

Usage of Whatsapp among Postgraduate Students of Kulliyyah of Education, International Islamic University Malaysia

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Abstract— With the advent of whatsapp, information has been spread worldwide easily. Higher learning institutions such as IIUM have been using whatsapp as a mean of communication between the students and their instructors. The use of whatsapp at IIUM has been inevitable. Despite the positive impact of whatsapp as social media to the users, it has also negative impacts on student learning such as: time consuming for student's study time, exacerbating student's grammar and spelling, distracting student's concentration during lecture etc. this study explored the impact of using of whatsapp among postgraduate students' learning at the Kulliyyah of Education (KOED), at International Islamic University Malaysia (IIUM). Interview which consisted of fourteen (14) questions were employed with two informants. The study found that using whatsapp as learning tool is beneficial to both students and instructors though it was suggested that electronic etiquette should be applied when using whatsapp in learning.

Keywords— Whatsapp, Malaysia, IIUM.

I. INTRODUCTION

1.1. Background of the Study

With the advent of whatsapp, information has being spread worldwide easily. Higher learning institutions such as IIUM have being using whatsapp as a mean of communication between students and their instructors. Whatsapp has been used to send and receive instant messages, images and audio to and from students' instructors and within classmates' group, freely. Instructors use whatsapp to upload assignments, postpone classes, and discuss various issues related to the courses they teach. Whatsapp also has been used to share experiences among colleagues within the campus or even across the continents. The use of whatsapp has been in place as all postgraduate students possess smartphones or phones that equipped with internet access. This is in line with social constructivism theory which

asserts that learning is a result of social interaction Vygotsky (1978).

Bere (2012) has listed features of whatsapp messenger as following:

Multimedia (videos, text messages, images and voice notes); group chat; unlimited messaging; cross platform engagements (personal digital assistants, smart phones, Galaxy tablets); offline messaging; no charges involved; no pins and users name as it works through phone numbers and integrates with users' address books.

1.2. Statement of the Problem

The use of whatsapp at International Islamic University Malaysia (IIUM) has been inevitable. Despite the positive impact of whatsapp as social media to the users, it has also negative impacts on student learning such as:

- Time consuming for student's study time
- exacerbating student's grammar and spelling
- distracting student's concentration during lecture etc.

This study will explore the impact of using whatsapp on postgraduate students' learning at the Kulliyyah of Education (KOED) at International Islamic University Malaysia (IIUM).

1.3. Purpose and the Objective of the Study

The purpose of this study is to explore the perceptions of using whatsapp as learning tool from the selected postgraduate students of the Kulliyyah of Education (KOED) at International Islamic University Malaysia (IIUM).

1.4 Theoretical Framework

This study is rooted from the theory of social constructivism in which its basic assumptions is that learning takes place through social interaction (Vygotsky, 1978).

1.5. Central Research Question

The central research question of this study is: What is whatsapp as learning tool to selected postgraduate students

Table: 1. Research Questions (RQS) and Interview Questions (IQS)

| Research Questions (RQS) | Interview Questions (IQS) |
|---|--|
| <p>This study will answer the following questions:</p> <ol style="list-style-type: none"> 1. How do the postgraduate students of the postgraduate students of Kulliyyah of Education, IIUM perceive Whatsapp as learning tool? 2. What are the benefits of using Whatsapp as learning tool for postgraduate students of the postgraduate students of Kulliyyah of Education, IIUM? 3. What are the problems/challenges faced by postgraduate students of the postgraduate students of Kulliyyah of Education, IIUM in using Whatsapp as learning tool? 4. What advices are to be given to improve the use of Whatsapp as learning tool to postgraduate students of the postgraduate students of Kulliyyah of Education at IIUM? | <ol style="list-style-type: none"> 1.1. Define the term Whatsapp? 1.2. Do you perceive that Whatsapp can help you in learning? 1.3. If yes, how? If not, why? 1.4. To what extent do you use Whatsapp in learning per day? 2.1. What are the advantages of using Whatsapp as learning tool? 2.2. Do you think that the use of Whatsapp has facilitated learning your courses? 2.3. If yes, how? If not, why? 3.1. What are the challenges you encounter when using Whatsapp as learning tool? 3.2. How do you perceive about wording during WA conversation in learning? 3.3. How do you cope with mobile phone's notifications (interruptions, audio signals, vibrations, and silent mode)? 4.1. What do you advice the postgraduate students of Kulliyyah of Education to improve usage of Whatsapp as learning tool? 4.2. What do you advice the course instructors to take into account to improve usage of Whatsapp with their students in teaching-learning process? 4.3. What should be avoided by postgraduate students of Kulliyyah of Education in using Whatsapp as learning tool? 4.4. What should be avoided by instructors in using Whatsapp as learning tool with their students? |

1.6. Significant of the Study

The significance of this study is to provide new insights towards effective teaching and learning. Additionally, this study will enlighten the usage of whatsapp in teaching and learning. It will also enhance the understanding that new forms of learning enabled by technology that optimizes interaction between students and their instructors. Thus, the study will change thinking capacity of some educators who hold that learning can take place only in the classroom; but it is boundless particularly in this era of information.

1.7. Definitions of Key Terms

Whatsapp is an instant messaging that uses the internet to send and receive text messages, documents, images, video, audio and user location media to other users through

cellular mobile numbers. Bouhnik and Deshen (2014) define WhatsApp as:

"A Smartphone application for instant messaging".

1.7.1. Summary

This chapter describes the background of the study, statement of the problem, purpose and objective of the study, central research question, significance of the study and definitions of terms.

II. LITERATURE REVIEW

2.1. Brief History of Whatsapp

Whatsapp is a prompt messaging that utilizes the internet to send and receive text messages, documents, images, video, audio and user location media to other users through cellular mobile numbers. Whatsapp is made available for

smartphones such as iPhone, blackberry and android phones. It uses the same internet data that the user uses for email and web browsing without extra cost/charges. It was introduced in 2009 by Brian Acton and Jan Koum who were employed by Yahoo. The users of Whatsapp since its establishment have been increasing from day-to-day in huge number. For instance, between January 2015 and February 2016, the number of active users had grown sharply from six hundred million to one billion (Statt& Nick, 2016).

2.2. Benefits of using whatsapp

The related study was conducted by Willemse (2015). The study aims at exploring the experiences of undergraduate nurses on the use of whatsapp in improving primary health care education at a School of Nursing, at a University in a Western Cape, South Africa. The study applied qualitative method. The study found and concluded that students showed to be benefited from learning through whatsapp. These benefits included ease access to their instructors and classmates regarding guidance or information. Whatsapp made both instructors and classmates available to attain any inquiry raised.

A study conducted by Barhoumi (2015) on the effectiveness of whatsapp mobile learning activities guided by activity theory on students' knowledge management. The study applied quantitative method to explore the effectiveness of using whatsapp to support a blended learning course. The study concluded with positive effects on using whatsapp in the blended course.

A similar study was conducted by Lauricella and Kay (2013) on exploring the use of text and instant messaging in higher education classrooms. The study used quantitative method. The study shows that students were benefited and were very comfortable with using whatsapp. Students rated whatsapp as very useful for academic purposes. Key reasons cited for using whatsapp included saving time, resolving administrative issues, convenience and ease of use. It is concluded that whatsapp is useful and viable tool for augmenting student's communication among classmates and faculty in higher education.

Another study was done by Zanamwe et.al. (2013) on exploring social networking technologies including whatsapp being used in higher education. The study used a descriptive research design wherein a questionnaire was used as the main research tool. The results show that the students used social networking technologies for academic purposes and more specifically to conduct group work. It was also established that social networking technologies improved learners' technology proficiency, enhanced

learners' social skills and help learners to communicate in new ways with new people.

In the same manner, the study was done by Alfaki, and Alharthy, (2014) on using social networks to promote learner's English language. The study used experimental method. The results show that the performance of students who used social networks is higher than the ones who did not use them. This suggests that learning using social network is an ideal now.

Bouhnik and Deshen (2014) conducted a study on WhatsApp Goes to School: Mobile Instant Messaging between Teachers and Students. The study was an exploratory research employing a qualitative method. Twelve half structured interviews were carried out with teachers who use the application in order to communicate with their pupils. The study shows the benefits of using whatsapp such as communicating with students; creating dialogue and encouraging sharing among students; and using it as a learning platform, simple operation, low cost, immediacy, the accessibility of learning materials, and the continuation of learning beyond class hours.

Bansal and Joshi (2014) conducted a study on students' experiences of mobile learning. The study used an experimental research employing single group post-test only design. The research was based on both quantitative and quantitative approaches. A total of 37 teacher trainees (32 females and 5 males) of MaharshiDayanand University, Haryana, India was involved. All participants were using whatsapp and participated willingly. Before using whatsapp, teaching of ethics of the group was done to the selected students. Some of the ethics were:

1. No use of absurd language;
2. No use of it inside the classroom and
3. No personal remarks.

Results of the study show that many students found it beneficial as it provides immediate feedback to the problem; opportunity to learn on move; provide deeper clarity on issues through discussions; revision of previously learned topics; learning from others problems; and availability of learning material all the time.

2.3. Challenges in using whatsapp

The study conducted by Kibona and Mgaya (2015) on smartphones' effects on academic performance of higher learning students has concluded with negative results. The study used a quantitative method to find out the impact of whatsapp and other social media on academic performance. The results show that most students use between 5-7 hours

in other issues rather than academic affairs resulting to bad performance academically.

A study was done by Yeboah and Dominic (2014) on the impact of whatsapp usage on students' performance in tertiary institutions in Ghana. The study used quantitative method whereby 50 students from five tertiary institutions were interviewed and 500 questionnaires were administered to students from the same institutions. The study showed that, whatsapp takes much of students study time, results in procrastination related problems, destroys students' spellings and grammatical construction of sentences, leads to lack of concentration during lectures, results in difficulty in balancing whatsapp activities and academic preparation and distracts students from completing their assignments and adhering to their private studies time table.

Similarly, the study conducted by Noor Azuan et al. (2015) on whatsapp messenger application among Business students in Malaysia reveals negative impact on students' performance. The study used a survey on 86 and face-to-face interview on 15 students. The results show both positive and negative impacts on students' performance. In one hand, positive impacts include enhancing effective flow of information and sharing ideas among students. On the other hand, negative impacts include time consuming and being bothered by instant messages during class periods.

Bouhnik and Dshen (2014) conducted a study on WhatsApp Goes to School: Mobile Instant Messaging between Teachers and Students. The study was an exploratory research employing a qualitative method. Twelve half structured interviews were carried out with teachers who use the application in order to communicate with their pupils. The study shows that there are challenges and problems such as the technical difficulty that not all students possess a Smartphone. Teachers are being annoyed by uploading of unrelated and ridiculous messages and arising of educational problems such as mismatching of language among students and the students' expectations that their teachers should be available always for consultation purpose.

2.4. Summary

This chapter discusses a brief history of whatsapp, benefits of using whatsapp, and challenges encountered in using whatsapp. It summarizes the related studies from various

areas across the global pertaining using whatsapp as learning tool.

III. METHODOLOGY

3.1. Introduction

This chapter elaborates methodology used in this study. It highlights overviews of the research settings, context of the research, sampling procedures, instrument and sample of interview questions, pilot study, ethical consideration, data collecting procedures, data analysis procedures, credibility and trustworthiness.

3.2. Overviews of the Research Setting

This study applied qualitative research method to explore the perceptions of using whatsapp as learning tool. The study employed a descriptive method to investigate the research phenomenon.

3.3. Context of the Research

The research study was conducted in the context of the selected postgraduate students of Kulliyyah of Education, International Islamic University Malaysia. The informants were chosen based on the specialization in the area of the research topic. As such, the informants are most likely to share the real experiences they encounter when using whatsapp as learning tool.

3.4. Sampling Procedures

This study used a purposive sampling technique in identifying informants for interview questions. The researcher identified two informants both from postgraduate programmes of Kulliyyah of Education, International Islamic Malaysia. The researcher was trying to seek the perceptions of using whatsapp as learning tool from the postgraduate students' perspective. Thus, the study was attempting to find and achieve better understanding about using whatsapp as learning tool.

3.5. Instrument and Sample of Interview Questions

Interview was employed with two informants. These two informants were asked a list of interview questions based on the four research questions of this study. In this study, a list of 14 interview questions was generated. They were formulated to find the answer of the central research question of the study. The Table below shows a list of the central research question, research and interview questions.

| Central Research Question | Research Questions | Interview Research Questions |
|---|--|---|
| The central research question of this study is: What is whatsapp as learning tool to selected | This study will answer the following questions: 1. How do the postgraduate students | Interview Questions (IQS) 1.1. Define the term Whatsapp? 1.2. Do you perceive that Whatsapp |

| | | |
|--|--|---|
| postgraduate students of postgraduate students of Kulliyyah of Education at International Islamic University Malaysia? | of the postgraduate students of Kulliyyah of Education, IIUM perceive Whatsapp as learning tool? 2. What are the benefits of using Whatsapp as learning tool for postgraduate students of the postgraduate students of Kulliyyah of Education, IIUM? 3. What are the problems/challenges faced by postgraduate students of the postgraduate students of Kulliyyah of Education, IIUM in using Whatsapp as learning tool? 4. What advices are to be given to improve the use of Whatsapp as learning tool to postgraduate students of the postgraduate students of Kulliyyah of Education at IIUM? | can help you in learning? 1.3. If yes, how? If not, why? 1.4. To what extent do you use Whatsapp in learning per day? 2.1. What are the advantages of using Whatsapp as learning tool? 2.2. Do you think that the use of Whatsapp has facilitated learning your courses? 2.3. If yes, how? If not, why? 3.1. What are the challenges you encounter when using Whatsapp as learning tool? 3.2. How do you perceive about wording during Whatsapp conversation in learning? 3.3. How do you cope with mobile phone's notifications (interruptions, audio signals, vibrations, and silent mode)? 4.1. What do you advice the postgraduate students of Kulliyyah of Education to improve usage of Whatsapp as learning tool? 4.2. What do you advice the course instructors to take into account to improve usage of Whatsapp with their students in teaching-learning process? 4.3. What should be avoided by the postgraduate students of Kulliyyah of Education in using Whatsapp as learning tool? 4.4. What should be avoided by instructors in using Whatsapp as learning tool with their students? |
|--|--|---|

3.6. Pilot Study and Improving Questions

In order to test the validity and improve interview questions, a pre- interview session was carried out prior to actual interview. The pilot study revealed that most of the interview questions were clear and easy to be understood by the interviewee. However, the researcher modified some interview questions as to be clearer to the interviewee and give wider rooms for probing and paving a way toward exploring more information from the informants.

3.6. Data Collection Procedures

In this study, data collection was done from the two postgraduate students who had volunteered to participate in an interview regarding the use of whatsapp as learning tool for some minutes in attempt to explore their perceptions. These participants were asked to explain their perceptions towards using whatsapp as learning tool in their studies pertaining both benefits and challenges. The informants were interviewed for the duration of about 14 and 15 minutes. Both interview sessions were recorded using a flash disk and a mobile phone of the researcher. Then the data was transcribed. The related main ideas from each

interviewee were gathered to get commonality of themes. And finally, main themes were generated. These themes are shown in the attached appendix Tables.

Prior to the implementation of the study, an information session was arranged with informants before the written informed consent was obtained. Informants were informed that participation was voluntary. They were free to withdraw from the study. Fortunately, they consented to participate voluntarily and to be available to the researcher, who undertook not to share their information with any other person.

3.7. Data Analysis Procedures

Regarding data analysis procedure, a systematic data analysis was done based on developing themes in an inductive way as directed by the content of data. Four main themes were identified from the explanations of the informants based on their experiences in using whatsapp group as learning tool.

3.8. Credibility and Trustworthiness

In this study, the credibility and trustworthiness of the data were done by generating themes which established by the researcher. Then these themes were sent to two inter-raters who have knowledge of qualitative method particularly in generating themes. The researcher's themes were validated and the average agreed upon by the inter-raters was **87.5%** as shown in the appendix 9&10. This suggests that the researcher's interpretation was collectively accurate and reasonable.

3.9. Summary

This chapter talked about research methodology which consists of the introduction, overviews of the research setting, context of the research, sampling procedures, instrument and sample of interview questions, pilot study and improving of research and interview questions, data collection procedures, data analysis procedures, and credibility and trustworthiness.

IV. RESULTS AND DISCUSSIONS

4.1. Introduction

This chapter consists of the interview data which conducted from the two interviewees/informants with its discussion. The chapter covers the themes that were generated from the interview transcriptions based on four research questions of the study.

4.2. The Reiteration of the Research Questions.

4.2.1. The Central Research Question.

What is whatsapp as learning tool to selected postgraduate students of postgraduate students of Kulliyyah of Education at International Islamic University Malaysia?

4.2.2. Research Questions

1. How do the postgraduate students of Kulliyyah of Education, IIUM perceive Whatsapp as learning tool?
2. What are the benefits of using Whatsapp as learning tool for postgraduate students of Kulliyyah of Education, IIUM?
3. What are the problems/challenges faced by postgraduate students of Kulliyyah of Education, IIUM in using Whatsapp as learning tool?
4. What advices are to be given to improve the use of Whatsapp as learning tool to postgraduate students of Kulliyyah of Education, IIUM?

4.3. Results and Discussions

The results and discussions of this study are presented based on the above stated research questions. Additionally, the perceptions of the selected postgraduate students of Kulliyyah of Education towards using whatsapp as learning tool are placed here for discussions.

4.3.1. Research question one.

| Research Question 1: How do the postgraduate students of Kulliyyah of Education, IIUM perceive Whatsapp as learning tool? | |
|---|------------------------|
| Interview Question 1 | Themes |
| Define the term Whatsapp? | Means of communication |
| | Type of social media |
| | Group study |

The study identified three themes that explain the definition (perceptions) of the term "whatsapp" to selected postgraduate students of Kulliyyah of Education, towards using whatsapp as tool in learning. These three themes were generated from the interview sessions as demonstrated in the preceding table. The first theme was "*means of communication*"; the second theme was "*type of social media*" and the third theme was "*group study*".

The first and second themes are in line with the study by (Statt& Nick, 2016). They define whatsapp as an instant messaging that uses the internet to send and receive text messages, documents, images, video, and audio and user location media to other users through cellular mobile numbers. For instance, informant 1 defines whatsapp as:

"whatsapp is aa usually is aa involve from the text messaging then it became as an important tool for communication. Is more than messaging it like we have aa a kind of group we.. we.. we participate in a kind of a group and.. and.. nowadays they use for study for group study more than just communicating"(I1,DU 8, Appendix 4).

Similarly, the informant 2 defines whatsapp as:

"is a.. kind of social media, that facilitate to convey your message easily within a short time".(I2, DU 10, Appendix 5).

The third theme is in line with the study by Zanamwe et.al. (2013); they define whatsapp as social networking technologies that used for academic purposes and more specifically to conduct group work. This definition conforms in with the informant 1 as he states that:

"... for example in- in - my class there a few aa few class that I attend. There is a few group of whatsapp group that I participate and then I benefit a lot of -of -this group. For example I gain in you know information within this class or what we having during or on-going class or what we aa- can share aa during our class can cause whatsapp group then we learn in somewhere."(I1, DU 10, Appendix 4).

Research Question 1:How do the postgraduate students of Kulliyah of Education, IIUM perceive Whatssap as learning tool?

| Interview Question 2 | Themes |
|---|--|
| Do you perceive that Whatsapp can help you in learning? | Communication between instructors and students Collaborative learning Learning English |

The study has found three major themes that elaborate how the postgraduate students of Kulliyah of Education, perceive whatsapp as learning tool. The first theme is about facilitating *"communication between instructors and students"*. The second theme is about enhancing *"collaborative learning"* and the third one is about facilitating to *"Learning English"*.

The first and second themes are supported by a study by Lauricella and Kay (2013); and Zanamwe et.al. (2013).They concluded that whatsapp is useful and viable tool for augmenting student's communication among classmates and faculty in higher education. Additionally, social networking technologies help learners to communicate in new ways with new people. The informant 1 identified benefits of using whatsapp as follows:

"The course instructor I can contact. Some of we can contact via whatsapp".(I1, DU 12, Appendix 4).

"Alright! The.. the stuff that we're going to share in our whatsapp group may be the course outlines, the slides that we, you know, we make presentation we share in whatsapp

group, the information that aa for the next coming class or even aaaa the.. the ..the ..the... the what is called it ?...for example for... cancellation of the class"(I1, DU 18, Appendix 4).

The third theme is in line with the study by Alfaki, and Alharthy, (2014); they assert that using social networks (whatsapp) is viable for facilitating in learning English language. They show that the performance of students who used social network is higher than the ones who did not use them. This suggests that learning using social network (whatsapp) is an ideal now. The informant 1 states:

"...I have a friend aa..using this whatsapppto..to learnaa..language. Aa..To learn how to pronounce English. For example, you send a voice. You record a voice and send through wahatsapp and then aa..it is, aa.. you know, the.. The.. The instructor corrected with the..the words that you pronounce are correct to.. According to the speaker. So this kind of learning tool, you know, learning process can be can happen through using this whatsapp".(I1, DU 38, Appendix 4).

Research Question 1:How do the postgraduate students of Kulliyah of Education, IIUM perceive Whatssap as learning tool?

| Interview Research Question 3 | Themes |
|---|---|
| To what extent do you use Whatsapp in learning per day? | Day and night Used for study for several times |

The study found two themes that describe the extent that postgraduate students use whatsapp in learning per day. The first theme is about *"day and night"*. The second theme is about *"used for study for several times"*. Both the first and second themes are about the duration used by the students in learning through whatsapp. These two themes are supported by a study done by Yeboah and Dominic (2014) on the impact of whatsapp usage on students' performance in tertiary institutions in Ghana. The study showed that, whatsapp takes much of students study time. Additionally, a study done by Noor Azuan et al. (2015) on whatsapp messenger application among Business students in Malaysia reveals that students have been consuming a lot of time in sharing information and ideas among them through whatsapp. This implies that students have been engaged in learning through whatsapp as a learning tool. As such, the informant1 details the extent time used by student in learning through whatsapp as here below:

"Most.. Mostly I am online.. I... I can say minimum aaa... Minimum do..aa I think 24 hours it is open. I can receive information through whatsapp. And also I can ask what I want to my classmates teachers through whatsapp. But most of them, when I am in class and I am in library and I am away, I use it for... make sure what I have receive it. And ... Try to ask what I want to.. Want from my classmates or from my colleagues. So. I can say... I can say.... Yes. Yes. Many hours per day".(I1, DU, 32, 34, 36, 42, Appendix 4).

4.3.2. Research Question Two

| Research Question 2: What are the benefits of using whatsapp as learning tool to selected postgraduate students of Kulliyyah of Education? | |
|--|---|
| Interview Research Question 1 | Themes |
| What are the advantages of using Whatsapp as learning tool? | Learning experiences/process Information access Medium for learning |

Research Question 2: What are the benefits of using whatsapp as learning tool to selected postgraduate students of Kulliyyah of Education?

| Interview Research Question 2 | Themes |
|--|---|
| Do you think that the use of whatsapp has facilitated learning your courses? | Channel for information exchange Sharing information |

The study found three main themes that describe the advantages of using whatsapp as learning tool to selected postgraduate students of Kulliyyah of Education. Both interview number one and two questions of the research question number two as illustrated above have the similar themes. The first theme was about "*learning experiences*" which involve gaining experiences from course mates. The second theme was on "*information access*" which consists of learning materials and the third theme was about medium for learning.

Similarly, the study found two major themes that elaborate how whatsapp has facilitated learning to the selected postgraduate students of Kulliyyah of Education. The first theme was about using whatsapp as "*channel for information exchange*" and the second theme was on using whatsapp for "*sharing information*".

The first and second themes from the research question 2 of interview question one and the second theme from the research question 2 of interview 2 (*learning experiences; information access*) which was asking on how whatsapp has facilitated learning, were supported by a study by Lauricella and Kay (2013). This study was exploring the use of text and instant messaging in higher education classrooms. Students rated whatsapp as very useful for academic purposes. It is concluded that whatsapp is useful and viable tool for augmenting student's communication among classmates and faculty in higher education. Additionally, the third theme from research question two and from interview question one "*Medium for learning*" and second theme from research question two and interview question two "*Channel for information exchange*" are also in line with a study by Lauricella and Kay (2013) which concludes that whatsapp is useful and viable "*tool*" for augmenting student's communication among classmates and faculty in higher education.

4.3.3. Research question Three

| Research Question 3: What are the problems/challenges faced by postgraduate students of Kulliyyah of Education, IIUM in using Whatsapp as learning tool? | |
|--|--|
| Interview Research Question 1 | Themes |
| What are the challenges you encounter when using Whatsapp as learning tool? | Not a face-to-face communication Time consuming Miscommunication |

The study found three major themes in (*RQ 3 in IRQ 1*) that explain the challenges encountered by the selected postgraduate students of Kulliyyah of Education. The first theme was that whatsapp does not offer "*face-to-face communication*". The second theme was about "*time consuming*" and the third theme was "*miscommunication*".

| Research Question 3: What are the problems/challenges faced by postgraduate students of Kulliyyah of Education, IIUM in using Whatsapp as learning tool? | |
|--|-------------------------------------|
| Interview Research Question 2 | Themes |
| How do you perceive about wording during Whatsapp conversation in learning? | Mis-communication Time consuming |

Similarly, the study found two main themes in (RQ 3 in IRQ 2) that elaborate how the selected postgraduate students of Kulliyah of Education perceive about wording during whatsapp conversation in learning. The first theme was about “miscommunication” and the second theme was “time consuming”.

Both two themes (mis-communication and time consuming) are in line with a study done by Yeboah and Dominic (2014) on the impact of whatsapp usage on students’ performance in tertiary institutions in Ghana. The study showed that, whatsapp takes much of students’ study time that results in procrastination related problems, destroys students’ spellings and grammatical construction of sentences, leads to lack of concentration during lectures that results in difficulty in balancing whatsapp activities and academic preparation and distracts students from completing their assignments and adhering to their private studies time table. The informant 1 describes that:

“Aaa obviously, because it is not a face-to-face communication itself. So it is sometimes, I experience sometimes when aa the message is misunderstood. Aahhaa! The message is misunderstood in the sense that aa a friend a course mate one course mate aa posting, you know, aa notes or something, you know, saying that she is so sorry and something. And then the other course mate understand that understand that the message wrongly.” (I1, DU, 24, Appendix, 4). The informant 2 also states that:

“Really... Time consuming sometimes! Because when you expect to... get feedback from your classmates Or even when you expect some information from your teachers You are very alert by..by..by him to.. To check did you get..Aa..have you got any information? Through whatsapp checking. And it takes time”(I2, DU,70,72,74,76,78, Appendix, 5).

Research Question 3:What are the problems/challenges faced by postgraduate students of Kulliyah of Education, IIUM in using Whatsapp as learning tool?

| Interview Research Question 3 | Themes |
|--|---|
| How do you cope with mobile phone’s notifications (interruptions, audio signals, vibrations, and silent mode)? | Observe phone etiquette Wi-Fi disconnection Using silent mode |

The study found three key themes that describe how the selected postgraduate students of Kulliyah of Education cope with mobile phone’s notifications (interruptions, audio

signals, vibrations, and silent mode). The first theme was on “observing phone etiquette”. The second theme was “to disconnect the Wi-Fi” and the third was “using silent mode”.

All three themes are in conformation with a study by Bansal and Joshi (2014) on Students’ Experiences of Mobile Learning at MaharshiDayanand University, Haryana, India. Before using whatsapp, teaching of ethics of the group was done to the selected students for the study. Some of the ethics were:

1. No use of absurd language;
2. No use of it inside the classroom and
3. No personal remarks.

Results of the study show that many students, as they abided with the whatsapp etiquette, found whatsapp was beneficial particularly in educational platform. The informant 1 explains that:

“so still I can received vibration through vibration or something. But I think it depends on the situation where you know, have to have follow the rules of the place that you visit or you be like in the mosque you put it on silence. And most.. After times I put in silence. I didn’t off my .. I didn’t switch on my phone” (I1, DU, 32, Appendix, 4). The informant 2 also elaborates that:

“Yes. Yes. I deal with them by making the phone silent. Keeping the phone silent.Aaa.. And sometimes I make the phone..Wi-Fi I off”(I2, DU, 92,94,96, Appendix 5).

4.3.4. Research Question Four

| Research Question 4: What advices are to be given to improve the use of Whatsapp as learning tool to postgraduate students of Kulliyah of Education, IIUM? | |
|---|---|
| Interview Research Question 1 | Themes |
| What do you advice the Postgraduate Students of Kulliyah of Education to improve usage of Whatsapp as learning tool? | Effective communication Proper phone usage |

| Research Question 4: What advices are to be given to improve the use of Whatsapp as learning tool to postgraduate students of Kulliyah of Education, IIUM? | |
|---|-------------------------|
| Interview Research Question 2 | Themes |
| What do you advice the course instructors to take into account to improve usage of whatsapp with their students in teaching-learning process? | Effective communication |

The study found main two themes in (RQ 4 in IRQ 1&2) that explain the advices to both postgraduate students of Kulliyyah of Education and their course instructors towards using whatsapp. The first theme is “*effective communication*” which appeared in both postgraduate students of Kulliyyah of Education and instructors’ side. The second theme is “*proper phone usage*” which appeared in students’ table only.

The first and second themes were in conformation with a study by Bansal and Joshi (2014) on students’ experiences of mobile learning which included the teaching of ethics prior to allow students to use whatsapp as learning too. Both informant 1 and 2 describe the important of ethics of whatsapp usage as in (I1, DU, 32, Appendix, 4) and (I2, DU, 92, 94, 96, Appendix 5).

instructors’ table. The third theme is “*observe electronic communication etiquette*”

All three main themes are in conformation with a study by Bansal and Joshi (2014) on students’ experiences of mobile learning which included the teaching of ethics prior to allow students to use whatsapp as learning too. The informant 1 states:

“*especiallyaa..using short forms of abbreviation sometimes aa will lead to confusion and sometimes you have you will need to answer one more aah!time because aa.. Because the other kind of, you know, friends will be so confused and asking one more time what you really mean by that short term*” (I1, DU, 40, Appendix, 4);

“*For example,you know, for official announcement only for..for the group. Not any news or not other, you know, unrelated aaa..information. So, so that the student or the other member of the group won’t think that, this is, you know, aa.. No leisure time group. So this is the official group for the study for the class. So, We..we just communicated officially I mean using, you know, giving information or giving not officially. Unrelated information or unrelated aa..materials*”. (I1, DU, 52,54,56,58,60, Appendix, 4).

The informant 2 also states:

“*For example, aaaa..Joking, if they joke.In whatsapp group. And uploading what is not appropriate or what is not related to the studies, that’s not good*”(I2, DU, 152, 156, 158,160, Appendix, 5);

“*They shou.. They shoul.. They should not use un-respective languages. With their students*

Through..Through whatsapp. And also, mmm! I think.... aaa...Even un necessary things, or things which are not related to their studies that some students ... I think everything that is not good or everything that is not in appropriate, students should avoid. Because... lectures are the role model of the students” (I2, DU, 166,168,170,172, 174,176, Appendix, 5).

| Research Question 4: What advices are to be given to improve the use of Whatsapp as learning tool to postgraduate students of Kulliyyah of Education, IIUM? | |
|---|--|
| Interview Research Question 3 | Themes |
| What should be avoided by postgraduate students of KOED in using whatsapp as learning tool? | Proper grammar use Upload relevant materials only |

| Research Question 4: What advices are to be given to improve the use of Whatsapp as learning tool to postgraduate students of Kulliyyah of Education, IIUM? | |
|---|---|
| Interview Research Question 4 | Themes |
| What should be avoided by instructors in using whatsapp as learning tool with their students? | Observe electronic communication etiquette Use it to upload important information only |

The study found three major themes in (RQ 4 in IRQ 3&4) that describe things to be avoided by both postgraduate students of Kulliyyah of Education and instructors in using whatsapp as learning tool. The first theme is “*proper grammar use*” which appeared in postgraduate students’ table only; and the second theme is “*upload relevant materials only*” in postgraduate students of Kulliyyah of Education table, which resembles another theme “*use it to upload important information only*” which located in

V. CONCLUSIONS

5.1. Introduction

This chapter consists of a summary of the results and discussions of the study. It also contains the suggestions given from the study.

5.2. Summary

This study has described the key themes which generated from the interview sessions. The themes were arranged based on the research questions which has reiterated at the commencement of the chapters. The researcher has acknowledged opinions of the informants by generating

themes from the first to the last research questions. The first research question was asking on “How do the postgraduate students of the postgraduate students of Kulliyyah of Education, International Islamic University Malaysia perceive Whatsapp as learning tool”? The opinions of the informants were gathered and major themes were generated. The second research question was about “What are the benefits of using Whatsapp as learning tool for postgraduate students of Kulliyyah of Education, International Islamic University Malaysia”? The views of the informants were transcribed as to generate themes for analysis. The third research question was “What are the problems/challenges faced by postgraduate students of Kulliyyah of Education, International Islamic University Malaysia in using Whatsapp as learning tool”? The views given by the informants were taken and generated based on main themes. The last research question reads: “What advices are to be given to improve the use of Whatsapp as learning tool to postgraduate students of Kulliyyah of Education at International Islamic University Malaysia”? The researcher recognized and organized responses of the informants which were suggestions on how to improve the use of whatsapp as a tool in learning and generated their key themes.

5.3. Recommendations for Future Research

Based on the suggestions given by the two informants, the researcher recommends that mobile phones should either be put in silent mode/ on mute in lecture halls or switched off. This will avoid signal distraction during the lecture. Additionally, students must be enlightened on the negative impact of using short word forms of writing on their spellings and grammatical construction of sentences in a particular workshop, seminar related to communication skills lessons.

The researcher suggests that postgraduate students of Kulliyyah of Education should find out a proper way to use the whatsapp as a tool in learning as well as harmonizing mutual consideration with other whatsapp users. This will avoid disturbing other whatsapp users who use it in learning. The researcher also, recommends that future research should include a wider sample to investigate the overall perceptions about the use of whatsapp as learning tool among postgraduate students. Because in qualitative research, few informants are selected for interview, it becomes difficult to represent all and generalize the result of the study to all whatsapp users. To get more representatives, the researcher recommends the quantitative research method to be applied. In this method, participants

from larger ample and a variety of experiences will be included and help to better understanding the phenomenon.

5.4. Conclusion

In this study, the researcher has attempted to find the perceptions of postgraduate students of Kulliyyah of Education towards using whatsapp as a learning tool. The findings indicate that postgraduate students find learning using whatsapp to be interesting and educationally useful. Additionally, they also find whatsapp as a means of a collaborative learning experience and helpful in increasing their social interactivity with peers and instructors. This is in line with the findings of Bere, 2013. As of now, it is possible to say that students have positive attitude towards using whatsapp in learning as it enables them to co-operate and work as a team; but if we want whatsapp to become a useful tool in teaching and learning, there will be a need of further researches in identifying its educational and pedagogical goals as well as for concluding its theoretical and practical implications. The study has dealt with postgraduate students of Kulliyyah of Education.

The findings of this study are a contribution towards the usage of whatsapp applications in teaching and learning, with the purpose of enhancing the process of teaching and learning run smoothly. It could also save as a guide to the users of whatsapp about abiding with electronic and online etiquettes which relates to mobile devices to enhance learning within postgraduate students at Kulliyyah of Education.

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