet by the students was found to positively influence their academic performance ($r = -0.157$; $p<0.05$). The study concludes that the Internet is critical to modern life and learning and that schools need to direct policy and practices in fostering technology use. The study recommends awareness campaigns, regulations to guide the extent of internet usage and responsible use through training and seminars for students and teachers.

Researchers have identified several studies that explore influence of internet addiction on students` academic performance. However, it is apparent that there is no any research work on influence of internet addiction on public secondary schools students` academic performance. The previous works examined the influence of internet addiction on undergraduate students` academic and not on secondary school students. Thus, this study was prompt to examine the influence of internet addiction on public secondary schools students` academic performance in Islamic Studies.

RESEARCH METHOD

This study adopted quantitative method of research. An adapted questionnaire from Dr. Kimberly Young on internet addiction with a slide modification to suit the purpose of this research. It was used as instruments for this study. Simple random sampling technique was used to select 150 senior secondary school students of Islamic studies in Ilorin, Nigeria. The instrument used for data collection was validated by three experts in Islamic studies and Test & Measurement and found it appropriate for this study. The reliability of the instrument was determined using the test re-test reliability technique within a two week interval. The scores of the two tests were correlated using the Pearson's Product Moment Correlation (PPMC). The value of the correlation coefficient obtained was 0.87. Two research questions were raised and answered using Mean and Standard Deviation.

The null hypothesis formulated and tested in this study was: H_{01} There was no significant relationship between internet addiction and academic performance of senior secondary school students of Islamic Studies in Ilorin, Nigeria using Pearson Product Moment Correlation (PPMC) at 0.05 level of significance. Similarly, the instrument was personally administered by the researchers to all the randomly selected 150 senior secondary school students of Islamic studies in Ilorin, Nigeria. The researchers sought the permission from all the heads of the sampled schools in Ilorin, Nigeria. Twenty items were designed for the respondents to react to by ticking in the table below:

Table 1. Scale and Rate of Items

SCALE	RATE
Never	1
Occasionally	2
Frequently	3
Often	4
Always	5

RESULT AND DISCUSSION

Result

Demographic Distribution of the Respondents

Table 2. Gender Distribution of Respondents

SEX	FREQUENCY (f)	PRECENTAGE (5%)
Male	88	58,7%
Female	62	41,3%
Total	**150**	**100%**

Source: field survey, 2024.

Table 2 showed that out of 150 respondents to whom the questionnaires were administered, 88 respondents representing 58.7% were male while 62 representing 41.3% were female. This indicated that majority of the respondents to whom this research instruments were administered to in our survey are males.

Level of Internet Addiction

To find out how the level of internet addiction affects academic achievement among senior high school students of Islamic Studies in Ilorin, Nigeria, the following is the analysis table.

Table 3. Descriptive Statistics Showing Level of Internet Addiction Students

Number of Respondents	150
Range	119
Mean	83.29
Standard Deviation	21.43
Minimum	19
Maximum	148

Source: field survey, 2024

Table 3 revealed that the minimum was 19, the maximum was 148, the Mean is 83.29 while the Standard Deviation was 21.43. The computed scores

were further categorized as 21-62 "low" level of internet addiction, and 62-105 "moderate" level of internet addiction and 106-127 "high" level of internet addiction.

Extent of Internet Addiction

The categorization were subjected to frequency counts and percentages of the level of internet addiction among senior secondary school students of Islamic Studies in Ilorin, Nigeria was presented in table 4

Table 4. Descriptive Statistics Showing the Level of Internet Addiction among Senior Secondary School Students

Level of Internet Addition Among Secondary School Students	Frequency	%
Low level	5	3.3
Moderate level	29	19.3
High level	116	77.3
Total	150	100

Source: Field survey, 2024.

Table 4 showed that majority of the senior secondary school students of Islamic studies have high level of internet addiction with 116 representing 77.3% of the respondents, 29 representing 19.3% of the respondents were on moderate level of internet addiction while 5 representing 3.3% of the respondents were on low level of internet addiction in senior secondary schools in Ilorin, Nigeria. This implied that majority of the senior secondary school students of Islamic Studies in Ilorin, Nigeria were addicted to internet.

Influence of Internet Addiction

To analyze whether there was a predictive influence of internet addiction on the academic achievement of senior high school students of Islamic Studies in Ilorin, Nigeria, the following analysis table was presented.

Table 5. Predictive Influence of Internet Addiction

S/N	ITEMS	STANDARD DEVIATION	MEAN	RANK
1	I often stay online longer than I intended	**0.80**	**2.40**	**20th**
2	I often neglect my assignment and reading due to my addiction to internet	**1.04**	**3.03**	**1st**
3	I prefer the excitement of internet than study	**0.98**	**2.66**	**11th**
4	I enjoy having friends online than relating with my classmates in school	**0.97**	**2.55**	**17th**
5	People often complain of the long time I spent online.	**1.12**	**2.60**	**15th**
6	My grades or school work suffer because of the amount of time I spend online	**0.99**	**3.03**	**1st**

7	I often check my phone while in the class?	**.89**	**2.43**	**19th**
8	My academics often suffer because of my addiction to Internet	**1.05**	**2.61**	**14th**
9	I often become defensive or secretive when anyone asks of what I do online	**1.09**	**2.91**	**4th**
10	I often blockout disturbing academic thoughts at the expense of soothing thoughts of the Internet	**.90**	**2.64**	**13th**
11	I often find myself anticipating and eager to go online every moment	**1.00**	**2.68**	**9th**
12	I often fear that life without the Internet would be boring, empty, and joyless	**.96**	**2.65**	**10th**
13	I often snap, yell, or act annoyed if someone bothers me while I am online which most of the time distablise my focus on my academics	**1.02**	**2.70**	**8th**
14	I often lose interest in class due to over stay online.	**1.01**	**2.52**	**18th**
15	I often feel preoccupied with the Internet when off-line, or fantasize about being online	**.87**	**3.02**	**3rd**
16	I often find myself saying "just a few more minutes" when online	**.92**	**2.59**	**16th**
17	I often fail to cut down the amount of time I spend online	**.87**	**2.72**	**7th**
18	I often try to hide how long I've been online	**.99**	**2.83**	**5th**
19	I often choose to spend more time online over studying alone	**.92**	**2.82**	**6th**
20	I often feel depressed, moody, or nervous when I'm offline, which goes away once I am back online	**.96**	**2.70**	**8th**

Source (2024)

Table 5, showed the predictive influence of the internet addiction on academic performance of senior secondary school students of Islamic Studies in Ilorin, Nigeria. Having subjected responses to standard deviation, mean and ranking, the predictive influence of internet addiction on academic performance were, "grades or school work suffer because of the amount of time you spend online; neglect of assignment and reading due to the more time on internet; given the Mean 3.03 ranked 1st and 2nd. Also, "feel preoccupied with the Internet when off-line, or fantasize about being online"given the Mean 3.02 was ranked 3rd, "become defensive or secretive when anyone asked you what you do online" given the Mean 2.91 was ranked 4th. Also, "hide how long you've been online" given the Mean 2.83 was ranked 5th,"choose to spend more time online over studying alone" given the Mean of 2.82 was ranked 6th, "fail to cut down the amount of time you spend online" given the Mean 2.72 ranked 7th and "feel depressed, moody, or nervous when you are off-line, which goes away once you are back online" given the mean of (2.70) ranked 8th, "find yourself anticipating when you will go online again" given the Mean of 2.68 ranked 9th , "fear that life

without the Internet would be boring, empty, and joyless" given the Mean of 2.65 ranked 10th. This implies internet addiction predicts poor academic performance of senior secondary school students of Islamic studies in Ilorin West, Nigeria.

Testing the Hypothesis

H_{01}**:** There was no significant relationship between internet addiction and academic performance of senior secondary school students of Islamic Studies in Ilorin, Nigeria.

Table 6. Showing the Relationship between Internet Addiction and Students Academic Performance

		ADDICTION	PERFORMANCE
ADDICTION	Pearson Correlation	1	-.035
	Sig. (2-tailed)		.779
	N	150	150
PERFORMANCE	Pearson Correlation	-.035	1
	Sig. (2-tailed)	.779	
	N	150	150

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

Table 6 showed the result of correlation coefficients between internet addiction and academic performance which statistically negatively significant (r = -.035, p = 0.000). Hence, null hypothesis one which read thus "There is no significant relationship between internet addiction and students` academic performance" was rejected. The findings of this study revealed that there was significant relationship between internet addiction and students` academic performance.

Discussion

The results of the analysis and hypothesis testing carried out in this study showed that there was significant relationship between internet addiction and students` academic performance. This supported the earlier submissions of Karimy et al. (2020; Quadri (2020); Sebutu et al. (2021) whose findings revealed that there was significant relationship between the internet addiction and students' academic performance. In line with the findings of the study, it is recommended that schools should organize seminars for students to use internet to enhance academic excellence. It was concluded that teachers and parents must work together to assist the students on effective usage of internet usage.

Majority of the senior secondary school students of Islamic Studies in Ilorin, Nigeria are addicted to internet. The findings of this study was in line with the submissions of Ndubuaku et al. (2020) whose findings revealed that students strongly devote more time on internet or online activities than their academics or any other commitments. Internet addiction predicts poor academic performance of senior secondary school students of Islamic studies in Ilorin West, Nigeria. This supported the submissions of Bener et al. (2020) and Nopiana et al. (2022) whose their findings revealed that students addiction to internet might result to poor academic performance in schools. It was revealed from their findings of their study that utilisation of internet-enabled devices significantly

related to Muslim students' religious practices and academic performance. Therefore, it was concluded that students should always ensure moderation in chit-chatting and use their internet-enabled devices for the purposes which would boost their academic performance and improve them spiritually.

Sebutu et al. (2021) worked on Utilisation of internet-enabled devices for academic and religious purposes among Muslim undergraduates. The study investigated utilisation of internet-enabled devices for academic and religious purposes among Muslim undergraduates in University of Ilorin, Nigeria. All Muslim students in the University constituted the population of the study, while only those in the Faculty of Arts were the target population. Meanwhile, 50 Muslim students were randomly selected from each of the seven departments which totaled 350 undergraduate Muslim students. The instrument used to collect data was researcher-designed questionnaire. Two research hypotheses were formulated and tested using inferential statistics of Pearson Product Moment Correlation Statistics, at 0.05 level of significance. It was revealed from the findings of the study that utilisation of internet-enabled devices significantly related to Muslim students' religious practices and academic performance. Therefore, it was concluded that students should always ensure moderation in chit-chatting and use their internet-enabled devices for the purposes which would boost their academic performance and improve them spiritually.

Bener et al. (2020) conducted a study on the Impact of Internet Usage on Students' Success in Selected Senior High. The Study explored the usage of the internet and its impact on the academic performance of Senior High School (SHS) students in the Cape Coast Metropolis. A questionnaire was used to gather data from 105 second-and third-year students through random sampling and was then analyzed using descriptive statistics and an independent samples t-test. The result revealed that Internet outlets for SHS students include school ICT labs, mobile phones, internet facilities for families, and public internet cafes. Furthermore, internet access influences academic standards among students, as those with internet access have shown a higher improvement in academic performance than those without. Different internet use, on the other hand, has no impact on academic performance, as revealed by the results. Similarly, the presence of several sources of internet connectivity does not guarantee immediate access to all of them. Therefore, it was recommended that the Heads of Institutions should liaise with other stakeholders to provide internet facilities with management support. It was also recommended that to support student research, the School ICT Laboratories should be well equipped with internet facilities and students should be taught how to use search engines to search online for academic materials. This is vital because the provision of school internet facilities plays a very important role in enhancing academic performance.

The internet has become an integral part of student's life. Many students used the internet mainly for educational activities, however, a number of students wasted their time by visiting inappropriate sites, unrelated to education. A study revealed that academic success was determined by how the

students utilize the internet, whether it is for education purpose or non-educational activities (Mahmud, 2019). The heavy usage of the internet has shown adolescents visiting chat rooms which resulted them to stay up late hence affected their focus and attention in class that leads to the deterioration of their academic performance. The studies on the effect of internet addiction on academic performance have been consistently reported on negative associations. In other words, if the students are addicted to the internet, their academic performance decreased; their study habit declined, increased in absenteeism, and skipped exams (Nopiana et al., 2022).

Anshori et al. (2022) examined the Influence of Social Media on Students' Academic Performance as Perceived by Undergraduate Education Students. This study therefore investigated the perceived influence of the use of social media on students' academic performance. The study adopted a descriptive survey design by randomly selecting 297 undergraduate education students of Osun State University from 2nd, 3rd and final year students. The instrument used for data collection is a self-developed questionnaire titled 'Influence of Social Media on Academic Performance'. One research question and two hypotheses were generated for the study. Data were analysed using simple percentage and frequency count aspect of descriptive statistics, t-test and Analysis of Variance (ANOVA). The results showed that the use of social media has both positive and negative influence on academic performance. The study also revealed no bias in the view of the respondents based on gender and number of years spent as students in the university. The researcher therefore recommends the need to educate students on the educational benefits of social media, guide the students on how to use social media to enhance learning coupled with the incorporation of social media as instructional strategy in the school curriculum.

CONCLUSION

The study concluded that internet addiction significantly influence senior secondary school students of Islamic studies in Ilorin, Nigeria and government through the Ministry of Education at both Federal and States level, school heads, teachers and parents must work together to assist the students on effective usage of internet usage. In line with the findings of the study, it is recommended that schools should organize seminars for students to use internet to enhance academic excellence and the negative consequence of being addicted to internet.. It was concluded that teachers and parents must work together to assist the students on effective usage of internet usage.

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