

Contributions and Challenges of Internet to the Development of Business Education Students in Tertiary Institutions

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Abstract: Internet has become an essential component of student's everyday life throughout the world. It has revolutionized the way students communicate, interact and socialize. The use of Internet can have positive or negative influence on student's overall development. The need to ensure effective use of the Internet by tertiary institutions students necessitated this study to determine the contributions and challenges of Internet to the development of tertiary institutions business education students in Delta and Edo States, Nigeria.

Three research questions guided the study and three null hypotheses were tested. Survey research design was used. Population was 687, tertiary institutions business education students in Delta and Edo States, Nigeria of the 2019/2020 academic session. Purposive sampling technique was used to select only 400 level undergraduates/degree programme students which comprised 226 business education students (118 in colleges of education and 108 in universities).

Instrument for data collection was a questionnaire structured on a 5-point rating scale and containing 20 items in three clusters. The instrument was validated by three experts from the Faculty of Education, Nnamdi Azikiwe University, Awka. A pilot study was used to establish the reliability of the instrument and application of Cronbach alpha yielded reliability coefficients of 0.92, 0.90 and 0.89 for the three clusters with an overall reliability coefficient value of 0.90. Data collected for the study were analyzed using mean and standard deviation to answer the research questions and determine the closeness of the respondents' views while z-test was used to test the null hypotheses at 0.05 level of significance.

Findings revealed that Internet contributed to academic and social development of tertiary institutions business education students and also posed some challenges to their overall development. It was found also that type of institution did not significantly influence the respondents' responses on the contributions and challenges of Internet to their overall development. Therefore, the researchers concluded that the Internet is of immense benefit to the overall development of students but they should avoid abusing or misusing it. Based on the findings, it was recommended among others that Nigerian students should endeavour to use the Internet mostly for their assignment, research and overall development and avoid Internet addiction.

Keywords: Contributions, challenges, Internet, development, business education students, tertiary institutions.

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Introduction

Education is a key and vital element in the broad development of the nation. It remains the key to empowerment of the people and nations as a whole. Education remains the key to empowerment of the people and nations as a whole (Olawolu and Kaegon, 2012). The 1990 Longe Commission reviewed Higher Education in Nigeria and noted that education is the most powerful instrument for social reform. The societal expectation therefore, is that higher institutions particularly universities are sources of intellectual power that can be harnessed for the socio-economic priorities of a nation. Tertiary institutions are established to satisfy specific or general educational needs of a country through teaching of students, conduct of research and dissemination of the knowledge together with other community service activities.

One form of education that equips its recipients to achieve total development is business education. According to the American Vocational Association (AVA) in Osuala (2009), business education is a programme of instruction which consists of two parts: (a) office education: a vocational education programme for office careers through initial, refresher and upgrading education leading to employability and advancement in office occupations, and (b) general business education: a programme to provide students with information and competencies which are needed by all in managing personal and business affairs and in using the services of the business world.

Business education students are one who is enrolled for their degree programme in the field of business education in the tertiary institutions (college of education and university). Tertiary institutions business education is driven by standards for and about business, therefore teaching and using of Internet fit perfectly into the many areas of business education.

The term internet according to Ogedebe (2012), is a large computer network formed out of some thousands of interconnected networks, and it supports a whole range of services such as electronic, file transfer protocol, database access among others. The internet adds a new dimension to business education, in that it provides students with the opportunities to engage in more challenging and life-like activities (Braide, 2015). Braide further held that integrating the internet in tertiary institutions business education programmes it enables one to achieve social competence and optimum individual development. Development is a progression from a simpler or lower to a more advanced, mature, or complex stage in life. Aubrey (2010) stated that development covers activities that improve awareness and identity, develop talents and potential, build human capital and facilitate employability, enhance the quality of life and contribute to the realization of dreams and aspirations. Total development for tertiary institutions business education programmes covers many areas including academic development and social development to mentions a few.

Academic development involves students increasing their work output, academic standing or work quality. Academic development entails an ongoing accumulation of new knowledge and skills or increasing depth of understanding in one's field of study. In the context of this study, academic development is aimed at helping students develop strategies and behaviours needed to perform as confident, independent and active learners. Academic development helps in promoting students to become independent developing learners. Ezemenaka (2013) noted that it was possible for students to enhance and broaden their academic horizon by browsing for academic materials and equipped themselves better toward preparation for examinations during studies. Social development may be viewed as an approach for promoting people's welfare or social well-being (Ogedebe, 2012). Sponcil and Gitimu (2014) revealed that most important reason given for using social networking was to communicate with family and friends. In support, Al-Sharqi, Hashim and Kutbi (2015) noted that the advantages of social media use by students' influence their social behaviour which include the ability to learn about people's different thinking styles, connect to others and communities, improve open-mindedness; and alleviate and boredom. Mohammed, Fouad, Ismail and Mohammad (2014) stated that social networks help students get engaged in their social life and revealed that a significant number of students encourage having online discussions with their colleagues and believe that online study groups can improve their study and communicative skills. Social development may be contrasted with other approaches such as social philanthropy, social work and social administration. All have been institutionalized as approaches for promoting social welfare. The objectives of social development can be summarized as ensuring poverty eradication, full employment, social integration among others.

Despite the many obvious advantages of the internet to business education students, the amount of time spent by some tertiary institutions students online might be a cause for concern. One of the predictive factors for the contribution and challenged faced by tertiary institutions business education students can be type of institutions. For example, Adebowale (2013) observed with great concern that students in tertiary institution (including business education students) have abandoned the use of internet and other social networks for assignments, library research, reading and team work in preference to chatting with friends even at lesson time. This takes much of students study time, results in difficulty in balancing online activities and academic preparation and distracts students from completing their assignments and adhering to their private studies time table and poor academic performance. Therefore, this study sought to ascertain the contributions of internet and challenges to the development of tertiary institutions business education students in Delta and Edo States of Nigeria.

Statement of the Problem

The internet is immensely contributing to positive progress in human societies especially among tertiary institutions students through its provision of various possibilities. As a result, many tertiary institutions (particular) undergraduates spend long hours both day and night and a lot of money on the internet. Ezemenaka (2013) stressed that outside the classroom, students who use internet enabled phones devote much time chatting on Twitter, 2go, Facebook, instant messages (Bbm, Yahoo messenger). Consequently, the time that ought to be devoted to studies and other useful endeavours are wasted. Given the numerous benefits of the internet and the fact that tertiary institutions students are willing to invest much time and money on it, it is expected that it will greatly contribute positively to their general development. However, the researchers are worried that the amount of time and money tertiary institutions business education students spend on internet appears to be fighting their overall development rather than contributing positively to it. Therefore, the study is

considered imperative as it will provide data on the contributions of the internet and challenges to the development of tertiary institutions business education students in Delta and Edo States, Nigeria in order to guide their internet use.

Purpose of the Study

The main purpose of the study was to ascertain the contributions and challenges of the Internet to the development of the tertiary institutions business education students in Delta and Edo States, Nigeria. Specifically, the study determined:

- 1) The contributions of Internet to the academic development of tertiary institutions business education students in Delta and Edo States, Nigeria.
- 2) The contributions of Internet to the social development of tertiary institutions business education students in Delta and Edo States, Nigeria.
- 3) Challenges of Internet on the overall development of tertiary institutions business education students in Delta and Edo States, Nigeria.

Research Questions

The following research questions will guide this study:

- 1) What are the contributions of Internet to the academic development of tertiary institutions business education students in Delta and Edo States, Nigeria?
- 2) What are the contributions of Internet to the social development of tertiary institutions business education students in Delta and Edo States, Nigeria?
- 3) What are the challenges of Internet on the overall development of tertiary institutions business education students in Delta and Edo States, Nigeria?

Hypotheses`

The following null hypotheses will be tested at 0.05 level of significance:

- 1) Business education students in college of education and university in Delta and Edo States, Nigeria do not differ significantly in their mean responses on the contributions of Internet to their academic development.
- 2) Business education students in college of education and university in Delta and Edo States, Nigeria do not differ significantly in their mean responses on the contributions of Internet to their social development.
- 3) Business education students in college of education and university in Delta and Edo States, Nigeria do not differ significantly in their mean responses on the challenges Internet poses to their overall development.

Method

The study adopted descriptive survey research design. The study was carried out in Delta and Edo States, Nigeria. The population of the study comprised 687 business education students (4 colleges of education and 4 universities) from the tertiary institutions that offered the programmes in areas of study for the 2019/2020 academic session. Purposive sampling technique was used to select only 400 level undergraduates/degree programme students which comprised 226 business education students (118 in colleges of education and 108 in universities) for the study on the fact that their length of stay in the programme had sufficiently exposed them to the contributions of the internet to their development. The questionnaire was structured on a five-point rating scale with response categories of Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD). The questionnaire was validated by three experts; two in business education and one from measurement and evaluation unit from the Faculty of Education, Nnamdi Azikiwe University, Awka.

A pilot test was used to establish the reliability of the instrument by administering it to 20 from selected tertiary institutions business education students in Anambra State who were not included in the study population. Data collected were analyzed using Cronbach alpha to determine the internal consistency and reliability coefficients values of 0.92, 0.90 and 0.89 were obtained for clusters B1, B2 and B3 respectively with an overall coefficient of 0.90. The administrations of the instrument were carried out personally by the researchers with the aid of two research assistants.

Data collection for research questions were analysed using mean and standard deviation. In testing hypothesis, t-test was used to test the null hypotheses. A decision rule were based on a mean rating between 4.50-5.00 were regarded as strongly agree, an item with mean rating of 3.50-4.49 was considered as agree and an item with 2.50-3.49 were regarded as undecided. Furthermore, items with mean rating of 1.50-2.49 and 0.50-1.49 to disagree and strongly disagree respectively. In testing the null hypotheses, where the calculated p-value was less than the table value at level of significance (0.05), it means that there was significant difference and the hypothesis was rejected. Conversely, where the calculated p-value was equal to or greater than the table value at level of significance (0.05), it means that there was no significant difference and the hypothesis was not rejected.

Results

Research Question 1

What are the contributions of Internet to the academic development of tertiary institutions business education students in Delta and Edo States, Nigeria?

Table 1. Respondents' Mean Ratings on the Contributions of Internet to the Academic Development of Tertiary Institutions Business Education Students (N=222)

S/N	Contributions of Internet to the academic development	Mean	SD	Remarks
1	The Internet helps me to have quick access to academic materials	4.03	0.53	Agree
2	The Internet helps me to work at my own pace	3.93	0.74	Agree
3	The Internet makes my research work faster	4.74	0.36	Strongly Agree
4	Internet use saves me time when used in doing assignment	4.34	0.48	Agree
5	The information I get from the Internet increases my inquisitiveness	3.76	0.81	Agree
	Cluster Mean	4.16		Agree

Data in Table 1 show that one out of the five items have mean rating scores of 4.74 which means that the respondents strongly agreed that Internet contributes to their academic development while the remaining four items have mean ratings scores from 3.76 to 4.34 which shows that the business education students agreed that Internet contributes to their academic development. The cluster's mean scores of 4.16 shows that the respondents agreed that the Internet contributes to their academic development in tertiary institutions in Delta and Edo States, Nigeria.

Research Question 2

What are the contributions of Internet to the social development of tertiary institutions business education students in Delta and Edo States, Nigeria?

Table 2. Respondents' Mean Ratings on the Contributions of Internet to the Social Development of tertiary institutions business education students (N=222)

S/N	Contributions of Internet to the Social Development	Mean	SD	Remarks
6	The Internet helps me to make new friends	4.63	0.63	Strongly Agree
7	Social networks often add to my communicative abilities	4.60	0.66	Strongly Agree
8	It is easy for me to learn more social facts from the Internet	4.02	0.99	Agree
9	Internet helps me in the use of social networks for easy access to my mails and message	4.66	0.59	Strongly Agree
10	I easily get news from the Internet	4.69	0.56	Strongly Agree
11	The Internet helps me to have easy access to my friends.	4.80	0.48	Strongly Agree
12	The use of Internet helps me to easily collaborate with classmates on social need	3.74	0.91	Agree
	Cluster Mean	4.45		Agree

Data in Table 2 show that five out of the seven items have mean rating scores of 4.60 to 4.80 which means that the respondents strongly agreed that Internet contributes to their academic development while the remaining two items have mean ratings scores from 3.74 to 4.02 which shows that the undergraduates agreed that Internet contributes to their academic development. The cluster's mean of 4.59 shows that the respondents strongly agreed that the Internet contributes to the social development of tertiary institutions business education students in Delta and Edo States, Nigeria.

Research Question 3

What are the challenges posed by the Internet to the overall development of tertiary institutions business education students in Delta and Edo States, Nigeria?

Table 3. Respondents' Mean Ratings on the Challenges Posed by the Internet to the Overall Development of Tertiary Institutions Business Education Students (N = 222)

S/N	Challenges Posed by the Internet to the Overall Development	Mean	SD	Remarks
13	Majority of my friends are addicted to the Internet	4.46	0.60	Agree
14	Most of the academic literature I got from the Internet are not reliable	2.39	0.81	Disagree
15	The use of Internet reduces my interest in the use of books in the school libraries	3.99	0.57	Agree
16	I regularly make friends with wrong people through Internet	1.65	0.89	Disagree
17	Excessive use of the Internet leads me to social isolation in real life	3.96	0.52	Agree
18	The Internet reduces my personal privacy	4.00	0.49	Agree
19	The Internet exposes me to immoral associations	3.76	0.55	Agree
20	The Internet promotes sex abuse	4.47	0.58	Agree
	Cluster Mean	3.71		Agreed

Data in Table 3 show that six out of the eight items have mean rating scores ranging from 3.71 to 4.47 which means that the respondent agreed that Internet poses some challenges to their development while the remaining items have mean ratings scores ranging from 1.65 to 2.39 which shows that the tertiary institutions business education students were disagree about challenges poses by Internet to their overall development.

The cluster's mean score of 3.71 shows that the respondents agreed that the Internet poses challenges to the development of tertiary institutions business education students in Delta and Edo States, Nigeria.

Testing of Hypotheses

Hypothesis 1

Business education students in college of education and university in Delta and Edo States, Nigeria do not differ significantly in their mean responses on the contributions of Internet to their academic development.

Table 4. Summary of z-test Analysis of College of Education and University Respondents on the Contributions of Internet to their Academic Development

Type of Institutions	N	Mean	SD	α	df	z-cal	z-crit	Remark
College of Education	115	4.0	1.11	0.05	220	0.54	1.96	Not Significant
University	107	3.9	1.01					

Data in Table 4 show that the z-calculated value of 0.54 was less than the z-critical value of 1.96 at 0.05 level of significance and 142 degree of freedom. This means that business education students in college of education and university in Delta and Edo States, Nigeria do not differ significantly in their mean responses on the contributions of Internet to their academic development. Therefore, the null hypothesis was not rejected.

Hypothesis 2

Business education students in college of education and university in Delta and Edo States, Nigeria do not differ significantly in their mean responses on the contributions of Internet to their social development.

Table 5. Summary of z-test Analysis of College of Education and University Respondents on the Contributions of Internet to their Social Development

Type of Institutions	N	Mean	SD	α	df	z-cal	z-crit	Remark
College of Education	115	4.30	1.01	0.05	220	0.18	1.96	Not Significant
University	107	4.33	0.92					

Data in Table 5 show that the z-calculated value of 0.18 was less than the z-critical value of 1.96 at 0.05 level of significance and 220 degree of freedom. This means that business education students in college of education and university in Delta and Edo States, Nigeria do not differ significantly in their mean responses on the contributions of the Internet to their social development. Therefore, the null hypothesis was not rejected.

Hypothesis 3

Business education students in college of education and university in Delta and Edo States, Nigeria do not differ significantly in their mean responses on the challenges Internet poses to their overall development.

Table 6. Summary of z-test Analysis of College of Education and University Respondents on the Challenges Internet Poses to their Development

Type of Institutions	N	Mean	SD	α	df	z-cal	z-crit	Remark
College of Education	115	4.20	0.82	0.05	220	1.37	1.96	Not Significant
University	107	3.85	0.71					

Data in Table 6 shows that the z-calculated value of 1.37 was less than the z-critical value of 1.96 at 0.05 level of significance and 220 degree of freedom. This means that Business education students in college of education and university in Delta and Edo States, Nigeria do not differ significantly in their mean responses on the challenges the Internet poses to their development. Therefore, the null hypothesis was not rejected.

Discussion of Findings

Findings of the study revealed that tertiary institutions business education students in the area of the study agreed that Internet contributes to their academic development. The findings showed that the Internet provides access to information from distant documents and databases that can be read and studied to improve knowledge. The finding is in line with Ezemenaka (2012) who opined that it was possible for students to enhance and broaden their academic horizon by browsing for academic materials and equipped themselves better toward preparation for examinations during studies. Following the indication that the Internet provides students with quick access to academic materials, helps save time in doing academic work, and makes their research work to become faster.

The findings further revealed that there is no significant difference in respondents' responses on the contributions of Internet to their academic development based on the type of institutions. This means that type of institution is important factors in determining the contributions of Internet to academic development of tertiary institutions business education students.

The findings revealed that that tertiary institutions business education students in the area of the study agreed that the Internet contributes to their social development indicating that social networking among tertiary institutions students has become more and more popular. The finding is in accordance with Sponcil and Gitimu (2014) who revealed that most important reason given for using social networking was to communicate with family and friends. In agreement, Al-Sharqi, Hashim and Kutbi (2015) findings supported the advantages of social media use on students' social behavior which include the ability to learn about people's different thinking styles, connect to others and communities, improve open-mindedness; and alleviate and boredom.

The study further revealed that there is no significant difference in respondents' responses on the contributions of Internet to their social development based on the type of institutions. The finding is in line with Mohamed, Fouad, Ismail and Mohammad (2014) who noted how social networks help students get engaged in their social life and revealed that a significant number

of students encourage having online discussions with their colleagues and believe that online study groups can improve their study and communicative skills.

In spite of the contributions of the Internet for academic and social development of tertiary institutions business education students in the area of the study, revealed that there are some challenges associated with Internet use. These include that students spend too much time chatting and therefore risk improper time management; supporting the idea that the increasing number of hours spend by undergraduates to browse the Internet limits the amount of time and effort devoted by them to the actual reading and study of the materials obtained from or outside the Internet. Students who use it during class will pay just a little attention to what the lecturers are saying. In support, Abdulahi, Samadi and Gharleghi (2014) revealed that academic performance has a negative significant relationship with Internet (social networking). This means when a social networking site is used frequently, the academic performance of students decrease. The findings also revealed some indications that undergraduates are becoming addicted to the Internet which may result in general poor performance. In line with this finding, Simsek and Sali (2014) reported that students who spend more time on the Internet and social media, who are male and use Internet for daily communication were more likely to have higher Internet addiction scores.

Conclusions

Based on the findings of the study, it was concluded that Internet is of immense benefit to the overall development of students' academic achievement but they should avoid abusing or misusing it. The study also revealed that type of institution is determining factors to the contributions and challenges of Internet to the development of tertiary institutions business education students' academic achievement in Delta and Edo States, Nigeria.

Recommendations

Based on the findings and conclusion of this study, the following recommendations were made:

- 1) Nigerian undergraduates should endeavour to use the Internet mostly for their assignment, research and overall development and avoid Internet addiction.
- 2) Seminars and workshops should be organized by both business education departments and authorities of tertiary institutions to enlighten students on how to effectively utilize SNSs for their academic, social and economic development.
- 3) Educators should disable cookies devices that tract specific information about the user such as name, email address, and shopping preferences to ensure student's privacy, and reduce dangers of immoral associations.
- 4) Government through curriculum planners should incorporate media literacy into undergraduate programmes in order to educate students on the risks and benefits of Internet use.

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