



EXTENT OF UTILIZATION OF INTERNET FACILITIES BY BUSINESS EDUCATION STUDENTS IN COLLEGES OF EDUCATION IN DELTA STATE, NIGERIA

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Abstract

This paper is titled Extent of Utilization of Internet Facilities by Business Education Students in Colleges of Education in Delta State. The population of the study is made up of final year business education students in the four colleges of education in Delta State, totaling 363 out of which 67 was sampled using cluster and random sampling techniques. Two research questions with two corresponding null hypotheses were developed to guide the study. Structured validated questionnaires were used to gather information from the respondents. Mean and standard deviation was used to answer the research questions while t-test was used to test the null hypotheses at 0.05 level of significance. The findings revealed that business education students were not efficiently and academically utilizing e-mail as a component of internet facilities but are maximizing the utilization of the World Wide Web (WWW) which as well is an internet facility available to them. The study concluded that if business education students are able to utilize the e-mail and World Wide Web (WWW) as internet facilities, they stand the chance of being able to compete favourably with their counterparts in this era of new technologies. The paper recommended that seminars should be organized for business education students in order to increase their knowledge and competencies in utilizing internet facilities. Also, there should be close monitoring by both the teachers and parents to ensure that students do not indulge in internet fraud.

Keywords: *Utilization, Internet Facilities, Business Education Students, Colleges of Education, Delta State*

Introduction

The world today is undergoing major transformation and they are multi-dimensional, affecting the technological, economic, social and political development of human communities particularly those of the developing societies like Nigeria. Business education is technologically been innovated and transformed from demarcated brick-walls and blackboards with the use of typewriters and chinks to computer-based pedagogical approach.

The national economic empowerment and development strategy (NEEDS) recognizes that Nigeria's economy could only be transformed and sustained through



education that empowers the people and assures the technological development to be able to compete in the world of work (Igbokwe 2015). Schools cannot afford to remain mere venues for the transmission of a prescribed set of information from teacher to student over a fixed period of time, rather must promote learning to learn the acquisition of knowledge and skills that make possible continuous learning over the lifetime. According to Roderick (2013) which states that the explosion of the internet in the 1960s, ushered in a wave of education policies and projects in developing economies around the world designed to prepare students to effectively engage in the information age. The internet is the newest and fastest growing part of the age of information technology. The inception of the internet actually began over 25 years ago as a United States defense departmental project. It is now a global network that allows millions of computers around the world to communicate through the telephone system and other communication lines. Two key features of the internet are: the enormous amount of information it contains and the speed at which this information can be accessed and published. The impact of the internet is felt everywhere in the society and it has become an everyday household term. Currently, over 100 million people in 150 countries around the world are using the internet (Roderick, 2013). Through the internet, students from any part of the world can gain knowledge on different subjects, reduces stress, facilitates access to information and promotes creativity among learners (Adamu, Adamu & Bashir, 2013). The Federal Republic of Nigeria (2014) recognizes the prominent role of information and communication technology (internet) in the modern world today, hence, the integration of ICT in Education in Nigeria. According to Oso and Adesua (2017), the uses of internet are enormous ranging from academic research, receipt of global information linkage with other institutions of the world, bridging communication gap between developed and developing countries and also assist students to be computer literates.

Internet via e-mail - email is the most widely used part of the internet. It is a choice of communication for more and more people. Email can be sent any time of the day and arrives within minutes to the desired party's mail box (Roderick (2013). The usefulness of email includes communicating with parents by students; help teachers or supervisors to supervise students' projects especially in a large class; helps teachers to prepare lessons for students; students often send email to their teachers to request for information about their academic grades, subject materials and examination time-table and teachers can also post syllabus on the internet for both students and parents. Sending email, computer does not need to be on to receive the message. Many students who have used e-mail to communicate, do assignment and check results find it extremely resourceful and a wonderful way to stay in touch with their teachers when otherwise it would have been difficult (Agwazie & Ojianaegbu, 2015).



Internet via World Wide Web = this is another component of the internet and is a set of software tools and standards that allows the users to obtain and distribute information stored on a server connected to internet World Wide Web (WWW); strengthen the bridge of communication between the educational team of teacher, parent and student. World Wide Web is a decentralized information system in which anyone can add new information whenever he/she wants. Lecture notes and other teaching materials are placed on the World Wide Web and linking useful websites to these resources for students to access. In recent years, web and internet technologies have matured significantly by providing a uniform access media for both asynchronous and synchronous learning.

This phenomenon has significantly increased the popularity of online learning (Chen, cited in Agwazie & Ojianaegbu, 2015). The usage of web technologies in e-learning are further enhanced with the web 2.0, which is a set of economic, social and technological trends that facilitates a more socially connected web where everyone is able to add to and edit the information space (Anderson, cited in Agwazie & Ojianaegbu, 2015).

Business education is a programme of study that strive to equip its recipients with knowledge, skills and attitudes (KSA) necessary for them to secure employment in public and private organizations, retain it and also advance in their chosen careers (Udoye, 2015). According to Onyesom and Umoeshiet (2013), business education is that aspect of educational training which an individual receives with the primary aim or motive of enabling him/her to acquire adequate attitudes, concepts, knowledge, understanding and skill in business activities for vocational usage in career as an administrator, manager or teacher wherever he/she may find himself/herself in the business world.

Statement of the Problem

Technology has introduced new methods of learning and teaching through online for speedy development. Many developed countries have exploited the potentials of technology while the developing countries like Nigeria are also exploiting same in order to improve and transfer education at landscape in institutions of learning. But how effective has business education students in these institutions avail themselves in the utilization of these opportunities?

More worrisome of the utilization of internet facilities by students is their poor attitude towards the facilities. Most of the students have abused the importance of the internet facilities to the detriment of their studies. Students have been found chatting or even watching films on their phones when lectures are going on while others connect with friends on unprofitable communication with the outside world (Oso & Adesua, 2017). In some cases, students of business education inclusive, use the internet for things which are not academically profitable such as watching pornographic pictures for fun and seek new



friends. It is against this backdrop that the researchers decided to carry out this study to actually find out the extent of the utilization of internet facilities by business education students in colleges of education in Delta State.

Purpose of the Study

The major purpose of this study is to examine the extent of the utilization of internet facilities by business education students in colleges of education in Delta State. The study specifically intends to:

1. Determine the extent of the utilization of e-mail by business education students in colleges of education in Delta State
2. Determine the extent of the utilization of World Wide Web (WWW) by business education students in colleges of education in Delta State

Research Questions

The following research questions were developed for the study:

1. What is the extent of the utilization of e-mail by business education students in colleges of education in Delta State?
2. What is the extent of the utilization of World Wide Web (WWW) by business education students in colleges of education in Delta State?

Hypotheses

The following null hypotheses were formulated to guide the study:

- H₀1: There is no significant difference between the mean responses of male and female business education students in colleges of education in Delta State on the extent of e-mail utilization.
- H₀2: Male and female business education students in colleges of education in Delta State do not differ significantly in their mean responses on the extent of utilization of World Wide Web (WWW) as a component of internet services

Method

Survey design was used to gather information from students in business education programmes in the four colleges of education in Delta State regarding the extent of utilization of internet facilities via e-mail and World Wide Web (WWW). The population of the study was made up of final year Business Education Students, (2017/2018 Session), in the four colleges of education in Delta State as follows: Federal College of Education (Technical), Asaba (192); College of Education, Agbor (61); College of Education, Warri (50) and College of Education, Mosogar (60). Totaling 363, out of which 67 students were selected using cluster and random sampling techniques. A four point rating scale of Very



High Extent (VHE); High Extent (HE); Moderate Extent (ME) and Low Extent (LE) questionnaires were developed by the researchers as instrument for data collection. The instrument was validated by two Chief Lecturers in Business Education, Federal College of Education (Technical), Asaba and College of Education, Agbor, respectively. The questionnaires were personally administered on the sampled final year students and were retrieved after one week. The results were analyzed using mean and standard deviation to answer the research questions, while t-test was used to test the null hypotheses at 0.05 level of significance. Any response from 3.00 and above was accepted while below 3.00 was not accepted.

Results

Research Question 1

What is the extent of the utilization of e-mail by business education students in colleges of education in Delta State?

Table 1: Mean and standard deviation on the extent of utilization of e-mail by business education students in colleges of education in Delta State

S/N	Business Education Students' e-mail utilization	X	SD	Decisions
1.	To what extent does your teacher gives you assignment through e-mail	3.57	0.62	HE
2.	To what extent do you communicate with your teacher via e-mail	2.45	1.07	LE
3.	To what extent do you use your e-mail to request for results	2.40	1.01	LE
4.	To what extent do you submit your project online to your supervisor	3.03	0.67	ME
5.	To what extent do you download course contents online	1.63	.048	LE
6.	To what extent does your teacher gives you tutorial exercises (e-mail)	1.45	0.50	LE
7.	To what extent do you write examinations online	2.16	1.66	LE
8.	To what extent does your teacher score your examinations online	1.46	0.50	LE
9.	To what extent do you receive lectures through online	2.33	1.38	LE
10.	To what extent do you download tests and exam time-table online	2.65	0.42	LE
Grand Mean		2.31	0.83	HE

From the data presented in table 1, it was revealed that the mean of the responses on the extent of the utilization of e-mail by business education students were below 3.00 which was less than the cut-off point except for items 1 and 4. Also, the grand mean of 2.31 indicates



that business education students in the four colleges of education in Delta State utilizes internet facilities via e-mail at a low extent.

Research Question 2

What is the extent of the utilization of World Wide Web (WWW) by business education students in colleges of education in Delta State?

Table 2: Mean and standard deviation on the extent of utilization of World Wide Web (www by business education students in colleges of education in Delta State

S/N	Business Education Students' www utilization	X	SD	Decisions
11.	To what extent do you download information through world wide web (www)	3.36	0.73	HE
12.	To what extent do you download lecture notes from the web	2.91	0.91	ME
13.	To what extent do you download other materials for project work using (www)	3.55	0.50	HE
14.	To what extent do you edit information from www for your academic work	3.22	0.87	HE
15.	To what extent do you link other websites for information while searching (www)	3.20	0.76	HE
16.	To what extent can you print information from a web page	3.47	0.95	HE
17.	To what extent do you use World Wide Web for social connectivity	3.54	0.86	VHE
18.	To what extent do you use World Wide Web purely for academic connectivity	3.52	0.96	VHE
19.	To what extent do you reflect on a saved web page for clearer understanding	3.00	0.67	ME
20.	To what extent do you access the internet application software or web browser	3.29	0.61	HE
Grand Mean		3.21	0.83	HE

Data in table 2 revealed that business education students in colleges of education in Delta State highly utilize the World Wide Web (WWW) as a component of the internet facilities available to them, as can be seen in their mean responses and with a grand mean of 3.26, as it is slightly above the cut off score of 3.00.

Hypothesis 1

There is no significant difference between the mean responses of male and female business education students in colleges of education in Delta State on the extent of e-mail utilization.



Table 3: t-test Analysis of the Mean Responses of Male and Female final year Business Education Students in Colleges of Education in Delta State on the Extent of e-mail Utilization

S/N	Group	N	X	SDDf	t-Cal	t-Tab	Level of Sig.	Remark	
1.	Male	40	3.61	0.61	65	1.88	1.98	0.05	NS
2.	Female	27	3.32	0.64					

Table 3 shows that there is no significant difference in the mean responses of male and female business education students in Colleges of Education in Delta State on the extent to which they utilize the e-mail academically as the calculated value of 1.88 is less than the table value of 1.98 at 0.05 level of significance. Therefore, the null hypothesis is accepted.

Hypothesis 2

Male and female business education students in colleges of education in Delta State do not differ significantly in their mean responses on the extent of utilization of World Wide Web (www) as a component of internet services

Table 4: t-test Analysis of the Mean Responses of Male and Female final year Business Education Students in Colleges of Education in Delta State on the Extent of Utilization of World Wide Web (www).

S/N	Group	N	X	SDDf	t-Cal	t-Tab	Level of Sig.	Remark	
1.	Male	40	3.27	0.73	65	1.85	1.98	0.05	NS
2.	Female	27	3.10	0.79					

Data in Table 4 revealed that the t-calculated value of 1.85 is less than the table value of 1.98 at 0.05 level of significance. This indicates that there is no significant difference between the male and female business education students in colleges of education in Delta State on the extent of the utilization of World Wide Web (WWW) as a component of the internet services, hence, the null hypothesis is hereby upheld.

Discussion of Findings

The analysis of the study revealed that the students utilized e-mail at a low extent as a part of internet facilities available them, like students communicating with their teachers via e-mail; at a low extent, they also submit project work via e-mail to the supervisors; at a low extent, they download course contents online; they are not given tutorials online; they do not write examinations online and they are not scored by their teachers online. Also, they do not download examinations and lecture time-table via their e-mail. This is so because all their



responses were below the cut-off point of 3.00. This finding is in agreement with that of Oso and Adesua (2017) who posited that most of the students with business education inclusive have abused the importance of the internet facilities to the detriment of their studies. Students have been found chatting or even watching films with the phones when lectures are going on. In some cases, students are involved with internet on things not academically profitable.

The study finds also that business education students always utilize the World Wide Web (WWW) as a component of the internet services. They download materials relating to their project work via WWW; they also use WWW to download information for sound commentaries; use WWW to link other sites for information searching; they equally use WWW for economic connectivity and Web browser as they can even print a web page using WWW. This is because their responses were above 3.00 as the cut-off point. This finding is in line with that of Agwazie and Ojianaegbu (2015), that the usage of Web technologies in e-learning are further enhanced with the Web 2.0, which is a set of economic, social and technological trends that facilitates a more socially connected Web where everyone is able to add to and edit the information space.

Conclusion

Based on the findings of the study, it is therefore concluded that business education final year students in the four colleges of education in Delta State utilize the internet facilities via e-mail, in their schools at a very low extent. On the other hand, they are utilizing the World Wide Web (www) as an integral part of the internet at a high level.

However, using the internet is good medicine that can strengthen the weak body parts of the educational system but the true success of using the internet starts and ends with the caring and concern from a teacher for their students.

Recommendations

The following recommendations were made:

1. Seminars should be organized by the school management so as to increase the knowledge and competency levels of the students on internet usage of academic benefits.
2. More computer related courses should be introduced into business education curriculum.
3. Digital library with state-of-the-art equipment should be provided and students encouraged to access them in carrying out their academic activities
4. Teachers should try to be giving students assignments and tutorial online via e-mail in order to increase their knowledge in using it.
5. There should be close monitoring by both the teachers and parents to ensure that students do not indulge in internet fraud.



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