

**ADVANCING THE INTERNET COMPETENCY IN
ACADEMIC PERFORMANCE OF SOCIAL STUDIES
STUDENTS IN UPPER BASIC EDUCATION LEVEL
IN DELTA STATE**

Joy Nneka **AGBONJERU**

*Department of Social Science Education, Delta State University
Abraka, Delta State, Nigeria*

Abstract

This study examined advancing internet competence on students' academic performance in Upper Basic Education in Delta State. Three hypotheses formulated and tested in this study. The study adopted a correlational research design. The sample comprises 316 students selected through stratified sampling technique from UBE schools. Balloting technique was utilised to select 79 students from four upper basic schools. The study instrument students records (results) and a questionnaire. Data generated were analysed using correlational statistical tool. The findings showed that a significant correlation exist between the Internet and students' academic performance, a significant correlation exist between internet and class attendance and also a significant correlation exists between internet and assignment submission. It was therefore recommended that utilisation of the internet for anything other than schoolwork could have a negative effect on students' grades, therefore it's important that they keep their academic motivation in check when using the internet; Social Studies students should balance on-line and offline

learning activities, ensuring that excessive reliance on the web/Internet does hinder overall learning experience.

Keywords: Influence, Internet, Academic performance, Students.

Introduction

Globalisation has brought many opportunities and challenges for advancing learning. The web or internet is useful for searching for information from different locations simultaneously. It also leads to interactions and exchanges of ideas and information from different locations. The dissemination of ideas and knowledge is facilitated by Internet utilisation. The Internet presents pupils with varied ideas and insights on life and the globe (Obro, Ogheneakoke & Benike, 2019). It comprises a diverse array of activities that are suited for persons across different age cohorts or groups. The Internet/Web is a technological innovation that has significantly permeated various aspects of individuals' daily existence. According to Liao and Hsieh (2011), internet-based learning plays a significant mediating function in enhancing student satisfaction and performance with the learning process.

Akin-Adaramola (2014) asserted that the Internet or the Web is designed to function as a versatile platform catering for broad range of activities across different age demographics. The medium in question has the capacity to serve as a support mechanism across various roles employed by individuals. According to Ngoumadjoka (2012), academic institutions included the Internet into their systems around the mid-1990s with the aim of enriching students' academic endeavours. The web or internet has undergone significant advancements over the course of several decades, benefiting various domains such as residential settings, workplaces, transportation, and educational institutions (Ellore, 2014). Barks, Searight and Ratwik (2011), in their study reported that students' internet utilisation patterns were assessed. According to his findings, female students mostly use or utilise the Web for exchanging email messages, whilst male students tend to engage in non-academic information searches. In a study steered by Ellore (2014), the

researcher examined the correlation between utilisation of the Internet/Web and students' scholarly performance likewise face-to-face contact. The study revealed that the level of interest that students have in utilising the Web/Internet has notable effect or outcome on their scholarly success. Furthermore, a considerable correlation exist between Internet and student engagement in university, which in turn predicts the level of face-to-face communication.

Akande and Oyedapo (2018) reports that access to information can impact students' performance. Research on issues with the internet and scholarly performance includes analyses of the impact of interpersonal dynamics and online conversation (Bellamy & Hanewisz, 2001). Whyte (2008) posits that students can achieve better academic outcomes by maintaining a healthy balance between their academic endeavours and Internet use. For Anderson (2009), internet addiction among students has been linked with negative results or consequences such as a decline in study habits, feelings of loneliness, and sleep disturbances.

Moreover, internet utilisation holds significant significance in the realm of academic or scholarly research. The internet ubiquity enables widespread accessibility, with most students being able to utilise it through their mobile devices (Ellore, 2014, Nwalado, & Obro, 2014)). The utilisation of this tool facilitates and boost students' academic knowledge, enables them to engage in research activities, complete projects, and gain access to a wealth of global information. Thus, it is imperative to ascertain Internet effect on students' performance. This will help provide an avenue to enhance learning and teaching process and improve problem-solving technology. According to Misan-Ruppee, Obro and Akpochafo (2023), the Internet is vital for information search, communication, research and learning. The Internet makes it easier to obtain information quickly and get the current or modern trends.

Nevertheless, despite the multitude of advantages that the internet offers in the domains of academics or education and social interaction, it is not without its disadvantages when it comes to its impact on students, which includes inadequate funds for running

secondary schools, especially the outdated libraries and materials such as textbooks, novels, modern books, journals etc. and where available are now very expensive due to economic recessions, political crisis, devalue of currency and poor power supply has therefore made students turn their attentions on and utilisation of the web/Internet to study, conduct research and obtaining general information's. The numerous benefits of Internet usage have made the students lose interest in libraries usage and become addicted or dependent on the Internet (Ogheneakoke, Benike, & Obro, 2018).

Moreover, the pervasive Internet utilisation has resulted in the emergence or advent of Internet dependence or addiction, leading to tardiness in attending lectures, neglecting academic pursuits, skipping courses, and involvement in cybercrimes such as fraudulent online activities. According to Ojedokun (2009), the advancements in information and communication technology have rendered it imperative for the students to not only rely on their lecturers. Instead, they must utilise the Net to reinforce and validate knowledge and facts they have received in a classroom setting. Hence, this study explores Internet impact on performance of Social Studies students in upper basic education.

The Web, often known as Internet or Net, is a comprehensive network system that enables global connectivity and facilitates access to data resources. It encompasses a wide array of networks, including business, private, government networks, public, academics, and so on, thereby enabling worldwide connections (World Bank, 2016). The computer network in question is of considerable magnitude, encompassing broad range of services. It also denotes "internet super highway" or "the net, "a global computer network. In the present day, the internet serves as a means to connect various computers located around the globe, enabling users to engage in global communication (Akyildiz & Argan, 2011). The emergence of the Web/Internet has greatly facilitated the widespread distribution of enormous quantities of ideas, information and has greatly simplified the course and process of accessing said information. The entity is currently undergoing significant expansion and progress in respect of its global scale and user base.

Objectives of the Study

The ultimate objective is to investigate internet competency in academic performance of Social Studies students in upper basic education level in Delta State. Specifically, the study:

- i. ascertained the correlation that exist between the Internet and students' performance.
- ii. investigated the correlation that exist between the Internet and assignment submission.
- iii. determined the correlation that exist between the Internet and student class attendance.

Hypotheses

- i. There is no significant correlation between the utilisation of the Internet and performance of students.
- ii. There is no significant correlation between the utilisation of the Internet and students' assignment submission.
- iii. There is no significant correlation between the utilisation of the Internet and student class attendance.

Methods

Research correlational design was utilised for the study. The study population comprised 55,303 upper basic students. Using a stratified sampling technique, 316 students from UBE schools were chosen for the sample. The research sample consisted 79 students drawn at random from four schools. For the research, two instruments were utilised. They are students records (results) and a questionnaire. There are two parts to the survey or questionnaire: Part A and Part B. Part A recorded the respondents' demographic information, while Part B contained 24 items using the following options: SA (Strongly Agree) 4, A (Agree) 3, SD (Strongly Disagree) 2, and D (Disagree) 1. Statistical analysis was performed on the produced data using a correlational statistics tool at a significance level of 0.05.

Results

Ho1: There is no significant correlation between the Internet and performance of students.

Table 1: Correlation for Internet and performance of students

		Internet	Academic Performance
Internet	Pearson correlation	1	.530**
	Sig. (2 tailed)		.000
	N	316	316
Academic performance	Pearson Correlation	.422**	1
	Sig. (2 tailed)	.000	
	N	316	316

Table 1 presents the correlation between internet utilisation and students' performance. The findings indicate a noteworthy association between the utilisation of the Web/Internet and performance. The correlation coefficient ($r = .422$) indicates a favourable association between students' Internet utilisation for scholarly purposes and their scholarly performance. A noteworthy correlation exists between the Web/Internet influence and students' performance. Given that the correlation coefficient ($r = 0.422$) and significance level (0.000) are both below the predetermined threshold of $P < 0.05$, it is proper or reasonable to reject the hypothesis. Hence, a notable correlation exists between the the Web/Internet and scholastic attainment.

Ho2: There is no significant correlation exist between the Internet and assignments submission.

Table 2: Correlation of the Web/internet and assignments submission

		Internet	Assignments Submission
Internet	Pearson Correlation	1	.216*
	Sig. (2 tailed)		.021
	N	316	316
Assignments Submission	Pearson Correlation	.216*	1
	Sig. (2 tailed)	.021	
	N	316	316

Table 2 shows the correlation that exist between the Web/Internet and assignments submission rate of students. The result indicates a significant correlation between the Web/Internet and students' assignments submission. The correlation coefficient between the Internet and their assignments submission is ($r=.216$) and thus shows a confident or positive correlation. A significant correlation between Internet utilisation and assignments submission rates exists. Since the correlation coefficient ($r=0.216$) and level of significance (0.021) is less than the $P<0.05$ significance level, therefore, rejected the hypothesis. Thus, relationship exists between the Net/Internet and assignments submission rate of students.

Ho3: There is no significant correlation between the Internet and student class attendance.

Table 3: Correlation between Internet and class attendance

		Internet	Class Attendance
Internet	Pearson Correlation	1	.513**
	Sig. (2 tailed)		.000
	N	316	316
Class Attendance	Pearson's Correlation	.513**	1
	Sig. (2 tailed)	.000	
	N	316	316

Table 3 indicates the testing of correlation between the Net and students' class attendance for significance; the result shows a significant correlation between the Internet and students' class attendance. The relationship coefficient between the Web/Internet and their class attendance is ($r=.513$) and thus shows a positive correlation. Since the correlation coefficient ($r=0.513$) and level of significance (0.000) is less than the $P<0.05$ level of significance therefore, reject the null hypothesis. Thus, a significant relationship exists between the Internet and students' class attendance.

Discussions

There is a correlation between students' use of the Internet and their academic achievement, according to the first hypothesis. A positive link exists between the two. It agrees with the findings of Metzger *et al.* (2003), Obro, Ogheneakoke and Benike (2019), and Geri Gay and Michael Grace-Martin (2001) that there is a substantial association between students' performance and their use of the Internet. Finding a positive association between students' use of the internet for schoolwork and their grades was hardly shocking. Using the internet for instructional purposes definitely raises test scores, according to previous studies. In addition, it is not improper to investigate the link between academic internet use and its effect on academic performance.

There is a statistically significant relationship between web/Internet use and attendance in class, according to the second

hypothesis. Students may opt to use the Internet instead of attending class for a variety of reasons, including a lack of interest in the material, an absence of motivation, and the influence of instructors. A number of studies have shown an association between web use and attendance in class; these include Ogheneakoke, Benike and Obro (2018), Obro (2022), and Misan-Ruppee, Obro and Akpochafo (2023).

There is a statistically significant relationship between using the Internet and turning in homework, according to the third hypothesis. Student use of the Internet for research, online and corresponding education, career planning and advancement, and general information access is supported by the data. What this means is that students do think about the internet when they use it and when they turn in their homework. Consequently, students' internet usage is a significant factor that can affect the way they turn in their assignments. Emeri (2019), Adu-Boahen and Mensah (2019), and Ogheneakoke, Benike and Obro (2018) all came to the same result.

Conclusion

Internet advent has brought about a significant transformation in all facets of lives, including our daily routines, professional endeavours, and educational pursuits. The incorporation of technology into our everyday routines has become an essential component, and its influence on the field of education has been substantial. The advent of the Web or Internet has significantly expanded the range of opportunities to students, granting them unprecedented access to an extensive array of skills, services and knowledge that were previously inaccessible. Internet advent has facilitated enhanced accessibility to and information for social studies students, hence augmenting their academic achievements.

Recommendations

Use of the internet for anything other than schoolwork could have a negative effect on students' grades, therefore it's important that they keep their academic motivation in check when using the internet.

Social Studies students should balance on-line and offline learning activities, ensuring that excessive reliance on the web/Internet does hinder overall learning experience. The risks of Internet use on class attendance should be discussed with students. Students need to learn how to use the internet to enhance their assignment completion and submission.

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