

Teachers' Experiences and Reflection on Social Networking Site: Application of Facebook on Students' Learning

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Abstract

This paper explores the effect of the use of the social networking site 'Facebook' on students' learning in public secondary schools in Nepal. It also examines the use of Facebook in teaching and learning to improve students' academic performance. A mixed-method (QUAN-qual) research design with an opinionnaire survey tool was used to collect the quantitative data, whereas a semi-structured in-depth interview was used to collect qualitative data. One thousand teachers were selected randomly using the Raosoft sample size calculator with a 95% confidence level. The data from both these sources were analysed using SPSS software version 20 and thematically as well as verbatim methods. The study found that 69% of teachers used Facebook for other purposes than teaching and learning in public secondary schools. Also, 86% of teachers use Facebook during school hours which positively affects students' academic performance. Based on this study, it is recommended that the use of Facebook need to be done only for academic purposes during school hours in the public secondary schools in Nepal.

Keywords: *Academic performance, Facebook fasting, social networking site*

Introduction

The popularity of using Facebook has increased dramatically in the past few years in Nepal because of the advances in technology and the need for fast communications and interactions. More users are inclined to develop their virtual societal dealings and simulated life on standard social networking websites such as Facebook. The educational value of Facebook is determined by the interactions and opportunities among the students (Bishop- Russell et al., 2006). Students' interactions might be in the class or outside the class. For teachers, it might be within the school hours and outside. Interactions between the students and teachers might be informal, not a part of the teaching and learning in most cases (Terenzini et al., 1999). Formal dialogues and interactions outside the class refer to the formal exchange of ideas through messengers. In contrast, interactions outside the school hours include in formal interactions such as casual conversations, chatting, sharing, etc. No matter how formal or informal communication is, engaging in outside-the-class

has some benefits for students' retention and student academic and cognitive development (Mansson et al., 2012). Mansson and friends argued that students' interactions and engagement in Facebook chatting, messaging, sharing arguments and photos with captions are positively affected by their tendency to engage in class which are part of outside- class communication. It might be within a group of friends or with the teachers. The frequency of interaction between students and teachers might be used to predict students' learning out comes be cause of the strong connection between the teachers and students (Young et al., 2011).

Regarding the use of Facebook for academic purposes, students use it for messaging, sharing content, sketches, photos, etc. Sometimes, school teachers clarify some thing in the online social networking environment for the academic progress of students. This is taken as a positive effect of using Facebook. In the same way, teachers share lecture materials, assignments, course contents, examination notices, and the content that students have posted. This permits students to discuss course content, pose questions, and build relationships with their teachers. It is argued that the effectiveness of building such relationships is an integral part of the students' learning process as well as affects how they perceive their performance in the online social networking site, i.e., Facebook (Afrashtehfar, Yang, Al-Sammarraie, Chen, and Saeed, 2021; Kaso, Nurjihad, Ilham, & Aswar, 2021; Pandito, 2021). Good academic performance can be achieved by incorporating Facebook in to the course requirements a sa means of communication among the students and between students and teachers. But, much of the outdoor class communications is related to unnecessary conversations like chatting through the use of Facebook (Prieler, Choi, & Lee, 2021).

In particular, this article focuses on the use of Facebook by students and public-schoolteachers as a means of teaching and learning. However, the aim is not to solely discuss Facebook for teaching and learning purposes or its educational value, but also to present adverse effects on students learning performance by using Facebook during school hours in the public schools in Nepal. The word *Facebook Fasting* is used in this article, meaning not using Facebook during school hours. Using Facebook helps school teachers and students to understand the characteristics of the existing Facebook users and its application (Ellison et al., 2007). There is a need to investigate the link, if any, between how often/how much students use such an online social network and whether or not there is a positive or negative influence of this on their perceptions. Due to this, the article is significant in many ways. First, it will help public school teachers better understand to how and why teachers and students use this social network site. For example, teachers would know if students use Facebook for learning purposes as suggested or for other activities unrelated to teaching and learning. Second, this article provides insights and critiques of using Facebook in school time and its adverse effects on students' learning. Third, related to not using Facebook during school hours at all called *Facebook Fasting* will be beneficial for the students' academic performance.

Overall, this study describe dinvestigates whether the impact of the online social network, i.e., Facebook help students and teachers to promote students' academic performance. Also, it explore show often/ how much students use it and there a sons that they seek clarification for online communication between the teachers and students. Additionally, the study also investigates

how the use of Facebook by teachers positively and negatively affect the students' academic performance in the public secondary schools in Nepal.

Methodology

A mixed-method (QUAN-qual) research design was used in this study. By employing an opinionnaire survey and semi-structure in-depth interviews as the data collection tools, this study gains a more complete and in-depth understanding of the effect of *Facebook Fasting* on public school teachers. The study was conducted on secondary schoolteachers of public schools throughout Nepal. The fact is that secondary school teachers are using Facebook for the teaching-learning process as well as performing their personal activities. Facebook was chosen as the communication out of the school hours as an online social networking tool.

Research Participants

The enrollment procedures started by inviting teachers who are teaching at the secondary level schools through email and messenger to participate and fill the five scales Likert-type form scale. Before recruiting respondents for the study, the first and second authors did a survey of the number of teachers teaching at secondary schools throughout Nepal. Among them, 1000 teachers were randomly chosen to participate in this study. Only twenty teachers were purposively selected for in-depth interviews about *Facebook Fasting* and related concerns. Twenty respondents were selected so that we can easily access them during the COVID 19 pandemic. A stratified random sampling technique was used to select 1000 teachers for the collection of quantitative data. Purposive-convenient sampling was used for the in-depth interviews to explore the use and misuse of Facebook during and outside school hours.

Data Collection Procedure

The research on which this article is based is an exploratory and descriptive (Creswell, 2009) study that explores and describes the uses and misuses of Facebook during school hours. During the opinion survey, a set of opinionnaire was sent through email and Facebook messenger and open-ended in-depth interviews has been taken from Facebook messenger calls. Each of the interviewees participated about for half an hour. It took 5-10 minutes of extra time for overall reflections on the use of Facebook, its uses and misuses in the school.

Data Analysis

Data analysis was started from the initial part of this study i.e., when the first and second authors began the conversations with the teachers informally. The opinionnaire survey was analyzed through SPSS software. Regarding the qualitative part of this study, all the interviews were transcribed and translated and then, together with the expanded conversation notes were analyzed using the thematic content analysis (Denzin & Lincoln, 2008; 2011; Thomas, 2011). Themes emerged from the data through a process of open coding and the mere refinement without restricting the analysis by pre-defined codes and themes (Denzin & Lincoln, 2011). This process took place in three steps: open coding, categorization, and abstraction as advocated by Denzin and Lincoln, (2011). Firstly, data were transcribed from all semi-structured interviews and the second author performed an open coding for qualitative analysis, searching the data for significant features relevant to the study areas. Secondly, the first author noted the themes of the

study such as Facebook, *Facebook Fasting*, engagement and academic performance of students. Thirdly, to refine the theme, the first and the second authors searched for relationships among the themes.

Since all data were collected in the Nepali language, the data analysis was performed in Nepali. During data analysis and write-up of the manuscript, the original Nepali quotes were used as much as possible to prevent loss of meaning as a result of translation. The quotes in the final manuscript were translated by the first author and checked by the language expert.

Results

The background information of the respondents showed that the majority (38.5%) of the teachers belong to the Chhetris. Brahmin and Newari teachers were 20.6% and 19.6% respectively. The fourth major ethnicity of the teachers were the Tharus (8.6%) and 5% of teachers were related to Magar. Rai were only 3.7% and the rest of the 4% of teachers were belonging to other ethnic groups (Table 1).

Table 1.

Background Characteristics of the Study Population

Caste/Ethnicity	Total number	Percentage (in %)
Brahmin	206	20.6
Chhetris	385	38.5
Newar	196	19.6
Tharu	86	8.6
Magar	50	5
Rai	37	3.7
Others	40	4

The figure shows the sampled public-school teachers as per their ethnicity (Fig. 1).

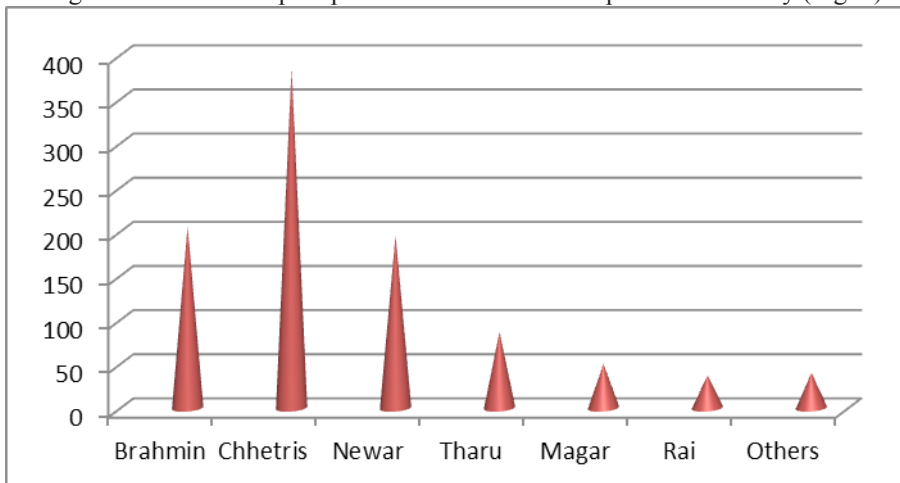


Figure 1. Ethnicity of the Study Population

It is found that Facebook is one of the tools for teaching and learning. 69% of teachers were agreed that Facebook is the effective medium for teaching and learning in the public secondary schools in Nepal (Fig. 2).

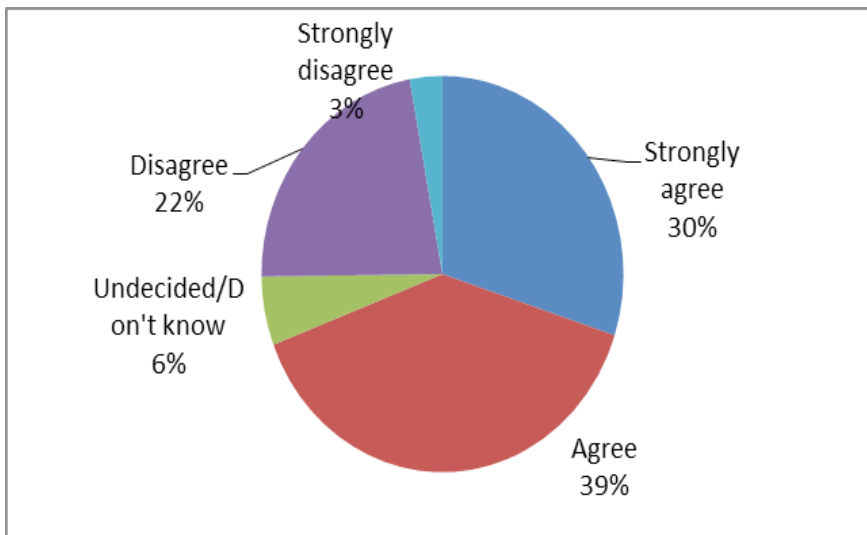


Figure 2. Facebook is one of the Tools for Teaching and Learning

It is also found that the majority of teachers (69%) favour Facebook increases students' interaction that increases students' academic performance if they use properly and in the presence of teachers or at the time of teaching and learning. One quarter i.e., 25% of them disagreed that the use of Facebook cannot increase the students' interaction and engagement in and out of the class.

Triangulation of this quantitative result with the qualitative findings through interview is done. During an in-depth interview with the teacher, one of the teachers (T1) said:

The first thing that comes to my mind is that the social networking site i.e., Facebook is one of the tools for teaching and learning. Students recall profile pictures, likes, reactions, groups, pages, fan following, posts, check-ins, and live videos related to the course contents and some discoveries along with the biography of the scientists. Facebook is used to search the subject matter and show the life history of scientists in the class. (Online interview, Teacher T1)

In a similar way, other teachers argued during the interview and said:

Exchanging ideas on various platforms makes learning easy and fun. Facebook is the best tool to make students unite on a common topic. When students decide to go to Facebook for learning, there are many ways to fulfil this task. Nowadays, Facebook provides more options to use as a learning platform. Students can start to practice it and learn a lot. Facebook for educational purposes has no limited functioning. It provides more than studying and sharing bookish knowledge. Teachers further said that Facebook for students can also have a fun piece. Students

can put up all the events that are taking place in their school on Facebook. They can invite participation while informing everyone about the events. This approach enhances Facebook learning and develops collaboration among all students. (Online interview, Teachers T2, T4 & T5)

On the contrary to the above findings, the teacher (T6) said:

A teacher may not know how to use Facebook as a teaching tool. As a teacher, it is necessary for the flow of information to students to be accurate, safe, and exciting to handle. It cannot be an honest way of learning; otherwise, it will be another classroom as opposed to Facebook in the class. (Online interview, Teacher T6)

Teachers were asked about the students' engagement and interaction through the use of Facebook and students' learning. It is found that 72% of public-school teachers agreed that Facebook is helpful for students' engagement and interaction. About one-fourth of the teachers disagreed the use of Facebook is not good for students learning in and out of the class (Fig. 3).

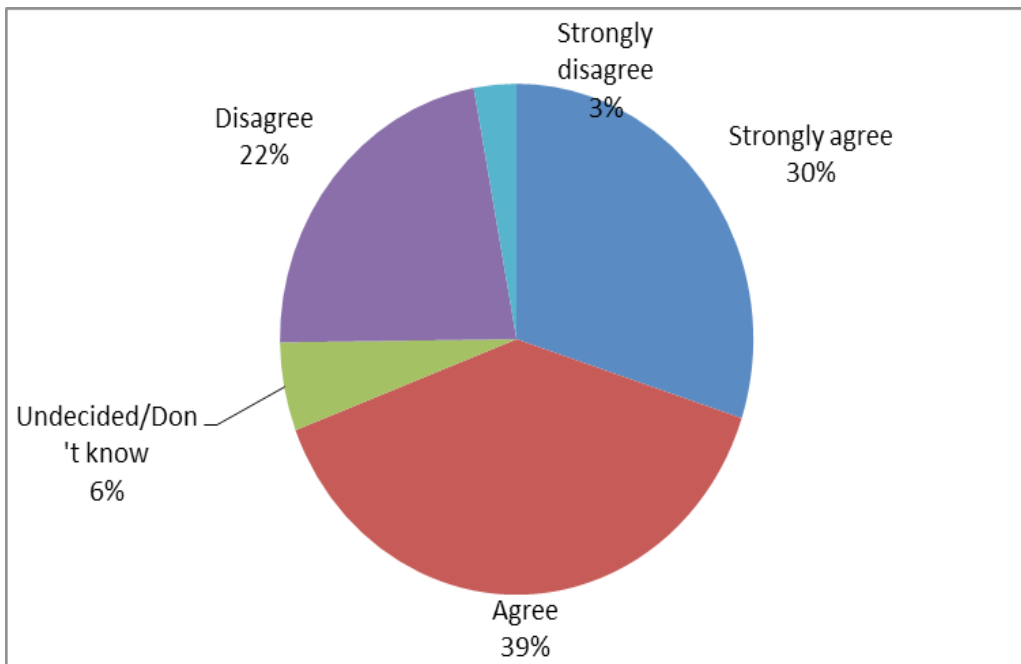


Figure 3. Facebook increases Students' Interaction and Engagement

Relating this finding with the qualitative data, it is found that Facebook has become a significant part of students' life in the 21st century. Therefore, interactions between teachers and students play a major role in learning through an online social learning environment like Facebook. Such an interaction is known as the key element that can measure students' learning process, particularly in an online learning environment. Social networking sites don't only promote

social interaction but also have a high potential to be used for teaching and learning purposes. However, interactions that occur on social networking sites are meaningless due to a lack of proper guidance. Lack of proper guidance will lead to no or little intellectual growth among students because the students might be very likely to discuss unrelated topics.

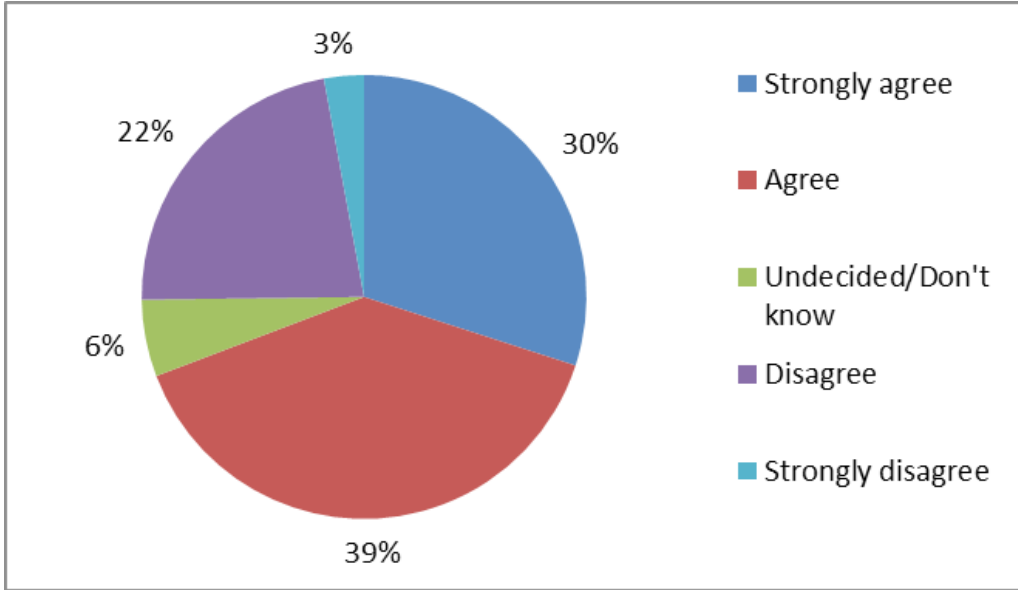


Figure 4. Appropriate use of Facebook helps Students to learn and Teachers to Teach

It is also found that too much use of Facebook decreases the creativity of students. 66% of teachers i.e., 659 out of 1000 teachers agreed that the use of Facebook in the school and in the class decreases the imagination and originality of the students.

The decrease in the amount of face-to-face instruction in today's school education due to the COVID 19 pandemic, weakens the student-teacher relationship. It is important for students' academic success especially for those who are struggling to learn the minimum required content within limited time constraints. In fact, better academic performance has been correlated with face-to-face interaction however in the present situation of the COVID 19 pandemic, Facebook is one of the online mediums for learning in the schools in Nepal. Poor academic performance is both a cause and effect of stress and the focus on students' physical and emotional well-being in school education is growing in Nepal. Public school is undoubtedly a stressful time, given the academic rigour, pressure to succeed, and personal life stressors such as social disconnectedness.

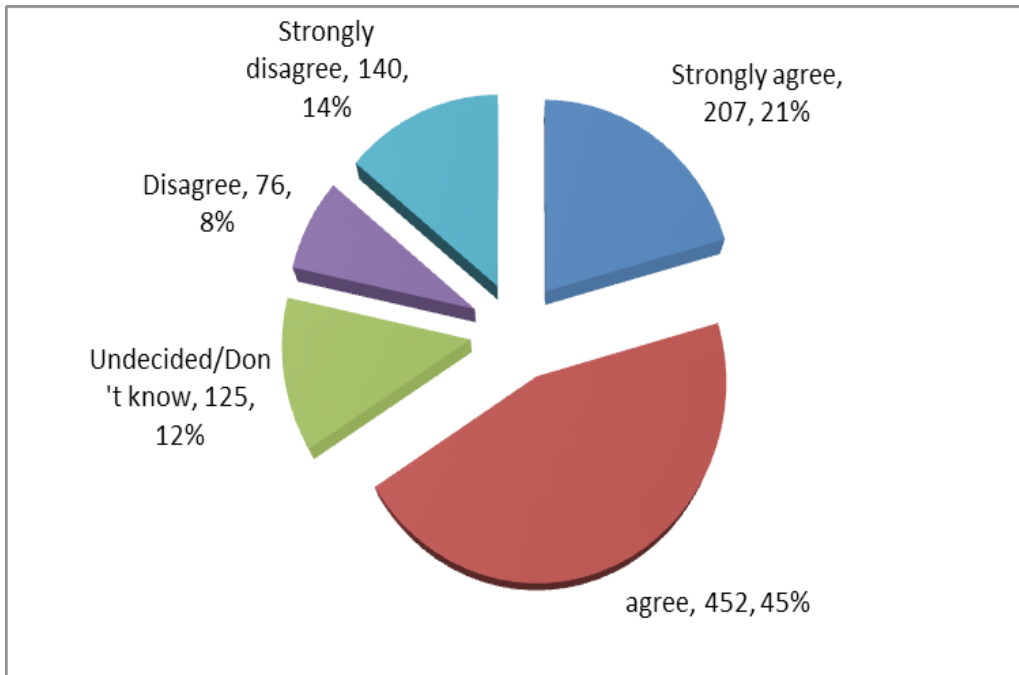


Figure 5. Too Much Use of Facebook decreases Creativity of Students

Appropriate use of Facebook increases students' interaction which increases academic performance. Almost all i.e., 91% of teachers agreed that the appropriate use of Facebook increases students' interaction that increases academic performance. In an online interview with the teachers regarding creativity and the use of Facebook for learning, almost all teachers said:

When we talk to students about their creativity, they focus on novel ideas. It may lead to developing creativity in our students. But we teachers and the school administration do not let them think and act in the same manner. They further argued that if we provide students with the ideas of learning through the use of Facebook, it might help them to know the abstract concept of the subject matter.

Consistent with the quantitative result, all the teachers in an in-depth interview said:

Too much use of Facebook decreases the ability of creativity and hidden talents of students. Students search content matters in Google through the use of mobile and start chatting and sending the correct answer to their friends through messenger and Facebook. Facebook increases dependency on the internet and students do not want to read the textbook. They do not want to think, explore and analyze the cases because they will get the readymade answer on Google. This is the dark part of the use of Facebook to this generation. (In-depth interview, Teachers)

Furthermore, students are spending more of their time interfacing with machines instead of friends and reading materials. With cell phones and handheld internet, our students are strengthened into a wealth of information. Regardless of the apparent benefits, the time they spend wired is hurting our children. Video games constitute an ever-increasing part of a child's day. There are different types of video games, and generally, they are set in a fantasy environment, or even a realistic one, and improve hand-eye coordination. They may also offer some limited problem solving, as in figuring out how to get through a door or across a gap.

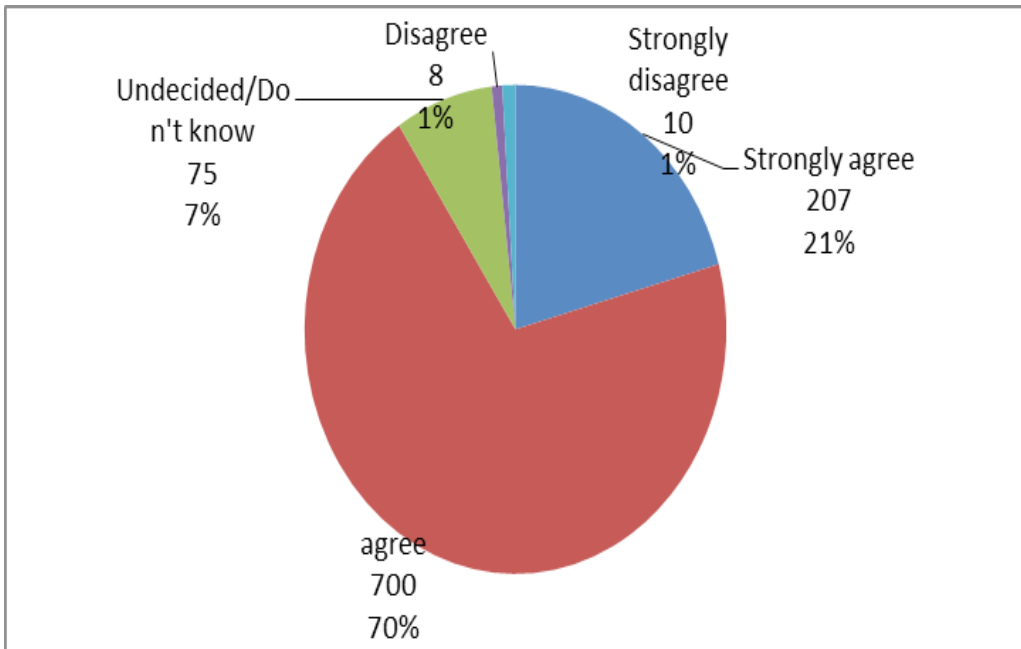


Figure 6. Appropriate use of Facebook increases Students' Interaction and Academic Performance

It is found that the use of Facebook increases students' academic performance through interaction between students and teachers. Almost all i.e., 91% of teachers agreed that Facebook helps to increase students' academic performance. Furthermore, it is found that the use of Facebook during school hours is not good for both the students and teachers. It is also found that about 50% of teachers never use Facebook during school hours i.e., from 10:00 am to 4:00 pm.

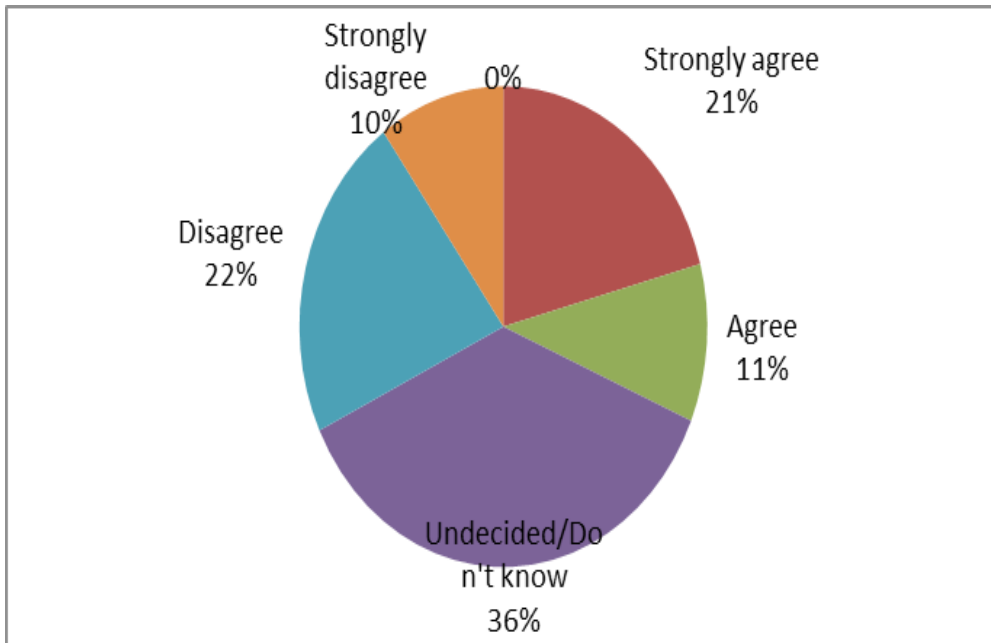


Figure 7. No use of Facebook in School Hours

Using Facebook other than teaching and learning during school hours is not good. In this case, teachers use Facebook for other purposes and not for teaching and learning. It is the negative effect of the use of Facebook during school hours. The maximum number of teachers agreed on it. Only a few i.e., 3% of teachers strongly disagreed that they use Facebook for teaching and learning only and not for other reasons.

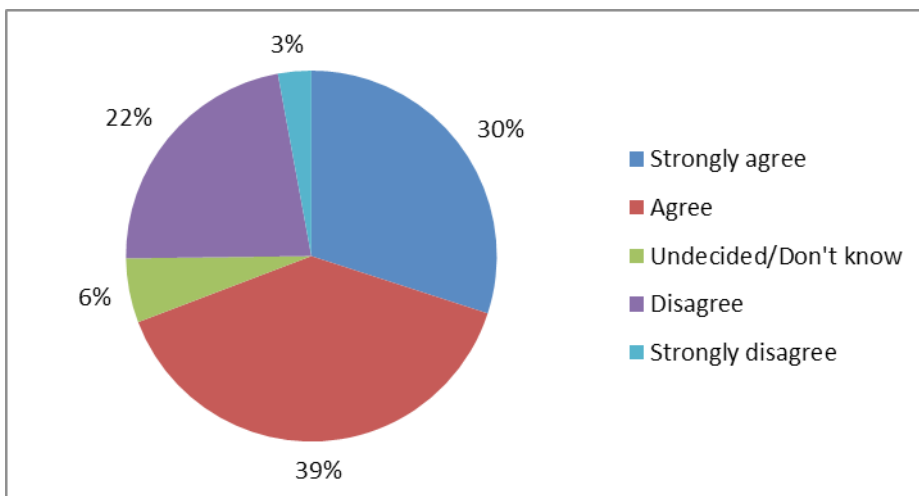


Figure 8. I use Facebook for other Purposes and not for Teaching and Learning

It was also found that many teachers i.e., 150 agreed that they forget to take the class because they were busy on Facebook other than the academic purpose (Fig. 10).

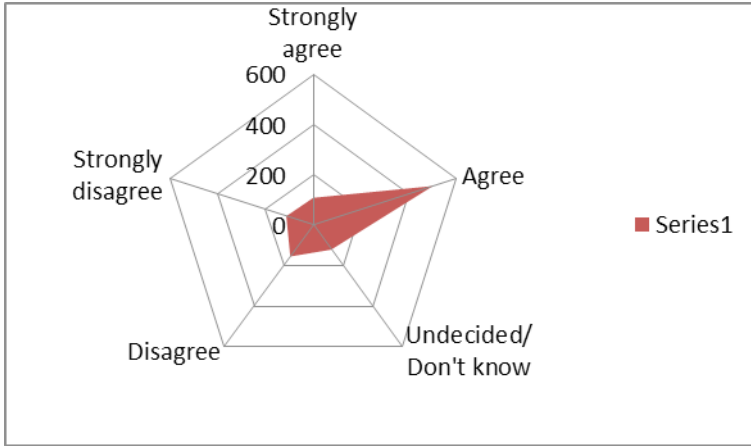


Figure 9. Use of Facebook other than Academic Purpose

About 60% of teachers agreed that the use of Facebook during school hours adversely affects students' learning (Fig. 11).

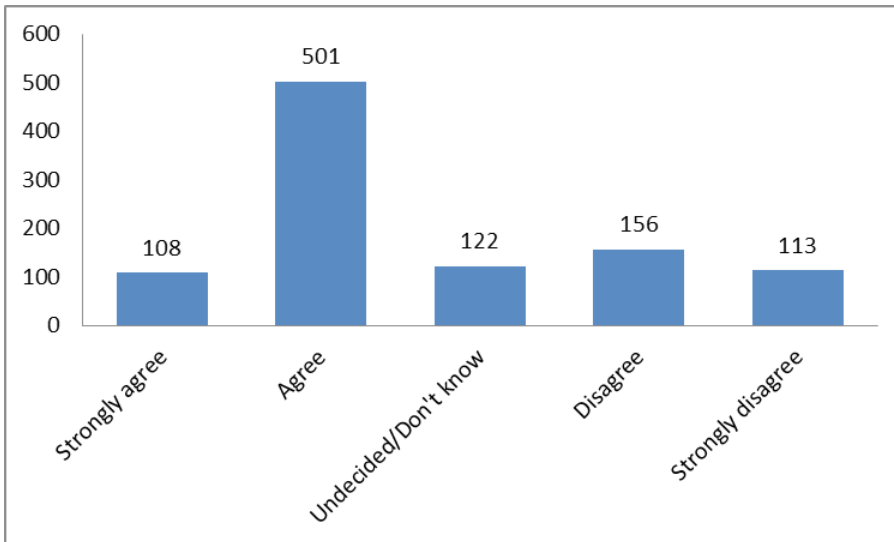


Figure 10. Use of Facebook in the School Hours Adversely Affect Students' Learning

About three fourth teachers agreed that the use of the Facebook need to be banned in School hours as it has a negative effect on students' learning (Fig. 12).In relation to this finding, teachers said that if we let students to use Facebook, students use of their times. It may deviate then to learn the subject matter based on the prescribed curriculum.

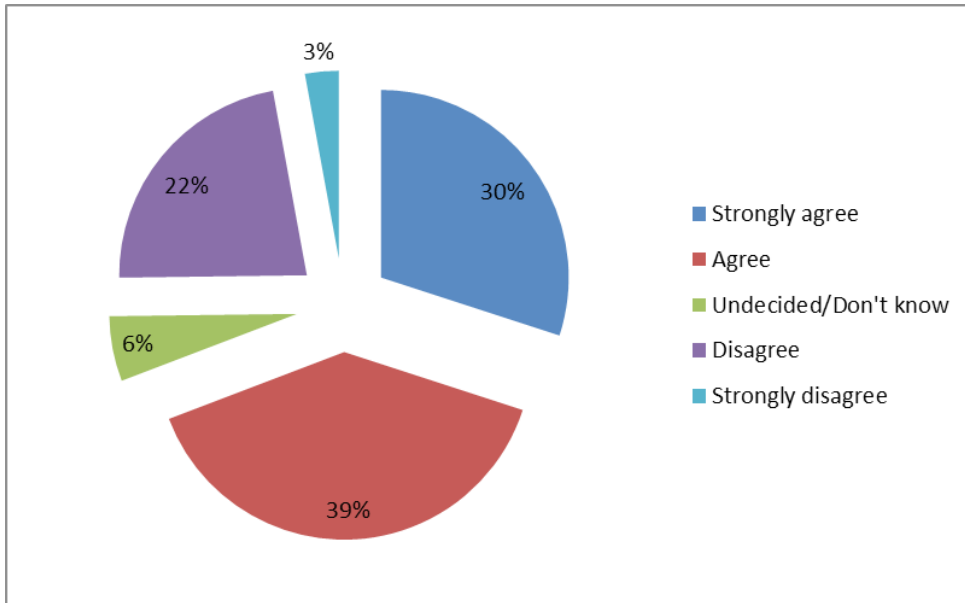


Figure 11. Facebook ban in School Hours

Facebook Fasting is not using the Facebook during the school hours. It is found that about 70% teachers agreed that the Facebook Fasting for a week positively affect students’ learning (Fig. 13).

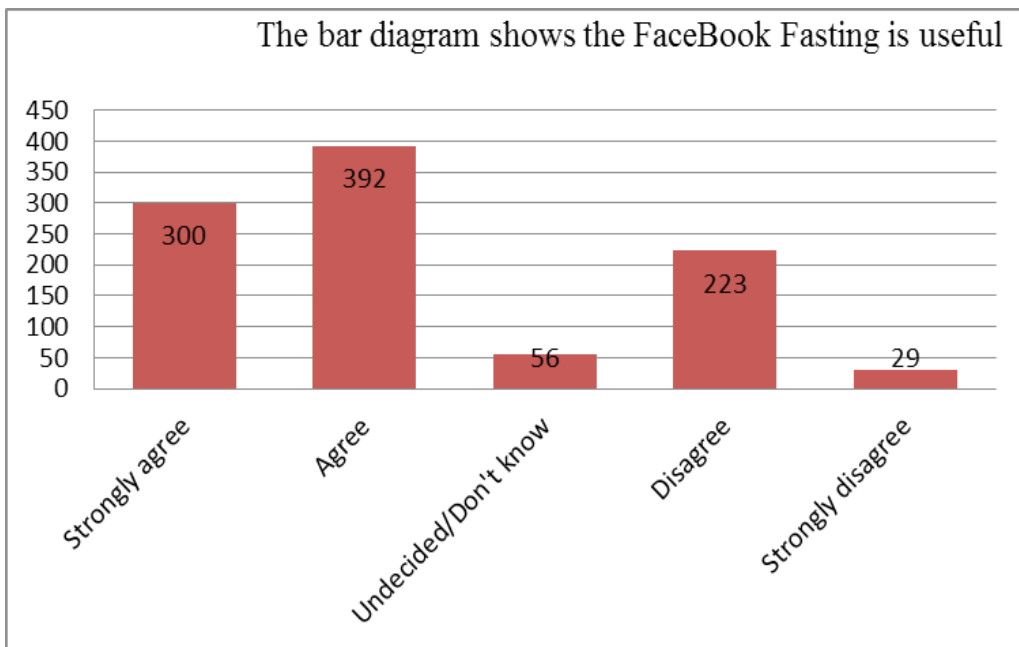


Figure 12. Facebook Fasting for a Week Positively Affect Students’ Learning

Discussion

The present study's contribution is to show the academic uses and misuses of Facebook by the teachers in the school hours in the public schools in Nepal. The analysis details the attitudes of the interviewees on *Facebook Fasting* is beneficial for improving the academic performance of teachers. However, they had doubts about linking activities with messaging, chatting, sending emails, etc. in the form of teaching and learning. The respondents questioned the effective implementation of Facebook and not using Facebook other than for academic purposes for public secondary schools.

The finding of the present study is in line with Awidi, Paynter, and Vujosevic, (2019) arguing that the use of Facebook promotes students' achievement. Similarly, Niu (2019) noted that the impact of Facebook is good if the students and the teachers use it for academic purposes. A study done by Al-Azawei (2019) showed that the use of Facebook improves students' achievement scores. However, teachers felt challenges to the effective use of Facebook in the school. Similarly, Busalim, Masrom, and Zakaria, (2019), claim from their research findings that 'empowering students to play, work and learn from Facebook enables them to develop competencies to build teams capable of applying skills necessary for developing science process skills' (p. 3).

Furthermore, it is found that the effective implementation of Facebook is dependent on the support of school administrators and teachers. This finding is in line with Kazanidis, Pellas, Fotaris, and Tsinakos, (2018), who put forward the importance of knowledge transfer from copy and handwritten notes to the online digital means through the use of Facebook. Kazanidis and his team further argue that the use of Facebook other than academic purposes during school hours is not beneficial for the students as well as to the teachers. It is found from the study that the development of collaborative skills play a significant role in the development of complete human beings in the future.

The finding of the present study supports the study findings of Alzougool (2018) argue that developing collaborative skills and life skills help to ensure learn ability for the future. The views of the teachers clearly show that the local government and community people have major roles and responsibilities to design, apply, and make rules for the effective implementation of online learning through Facebook. The research finding of Annamalai, Foroughi, Iranmanesh, and Buathong, (2020) is similar to this line of the need for the collaboration between teachers and the school administration for the effective use of Facebook in the school,

All the respondents came with similar thoughts related to the development of collaborative skills from engaging in Facebook no other than academic purposes. Engagement and collaboration with the teachers and students develop habits of working together and taking responsibility. Students can learn the skills like sending emails, taking, sharing notes, respecting other views and asking questions. This is in line with Liljekvist, Randahl, van Bommel, and Olin-Scheller, (2021)) arguing that students' and teachers' feeling of ownership through Facebook is necessary to envision a good shift in teaching and learning in the public schools in Nepal. However, learning from Facebook has an important role in improving academic excellence (Demmen & Burner, 2017; Wu, Hsiao, & Nian, 2020). All these respondents argued that Facebook needs to be used

properly during school hours as the teachers do not use it for academic purposes. Connecting this perspective, Venturini, and Rogers (2019) said the philosophy of Facebook use is needed to link up teaching and learning that help to connect school and the wider community. Similarly, LeCun (2018) suggests incorporating Facebook in to the school curriculum in an integrated way to ensure a good shift in teaching and learning. It is still needed to find out how the school teachers meaningfully engaged on Facebook during school hours in a collaborative way and not for other reasons. Last, but not least, it is anticipated that Facebook learning activities may help to transform teaching and learning through reflection and understanding of the nature of the subject.

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Authors' Contribution

MA collected data and transcribed, translated, interpreted, and drafted the manuscript. KPA edited the manuscript throughout. Both the authors read and approved the final version of the manuscript.

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