



Influence of Internet Usage on Academic Performance of Educational Management Students in Rivers State Universities

¹Dr. S. E. Weli & ²Okah, Tinu Uwuma

Department of Educational Management, Faculty of Education,
Rivers State University, Nkpolu Oroworukwo Port Harcourt, Nigeria

¹weli.simeon@ust.edu.ng; ²Tinukeba@yahoo.co.uk

ABSTRACT

This study examined the influence of internet usage on academic performance of educational management students in Rivers State Universities. Specifically, four objectives were stated, four research questions raised and four hypotheses formulated and tested at 0.05 level of significance. The descriptive survey research design was adopted in this study. The population of the study consisted of 155 post graduate students of the department of Educational Management of 2018 to 2020 academic session in the Rivers State Universities (RSU and IAUE). The population consisted of 155 post graduate students (83 from Ignatius Ajuru University of Education and 72 from Rivers State University). The entire population of 155 was used as census in the study since the population is small. In this study, a thirty item (30) self-structured questionnaire titled: "Influence of Internet Usage on Academic Performance of Educational Management Students Questionnaire (IIUAPEMSQ) was used for data collection. The instrument was face and content validated by two experts in the Measurement and Evaluation in Rivers State University and Ignatius Ajuru University of Education. The reliability of the instrument was determined using Cronbach Alpha reliability statistics which gave an average reliability coefficient index for the four clusters in the instrument which revealed that the instrument was reliable for the study. The instrument was administered to the students in their various institutions. Out of the one hundred and fifty five (155) copies, one hundred and fifty one (151) copies of the questionnaire (81 from IAUE and 70 from RSU) were retrieved and found useful for the study. Descriptive statistics of mean and standard deviation were used to analyze the research questions, while the inferential statistic of z-test was used to test the formulated null hypotheses at 0.05 alpha level. The study found that there was no significant difference in the mean ratings of RSU and IAUE students on the extent to which Zoom web conference system, Google apps for education (GAFE), electronic mail and YouTube influence academic performance of educational management students in Rivers State Universities. Based on the findings, the study among others recommended that the adoption of zoom web conference system as it has proven to aid interactions between students and lecturers and influence students' academic performance.

Keywords: Internet Usage, Academic Performance, Educational Management

INTRODUCTION

The internet has been a very useful tool over the years to promote research activities in Nigeria's tertiary institutions. The revolution in information and communication technology is sweeping the globe and the gale has also caught up with developing nations such as Nigeria, Ghana and so on. The use of the Internet and the World Wide Web (www) to search and exchange knowledge has seen tremendous growth. The internet emerged and spread to business and industries from government and academia (Shelley, 2012). The Internet is a transport vehicle for information stored in files or documents on a computer. It brings

together a broad variety of information and services, including electronic mail, online chat, file transfer, inter-linked web pages, and other World Wide Web documents. In today's world, the Internet plays a key role in academic institutions, teaching and learning processes. The advent of the internet has thus heralded the arrival of a new mode of development and dissemination of information in a soft form (Agil & Ahmad, 2011).

At its greatest value, this modern type of information resources has a practical infinite abundance of information resources that are widely available and open to hundreds of millions of people in many parts of the world at the same time (Kumar & Kaur, 2016). The Internet is a powerful and effective platform for information discovery, retrieval and dissemination, with a huge impact on students and academics around the world. It is possible to consult the Internet because, like a reference resource, it is wider and more complex in the field of academics (Brunning, Schraw, Norby & Ronning, 2014).

In the modern world, the internet is an integral component of our educational system. The pervasiveness of the Internet has contributed to a rapid transition in the worldwide education sector (Akawu, 2019). This is because the consistency and amount of teaching and learning has been influenced by it. The Internet has the ability to accelerate, enrich and deepen skills; to inspire and engage students in educational management for effective academic teaching and learning. Basically it allows students to connect school experiences to activities as it leads to radical changes in learning perspectives. The most common facilities used for transmitting academic information both within the classroom and outside the classroom setting are zoom, google, electronic mail, YouTube, and others. These have remained fundamental for the growth and advancement of the academic standard and productivity of students (Udoh, 2012).

However, different students have multiple variables responsible for their academic achievement. This may include: school attitude, pleasure in learning, study habit, self-efficacy, intellect, and motivation. Just one or two factors, but a variety of them, do not fully account for the academic success of students. Since the academic achievement of students depends on a number of variables, output could be improved by defining each of these variables and modifying them. The accomplishment of a student in any activity is focused on the amount of necessary knowledge he / she has acquired on the activity, its understanding, and most importantly, the implementation of information. In most cases, obtaining such knowledge relies on reading and learning (Udoh, 2012).

Gaible and Burns (2015) asserted that internet is a powerful tool for the development of quality teaching and learning. It is a catalyst for radical change in existing school. This is predicated on the fact that internet facilitates quick service delivery in teaching and learning, dissemination of knowledge and information in a way that were not previously possible. The adoption of internet has led to the paradigm shift from traditional methods of face to face class room environment to an environment where technology is a significant component of overall infrastructure and skills required of individual.

Educational management students being exposed to new technologies have acquired benefits of individualized learning activities by giving room to familiarize themselves with the content of internet learning activities as related to educational management. For instance, most of the students use laptop, phone, wireless digital media as an instrument for seeking information or materials in the course of their studies. By this medium, study habits of the students are fundamentally enhanced and developed towards their academic performance. In other words, these internet facilities have made students more curious or motivated to search for information more often for assignment, projects or seminars. Therefore, the use of the internet has become a factor that enhances the academic performance of educational management students in Rivers State.

In the view of Freedman (2011), internet facilities such as: cable satellite, fibre optics, wireless (radio, infra – red, Bluetooth, Wifi) and network technologies create great opportunities for mobilization of knowledge industries. On the other hands: Personal Area Networks (PAN), Campus Area Network (CAN), intranets, extranets, Local Area Networks (LANs), Wide Area Networks (WANs) are very fundamental for knowledge production and effective learning by the students. The implication is that if these facilities are made available for the students of educational management, their reading rate and performance will definitely increase in the long run. As revealed by Nwazor (2015), the prevalence and rapid development of internet has transformed students from the information technology age to the knowledge age as students ability to operate computer, knowledge to send and receive e-mail, skills in

producing documents with word processors, knowledge to send and receive fax messages and ability to create agenda using contra vision electronic software has definitely improved their knowledge capacities and potential skills in educational management.

The internet sites adopted in this study were: Zoom web, Google, Electronic mail, YouTube and others. The zoom web is the leader in modern video communications enterprise with an easy, reliable cloud platform for video and audio conferencing, chat, and webinars across mobile, desktop, and room systems. The zoom web is the original software-based conference room solution used around the world in board, conference, huddle, and training rooms, as well as executive offices and classrooms. The zoom web also tries to deliver the best audio and video quality during meetings. Even in meetings involving more than two participants. The zoom web is a forerunner in business video communications developed to make remote collaboration easier and more reliable. This software uses a cloud platform to host webinars, conferences and video. The most significant of them all is its accessibility. The zoom web can be used by anyone, even those that do not even have a purpose for using it. Additionally, students can join meetings and conferences very easily with just a few clicks, as opposed to other platforms that requires one to set up a lot of things. The same goes for the creator of the meeting and also creating a meeting is as easy as joining it.

Google is a software tool that combines the Google search engine with a mind-mapping application. It is a search engine that searches the internet and finds webpages based on the keywords Google Inc. was officially launched in 1998 by Larry Page and Sergey Brin to market Google Search, which has become the most used web-based search engine. When it comes to keeping employees happy and productive, companies such as Google lead the way. Google became one of the world's most important companies a tool for searching the internet (Pajo & Wallace, 2011).

Electronic Mail (e-mail) is one of most widely used services of Internet. This service allows an Internet user to send a message in formatted manner (mail) to the other Internet user in any part of the world. Message in mail not only contain text, but it also contains images, audio and videos data. It is a computer-based application for the exchange of messages between users. A worldwide e-mail network allows people to exchange e-mail messages very quickly. E-mail is the electronic equivalent of a letter with advantages in timeliness and flexibility. While a letter will take day to a couple of weeks to be delivered, an e-mail is delivered to the intended recipient's mailbox almost instantaneously, usually in the multiple-second to sub-minute range. This is the case whether the e-mail is exchanged between people on the same floor of a business, or between friends at opposite points on the globe.

YouTube is a social network tool which helps learners download or upload videos as well as enables them to interact by commenting on other videos by colleagues and instructors. In addition, by linking up with 'like' users, they can find out which of the videos that impress them. YouTube provides a huge number of features to help different categories of learners to discover their videos of interest. YouTube can obtain the data for how learners use these features, which helps to improve its service along with general users. Students can access YouTube videos in different ways, such as using Google search or Facebook via laptops and mobile devices, and also by using features that are provided on YouTube and in order to learn more about certain subjects. They can see lectures, programs and conferences to obtain detailed information and additional knowledge (Gaible & Burns, 2015).

One of the most vital usefulness of internet to educational management students is easy access to learning. With the help of the internet, students browse through e-books, scholarly or research materials, sample examination papers, previous year papers and others. They can also have an easy access to resource persons, mentors and experts. Flexibility in this manner has heightened the availability of just-in-time learning and provided learning opportunities for many more learners who previously were constrained by other commitments. Wider availability of best practices and best course material in education can be shared by means of internet for better learning perspectives. This is because it allows the students to expand their academic credibility and potentialities. As the world is increasingly becoming technologically driven, globalized, competitive and competent based, the roles of lecturers in competence of internet become more critical and obvious just as the students need media competence to manage knowledge independently.

Lecturers have to be willing to structure learning content differently hence put students at the centre of attention. In this case, the lecturers' roles become more fundamental and basic for the realization of the predetermined goals and objectives of educational management. The growth of information and communication technologies has dramatically reshaped teaching and learning processes in higher education. The application of internet in higher institutions is more critical today to educational management students than ever before since its growing power and capabilities are triggering a change in the learning environments in education (Pajo & Wallace, 2011). In other words, utilization of internet facilities offers powerful learning environments for the students as it helps to transform their learning process as well as relating fully to independent knowledge for constructive learning activities.

Statement of the Problem

The use of technology changes the way things are done, including the work of tertiary institutions where there has been a great deal of progress in the teaching and learning process. Knowing that the internet is an important tool for promoting academic activities in tertiary institutions in Nigeria, the managers and administrators in these tertiary institutions have invested heavily in developing internet services in their schools for many years now. In the teaching and learning processes, the resources offered by the internet have had a significant influence. The Internet has made computers interconnected around the globe. Fasae and Aladeniyi (2012) established that developing countries such as Nigeria need to expand and achieve their economic and social status, and that they need to be fully prepared to improve and empower their academic institutions, both in terms of science and technology. Therefore, students in their respective fields need a variety of effective and interactive means of accessing and retrieving information. Similarly, the usage of the Internet depends heavily on some factors, such as knowledge of students, places, Internet facilities and resources available, including the academic pursuit of students in their schools.

The shortage of funds for the effective running of universities and, in particular, their libraries, has adversely affected the adequate provision of modern books, updated literary materials and journals, where available, is costly due to the economic crisis, global political crises and devaluation of currency exacerbated by the explosion of knowledge has affected the provision of resources for teaching and learning. Nigerian students have now turned their attention to the use of the internet in order to read, carry out research and gain general knowledge in light of the aforementioned problems. Therefore, as a result of the advantages in the use of technology for teaching and learning with more attention on the use of internet, students who have access to this technology can improve in their learning.

Purpose of the Study

The purpose of the study is to investigate the influence of internet usage on academic performance of educational management students in Rivers State Universities. Specifically, the objectives of the study are to:

1. Examine the extent to which Zoom web conference system influences academic performance of educational management students in Rivers State Universities.
2. Ascertain the extent to which Google apps for education (GAFE) as internet usage influences academic performance of educational management students in Rivers State Universities.
3. Determine the extent to which electronic mail influences academic performance of educational management students in Rivers State Universities.
4. Investigate the extent to which YouTube influences academic performance of educational management students in Rivers State Universities.

Research Questions

The following research questions guided the study:

1. To what extent does zoom web conference system influence academic performance of educational management students in Rivers State Universities?
2. To what extent does google apps for education (GAFE) influence academic performance of educational management students in Rivers State Universities?
3. To what extent does electronic mail influence academic performance of educational management students in Rivers State Universities?
4. To what extent does You Tube influence academic performance of educational management students in Rivers State Universities?

Hypotheses

The following hypotheses were formulated in this study and tested at 0.05 level of significance:

4. There is no significant difference in the mean ratings of RSU and IAUE students on the extent to which Zoom web conference system influences academic performance of educational management students in Rivers State Universities.
5. There is no significant difference in the mean ratings of RSU and IAUE students on the extent to which Google apps for education (GAFE) influences academic performance of educational management students in Rivers State Universities.
6. There is no significant difference in the mean ratings of RSU and IAUE students on the extent to which electronic mail influences academic performance of educational management students in Rivers State Universities.
7. There is no significant difference in the mean ratings of RSU and IAUE students on the extent to which YouTube influences academic performance of educational management students in Rivers State Universities.

METHODOLOGY

The descriptive survey research design was adopted in this study. The population of the study consisted of 155 post graduate students of the department of Educational Management of 2018-2020 academic session in the Rivers State Universities (RSU and IAUE). The entire population of 155 respondents (83 from Ignatius Ajuru University of Education and 72 from Rivers State University) was used as census for the study since the population is small. In this study, (twenty 20 item) self-structured questionnaire titled: "Influence of Internet Usage on Academic Performance of Educational Management Students Questionnaire (IIUAPEMSQ) was used for data collection. The instrument was face and content validated by two experts in Measurement and Evaluation in Rivers State University and Ignatius Ajuru University of Education. The reliability of the instrument was determined using Cronbach Alpha reliability statistics which gave a reliability coefficient of 0.81, 0.79, 0.83 and 0.80 for the four clusters which revealed that the instrument was reliable for the study. The instrument was administered to the students in their various institutions. Out of the one hundred and fifty five (155) copies, one hundred and fifty one (151) copies of the questionnaire (81 from IAUE and 70 from RSU) were retrieved and found useful for the study. Descriptive statistics of mean and standard deviation were used to analyze the research questions, while the inferential statistic of z-test was used to test the formulated null hypotheses at 0.05 alpha level. The findings of the study among others revealed that Zoom, Google, electronic mail, and Youtube to a high extent enhances the performance of post graduate students of Education Management Students in Rivers State University and Ignatius Ajuru University. Based on the findings, conclusion and recommendation were made that Management of Institutions should encourage the usage of Internet such as Zoom, Google, Electronic Mail and Youtube in their Institutions to enhance students' academic performance

RESULTS

Research Question 1: *To what extent does zoom web conference system influence academic performance of educational management students in Rivers State Universities?*

Table 1: Descriptive Statistics on the Extent to which Zoom Web Conference System Influence Academic Performance of Educational Management Students in Rivers State Universities

S/No.	Items	IAUE Students (n ₁ = 81)			RSU Students (n ₂ = 70)		
		\bar{X}	SD	Decision	\bar{X}	SD	Decision
1	The use zoom in interacting between students and lecturers enhances students' knowledge which lead to academic performance.	3.28	0.91	HE	3.32	0.95	VHE
2	Adopting zoom in bridging the gap between home and school learning activities enhances students' academic performance	3.35	0.94	VHE	3.23	0.95	HE
3	Zoom as a platform for knowledge creation enhances their academic performance	3.38	0.85	VHE	3.28	0.90	HE
4	Using zoom in sharing of knowledge among students and lecturers enhances their academic performance	3.35	0.86	VHE	3.33	0.86	VHE
5	Using zoom as a collaborative platform for learning enhances their understanding of basic concepts which enhances their performance	3.25	0.98	HE	3.15	1.04	HE
Total		3.32	0.91	VHE	3.26	0.94	HE

Source: Filed Survey, 2021.

Table 1 above revealed the extent zoom web conference system influence academic performance of educational management students in Rivers State Universities. Item 1 has mean scores of 3.28 and 3.32; standard deviation of 0.91 and 0.95 for students in the two universities respectively. Since the mean scores are more than the critical mean of 2.50, it means that students in the two universities accepted that zoom web conference system enables interactions between students and lecturers. Item 2 has mean scores of 3.35 and 3.23; standard deviation of 0.94 and 0.95 for students in the two universities respectively. Since the mean scores are more than the critical mean of 2.50, it means that students in the two universities accepted that zoom web conference system aids in bridging the gap between home and school learning activities. Item 3 has mean scores of 3.38 and 3.28; standard deviation of 0.85 and 0.90 for students in the two universities respectively. Since the mean scores are more than the critical mean of 2.50, it means that students in the two universities accepted that zoom web conference system is a platform for knowledge creation. Item 4 has mean scores of 3.35 and 3.33; standard deviation of 0.86 and 0.86 for students in the two universities respectively. Since the mean scores are more than the critical mean of 2.50, it means that students in the two universities accepted that zoom web conference system assist in sharing of knowledge among students and lecturers. Item 5 has mean scores of 3.25 and 3.15; standard deviation of 0.98 and 1.04 for students in the two universities respectively. Since the mean scores are more than the critical mean of 2.50, it means that students in the two universities accepted that zoom web conference system is effectively being used as a collaborative platform for learning. With a grand mean is 3.32 and 3.15, standard deviation of 0.91 and 0.94 respectively, the results indicated that

students in the two universities strongly agreed that zoom web conference system has a strong influence on academic performance of educational management students in Rivers State Universities.

Research Question 2: *To what extent does Google apps for education (GAFE) influence academic performance of educational management students in Rivers State Universities?*

Table 2: Descriptive Statistics on the Extent to which Google Apps for Education (GAFE) Influence Academic Performance of Educational Management Students in Rivers State Universities

S/No.	Items	IAUE Students (n ₁ = 81)			RSU Students (n ₂ = 70)		
		\bar{X}	SD	Decision	\bar{X}	SD	Decision
6	Goggle apps encourages group learning processes that enhance student academic performance	3.29	0.94	HE	3.30	0.98	VHE
7	Goggle apps enhances collaborating discussions in education managements lectures which enhances students academic performance	3.26	0.95	HE	3.30	0.94	VHE
8	Goggle apps makes learning more interesting and independent which enhances the academic performance of students	3.34	0.89	VHE	3.25	0.99	HE
9	Goggle apps enhancing creativity in teaching and learning which enhances innovations in teaching and students academic performance	3.25	1.00	HE	3.38	0.83	VHE
10	Goggle apps making communication more quickly and easy among students of education management which enhances their communication skills and academic performance	3.35	0.91	VHE	3.27	0.95	HE
Total		3.30	0.94	VHE	3.30	0.94	VHE

Source: Filed Survey, 2021.

Table 2 above for research question two shows the mean responses of students in the two universities on the perceived influence of Google apps for education (GAFE) on academic performance of educational management students in Rivers State Universities. Item 1 has mean scores of 3.29 and 3.30; standard deviation of 0.94 and 0.98 for students in the two universities respectively. Since the mean scores are more than the critical mean of 2.50, it means that both students in the two universities accepted that Google apps for education (GAFE) aids in encouraging group learning processes. Item 2 has mean scores of 3.26 and 3.30; standard deviation of 0.95 and 0.94 for students in the two universities respectively. Since the mean scores are more than the critical mean of 2.50, it means that both the male and female students accepted that Google apps for education (GAFE) aids in enhancing collaborating discussions in education managements lectures. Item 3 has mean scores of 3.34 and 3.25; standard deviation of 0.89 and 0.99 for the male and female students respectively. Since the mean scores are more than the critical mean of 2.50, it means that both the male and female students accepted that Google apps for education (GAFE) makes learning more interesting and independent. Item 4 has mean scores of 3.25 and 3.38; standard deviation of 1.00 and 0.83 for students in the two universities respectively. Since the mean scores are more than the critical mean of 2.50, it means that both the male and female students accepted that google apps for education (GAFE) assist in enhancing creativity in teaching and learning. Item 5 has mean scores

of 3.35 and 3.27; standard deviation of 0.91 and 0.95 for the male and female students respectively. Since the mean scores are more than the critical mean of 2.50, it means that both the students in the two universities accepted that Google apps for education (GAFE) is effective in making communication more quickly and easy among students of education management. With a grand mean is 3.30 and 3.30, standard deviation of 0.94 and 0.94 respectively, the results indicated that students in the two universities strongly agreed that Google apps for education (GAFE) has a strong influence on academic performance of educational management students in Rivers State Universities.

Research Question 3: *To what extent does electronic mail influence academic performance of educational management students in Rivers State Universities?*

Table 3: Descriptive Statistics on the Extent to which Google Apps for Education (GAFE) Influence Academic Performance of Educational Management Students in Rivers State Universities

S/No.	Items	IAUE Students (n ₁ = 81)			RSU Students (n ₂ = 70)		
		\bar{X}	SD	Decision	\bar{X}	SD	Decision
11	Electronic mail is most efficient communication medium between students which enhances their writing skills for academic performance.	3.30	0.90	VHE	3.28	0.94	HE
12	Electronic mail serves as an active platform for information sharing which enhances their academic performance	3.38	0.89	VHE	3.18	0.98	HE
13	Document sharing is most effective with electronic mail enhances their knowledge and academic performance	3.37	0.85	VHE	3.30	0.89	VHE
14	Electronic mail is the best platform for obtaining students responses and feedback enhances academic performance.	3.28	0.96	HE	3.27	0.97	HE
15	Electronic mail is the most efficient form of document saving enhances their knowledge and reference material academic performance of students.	3.33	0.88	VHE	3.23	0.95	HE
Total		3.33	0.90	VHE	3.25	0.95	HE

Source: Filed Survey, 2021.

Table 3 above for research question three shows the mean responses of students in the two universities on the perceived influence of electronic mail on academic performance of educational management students in Rivers State Universities. Item 1 has mean scores of 3.30 and 3.28; standard deviation of 0.90 and 0.94 for students in the two universities respectively. Since the mean scores are more than the critical mean of 2.50, it means that both the male and female students accepted that electronic mail is most efficient communication medium between students. Item 2 has mean scores of 3.38 and 3.18; standard deviation of 0.89 and 0.98 for students in the two universities respectively. Since the mean scores are more than the critical mean of 2.50, it means that students in the two universities accepted that electronic mail serves as an active platform for information sharing. Item 3 has mean scores of 3.37 and 3.30; standard deviation of 0.85 and 0.89 for students in the two universities respectively. Since the mean scores are more than the critical mean of 2.50, it means that students in the two universities accepted that document sharing is most effective with electronic mail. Item 4 has mean scores of 3.28 and 3.27; standard deviation of 0.96 and

0.97 for students in the two universities respectively. Since the mean scores are more than the critical mean of 2.50, it means students in the two universities accepted that electronic mail is the best platform for obtaining students responses and feedback. Item 5 has mean scores of 3.33 and 3.23; standard deviation of 0.88 and 0.95 for students in the two universities respectively. Since the mean scores are more than the critical mean of 2.50, it means that students in the two universities accepted that electronic mail is the most efficient form of document saving. With a grand mean is 3.33 and 3.25, standard deviation of 0.90 and 0.95 respectively, the results indicated that students in the two universities strongly agreed that electronic mail has a strong influence on academic performance of education management students in Rivers State Universities.

Research Question 4: *To what extent does YouTube influence academic performance of educational management students in Rivers State Universities?*

Table 4: Descriptive Statistics on the Extent to which YouTube Influence Academic Performance of Educational Management Students in Rivers State Universities

S/No.	Items	IAUE Students (n ₁ = 81)			RSU Students (n ₂ = 70)		
		\bar{X}	SD	Decision	\bar{X}	SD	Decision
16	The YouTube enhances Students uploading management information which enhances academic performance.	3.22	1.00	HE	3.42	0.81	VHE
17	The YouTube enhances promote student's self-participation for academic development	3.29	0.94	HE	3.40	0.85	VHE
18	The YouTube enhances easy searching of education information which enhances their performance	3.28	0.91	HE	3.32	0.95	VHE
19	The YouTube provide active research and learning in related field for their academic performance	3.38	0.85	VHE	3.28	0.90	HE
20	The YouTube helps in obtaining media content for information and learning which enhances their academic performance	3.28	0.91	HE	3.32	0.95	VHE
Total		3.29	0.92	HE	3.35	0.89	VHE

Source: Filed Survey, 2021.

Table 4 above for research question four shows the mean responses of students in the two universities on the influence of Youtube on academic performance of educational management students in Rivers State Universities. Item 1 has mean scores of 3.22 and 3.42; standard deviation of 1.00 and 0.81 for students in the two universities respectively. Since the mean scores are more than the critical mean of 2.50, it means that students in the two universities accepted that Youtube enables students uploading management information. Item 2 has mean scores of 3.29 and 3.40; standard deviation of 0.94 and 0.85 for students in the two universities respectively. Since the mean scores are more than the critical mean of 2.50, it means students in the two universities accepted that Youtube aids in promoting student's self-participation for future development. Item 3 has mean scores of 3.28 and 3.32; standard deviation of 0.91 and 0.95 for students in the two universities respectively. Since the mean scores are more than the critical mean of 2.50, it means that students in the two universities accepted that Youtube promotes easy searching of educational information. Item 4 has mean scores of 3.38 and 3.28; standard deviation of 0.85 and 0.90 for students in the two universities respectively. Since the mean scores are more than the critical mean of 2.50, it means that students in the two universities accepted that Youtube promotes active research and learning in related field. Item 5 has mean scores of 3.28 and 3.32; standard deviation of 0.91 and 0.95 for

students in the two universities respectively. Since the mean scores are more than the critical mean of 2.50, it means that students in the two universities accepted that Youtube helps in obtaining media content for information and learning. With a grand mean is 3.29 and 3.35, standard deviation of 0.92 and 0.89 respectively, the results indicated that students in the two universities strongly agreed that Youtube has a strong influence on academic performance of educational management students in Rivers State Universities.

Test of Hypotheses

Hypothesis 1: There is no significant difference in the mean rating of RSU and IAUE students on the extent to which Zoom web conference system influences academic performance of educational management students in Rivers State Universities.

Table 5: z-test of significant difference in the mean rating of RSU and IAUE Students on the Extent to which Zoom Web Conference System Influences Academic Performance of Educational Management Students in Rivers State Universities.

Category of Respondents	\bar{X}	N	SD	α	Df	z-cal	z-crit	Decision
IAUE	3.32	81	0.91	0.05	149	0.84	1.96	Fail to reject
RSU	3.26	70	0.94					

Source: Field Survey, 2021.

From Table 5 above, since the calculated z-value 0.84 is less than the z-critical value of 1.96 at 149 degree of freedom, it is imperative therefore to state that the null hypothesis which states that there is no significant difference in the mean rating of RSU and IAUE students on the extent to which Zoom web conference system influences academic performance of educational management students in Rivers State Universities is accepted and the alternate is rejected. In other words, Zoom web conference system influences academic performance of educational management students in Rivers State Universities.

Hypothesis 2: There is no significant difference in the mean rating of RSU and IAUE students on the extent to which Google apps for education (GAFE) influences academic performance of educational management students in Rivers State Universities.

Table 6: z-test of significant difference in the mean rating of RSU and IAUE Students on the Extent to which Google apps for education (GAFE) Influences Academic Performance of Educational Management Students in Rivers State Universities.

Category of Respondents	N	\bar{X}	SD	α	Df	z-cal	z-crit	Decision
IAUE	81	3.30	0.94	0.05	149	0.87	1.96	Fail to reject
RSU	70	3.30	0.94					

Source: Field Survey, 2021.

From Table 6 above, since the calculated z-value 0.87 is less than the z-critical value of 1.96 at 149 degree of freedom, it is imperative therefore to state that the null hypothesis which states that there is no significant difference in the mean rating of RSU and IAUE students on the extent to which Google apps for education (GAFE) influences academic performance of educational management students in Rivers State Universities is accepted and the alternate is rejected. In other words, Google apps for education (GAFE) improves the academic performance of educational management students in Rivers State Universities.

Hypothesis 3: There is no significant difference in the mean rating of RSU and IAUE students on the extent to which electronic mail influences academic performance of educational management students in Rivers State Universities.

Table 7: z-test of significant difference in the mean rating of RSU and IAUE Students on the Extent to which Electronic Mail Influences Academic Performance of Educational Management Students in Rivers State Universities.

Category of Respondents	N	\bar{X}	SD	α	Df	z-cal	z-crit	Decision
IAUE	81	3.33	0.90	0.05	149	0.95	1.96	Fail to reject
RSU	70	3.25	0.95					No Sig Difference

Source: Field Survey, 2021.

From Table 7 above, since the calculated z-value 0.95 is less than the z-critical value of 1.96 at 149 degree of freedom, it is imperative therefore to state that the null hypothesis which states that there is no significant difference in the mean rating of RSU and IAUE students on the extent to which electronic mail influences academic performance of educational management students in Rivers State Universities is accepted and the alternate is rejected. Thus, the use of electronic mail enhances the academic performance of educational management students in Rivers State Universities.

Hypothesis 4: There is no significant difference in the mean rating of RSU and IAUE students on the extent to which YouTube influences academic performance of educational management students in Rivers State Universities.

Table 8: z-test of significant difference in the mean rating of RSU and IAUE Students on the Extent to which YouTube Influences Academic Performance of Educational Management Students in Rivers State Universities.

Category of Respondents	N	\bar{X}	SD	α	Df	z-cal	z-crit	Decision
IAUE	81	3.29	0.92	0.05	149	1.03	1.96	Fail to reject
RSU	70	3.35	0.89					No Sig Difference

Source: Field Survey, 2021.

From Table 8 above, since the calculated z-value 1.03 is less than the z-critical value of 1.96 at 149 degree of freedom, it is imperative therefore to state that the null hypothesis which states that there is no significant difference in the mean rating of RSU and IAUE students on the extent to which YouTube influences academic performance of educational management students in Rivers State Universities is accepted and the alternate is rejected. Thus, the use of YouTube improves the academic performance of educational management students in Rivers State Universities.

DISCUSSION OF FINDINGS

The study investigated influence of internet usage on academic performance of educational management students in Rivers State Universities, and found that there is no significant difference in the mean rating of RSU and IAUE students on the extent to which Zoom web conference system influences academic performance of educational management students in Rivers State Universities. In other words, Zoom web conference system influences academic performance of educational management students in Rivers State Universities. This finding is in line with the perception of Mohd and Ku (2017) who observed that the use of zoom has made teaching and learning easier for lecturers and students to obtain necessary information or the latest information more quickly and effectively. This implies that teaching and learning of educational management has been made more creative and accessible by the interference of internet in every sphere of the course. As revealed by Yusuf (2003) these facilities need to be produced to support and facilitate competence of the students. With the use of ICT, there is flexibility in service delivery as

the learners can access knowledge at any definite period of time. In other words, it influences the way educational management students go about their learning processes without vigor. By this, the students' academic talents are built up for lifelong learning as well as to improve their quality of learning.

The study also found that there is no significant difference in the mean rating of RSU and IAUE students on the extent to which Google apps for education (GAFE) influences academic performance of educational management students in Rivers State Universities. In other words, Google apps for education (GAFE) improves the academic performance of educational management students in Rivers State Universities. This finding is supported by the view of Abubakar (2010) who established that Google apps for education encourages students to work together in small groups, students basically teach others, and our pedagogical resources are multiplied. Classroom research and communication consistently obtained shown that networking approaches, produce outcomes that are superior to those obtained through traditional competitive approaches, because it motivates students to become more active and more involved participants in the learning process. With globalization of knowledge, students do face challenges that the only solution lies in understanding the most basic skills of information and communication technology as observed by the researcher. Globalization of knowledge rejuvenates special type of skills which introduce changes, innovation and new ideas for the growth of academic activities

The study also found that that there is no significant difference in the mean rating of RSU and IAUE students on the extent to which electronic mail influences academic performance of educational management students in Rivers State Universities. Thus, the use of electronic mail enhances the academic performance of educational management students in Rivers State Universities. This finding is in consonance with the perception of Hadi and Zeinab (2012) who established that it fulfills a widespread need for rapid, easy, inexpensive communication with individuals and groups. Email can be used email as a substitute for office hours; all student–instructor interactions, apart from in-class dialogue, had been carried via email. This is fundamental as students felt that this setup made the teacher more accessible. Young (2013) supported that with the help of electronic mail, the students can now browse through e-books, scholarly or research materials, sample examination papers, previous year papers. They can also have an easy access to resource persons, mentors and experts.

Finally, it was found in this study that there is no significant difference in the mean rating of RSU and IAUE students on the extent to which YouTube influences academic performance of educational management students in Rivers State Universities. Thus, the use of YouTube improves the academic performance of educational management students in Rivers State Universities. This finding is in accordance with the view of Nwabueze, and Obaro (2011) who stated that it aid teachers and students and it is probably a good idea to actually outline exactly how the video services can help in the classroom. It is one of the most or biggest resources for education content even you can find videos that make the subject of your lesson more applicable to student's everyday lives. YouTube can be a powerful teaching tool when used to enhance students learning in the classroom as it keeps students up to date on the world around them. It demonstrated practically tutorials showing students how to perform a particular task such as: science experiment, opinion piece and information on other countries which can be linked curriculum.

CONCLUSION

Based on the findings of the study it was also concluded that Zoom, Google, E-mail and Youtube contribute to a high extent on academic performance of educational management students in Rivers State Universities. Internet is a powerful tool for the development of quality learning activities of the students of educational management as it enhances the academic performance.

RECOMMENDATIONS

From the findings of the study, it is recommended that;

1. The study recommended that the management of university institutions should adopt the zoom web conference system as it has proven to aid interactions between students and lecturers as well as influence students' academic performance.
2. The study also recommended that Google apps for education (GAFE) be adopted in the curriculum since it plays an important role in influencing students' academic performance.

3. Students' usage and attitudes toward technology be should be encouraged the adoption of electronic mail in the education system as to improve the academic performance of students.
4. Managers of the universities should encourage YouTube as an effective media tool for learning as it has shown to have a strong influence on the academic performance of students.

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