

# Impact of the Social Media Internet Network on Business Education Students' Academic Achievement at Rivers State Universities

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**Abstract:** *The study's main focus was on the difficulties that social media and the Internet present for Rivers State University business education students who want to succeed academically. 3,781 business education students from two Rivers State colleges make up the study's population. 1134 students that are enrolled in business programmes at two Rivers State universities make up the study sample. 30 percent of the total population was sampled using a straightforward random approach. The questionnaire was known as the IUSTAAQ (Internet Network and Students' Academic Achievement Questionnaire). The survey instrument's face and content validity were validated by the researcher's supervisor and other measurement and evaluation specialists at the Faculty of Education. Using the Pearson Product Moment Correlation, the test-retest reliability coefficient was determined. The outcome produced a reliability coefficient of 0.81, which is thought to be appropriate for the investigation. A total of 1134 copies of the questionnaire were distributed, and 1110 copies were collected for analysis and hypothesis testing. Findings showed that respondents agreed that Facebook, email, YouTube, WhatsApp, Google, and other Internet networks are used by students in business school. The Internet network is a challenge to student achievement in terms of providing opportunities for innovative academic work and collaborating in teaching and learning, it was found. To put it another way, Internet networks support students' growth as creative and critical thinkers in business education courses. The regular use of the Internet by lecturers in the teaching and learning of business education was therefore advised. Additionally, assignments, projects, seminars, and class discussions should frequently be conducted by email.*

**Keywords:** *Challenges of social media, Internet Networks, Electronic Mail, Facebook, WhatsApp, Google Search Engine*

## INTRODUCTION

A fundamental piece of technology, the Internet, has promoted teaching and learning across the board. In other words, our innovative, highly technical 21st-century educational system now need the Internet network as a fundamental, irreplaceable building piece. This is due to the fact that all ICT technology is driven by the Internet, which has evolved into the knowledge transmission highway in the majority of nations (Ghavifekr and Rosdy, 2015). It is now a crucial instrument that is needed for learning, research, communication, and information management. Additionally, it has eliminated national boundaries in the creation of information. This indicates that the usage of Internet network technology has facilitated teaching and learning by enabling professors and students to quickly and effectively access a variety of informational resources or the most recent information pertaining to business education (Mohd & Ku, 2017).

According to Udoh (2012), a student's academic success is determined by his or her capacity to learn, retain, and communicate knowledge in the context of tests, assignments, projects, and examinations. For the academic success of various students, however, there are several contributing elements. Included in this are a student's attitude towards school, learning preferences, study techniques, attribution, self-efficacy, IQ, and motivation. There are numerous factors that influence students' academic performance rather than just one or two that may fully explain it. A student's success in any activity depends on the amount of necessary information that he or she has on the activity, his or her interpretation of it, and most importantly, the application of all of his or her information on it. In most cases, the acquisition of such information depends on resourcing, which can be improved by identifying and manipulating each of these variables.

As a result, the use of the Internet network has begun to influence how well business school students perform academically. Information and communication technology has the potential to excite and involve students in business education in their individual academic learning activities while also accelerating, enriching, and deepening their skills. In other words, it enables students to reproduce or apply classroom learning to real-world situations, cultivate learning viability, and support fundamental shifts in their learning perspectives. For proactive learning among the students of business education, equipment such as computers, video machines, multimedia projectors or power points, digital cameras, Internet network capabilities (computer network, land phones), an e-library, television shows, and databases, among others, are needed. According to Yusuf, Afolabi, and Loto (2015), these amenities supported the students' professional competency and made it easier for them to do so.

The researcher saw that having access to either an ICT studio or an electronic library had given the students more freedom to choose how they would use the cutting-edge resources when studying business education. This suggests that a certain set of Internet network resources are available for use by business education students, who can then organize and structure their course materials to improve their learning outcomes. As a result, the emphasis on individualized instruction is increased, which allows the students to maximize their academic potential. The development of the Internet has significantly changed how higher education's teaching and learning processes are conducted. Its use in higher education is more important than ever for students of business education because of its expanding power and capabilities, which are causing changes in the learning environments in schools. As the world becomes increasingly technologically driven, globalized, competitive, and competence-based, the roles of lecturers in the competence of the Internet network become more critical and obvious, just as the students need media competence to manage knowledge independently. Lecturers must be willing to reorganize course material so that the students are the center of attention. For the realization of the predetermined goals and objectives of business education, the lecturers' functions become more fundamental and basic in this situation. Students who use the Internet network benefit from effective learning settings since it can change how they study and fully connect them to independent learning and productive learning activities.

### **Statement of the Research Problem**

Despite the efforts of university professors to instruct the students, some students continue to have a very difficult time achieving their objectives. This might be explained by the fact that the pupils

don't have access to websites like Facebook, Google, Gmail, YouTube, WhatsApp, etc. Social media platforms and networks have been created to support or improve academic performance in pupils. In a dynamic, high-tech 21st century educational system like ours, understanding and effectively using the Internet network has become crucial for business school students. The Internet network and information and communication technologies in general have solidified their place as the foundation of the educational system of the twenty-first century, especially as they help students learn more and get ready for the competitive job market of today (Bupo & Wobo, 2016).

According to Ahukamah (2014), today's illiterates also lack the ability to utilise a computer or even the Internet network. They are no longer limited to those who are illiterate in reading, writing, or maths. To fit into a dynamic society like Nigeria, where business education students must be at the vanguard, learning about Internet networks and how to use them has thus become not only crucial but also essential for all people. Sadly, some students in business education lack the necessary competencies to effectively conduct their studies using contemporary technologies, such as the Internet. Additionally, even though the lecturer has provided a course material, the majority of them find it extremely challenging to visit any cybercafé since they are unsure of how to use it as a source for additional information.

As a result, this study's goal is to determine the fundamental value of internet network usage for business education students as well as the perceived challenges of social media internet networks on business education students' academic achievement in Rivers State Universities. This study is based on the unavoidable need and the new trend of Internet networks and social media platform inventions and innovations as they relate to business education. Numerous issues that hinder the efficient use of Internet network resources in the teaching and learning process in schools have also been demonstrated by common experiences.

### **Purposes of the Study**

1. students to determine how the use of Facebook challenges business education students' academic achievement.
2. to determine how electronic mail contributes to business education students' academic achievement.
3. to determine how YouTube usage by business education students enhances their academic achievement.
4. to determine the challenges militating against effective use of the Internet network by business education.

### **Research Questions**

1. How does the use of Facebook challenge business education students' academic achievement?
2. How does electronic mail contribute to business education students' academic achievement?
3. How does YouTube, utilized by business education students, enhance their academic achievement?
4. What is the challenges militating against effective use of the Internet by business education students?

## Research Hypotheses

1. There is no significant difference in the mean response of business education students at Rivers State University and Ignatius Ajuru University of Education on how the use of Facebook influences business education students' academic achievement.
2. There is no significant difference in the mean response of business education students at Rivers State University and Ignatius Ajuru University of Education on how electronic mail contributes to business education students' academic achievement.
3. There is no significant difference in the mean response of business education students at Rivers State University and Ignatius Ajuru University of Education on how YouTube usage by business education students enhances their academic achievement.
4. There is no significant difference in the mean response of business education students at Rivers State University and Ignatius Ajuru University of Education in terms of the challenges militating against effective use of the Internet network by business education students.

## Significance of the Study

The results of this study are anticipated to have enormous value for business education students and lecturers, curriculum designers, academic counsellors, policymakers, and administrators. This study will also be used as a resource for academic purposes by upcoming researchers, instructors, and students working on similar issues. They will be able to refine their own research projects with the support of the information from the literature review, the research methodology, and the study's findings. Students in business education will become more aware of the value of Internet network competencies as a result of the study. In order to enhance their academic and research capabilities, the students will be encouraged to participate in conferences, workshops, and seminars related to such Internet network skills.

The findings of this study will be helpful to business instructors as well since they will provide information for future research on the new abilities that have been made possible by technological advancements. The information, conclusions, and suggestions will increase the body of literature on the impact of internet network usage on academic accomplishment among business education students in Rivers State. It is believed that this study's findings will supply National University Commission (NUC) with evidence-based data that it may use to update the course offerings of the current business education curriculum. Students and other academics will find the study's findings beneficial for future research.

## THEORETICAL FOUNDATION

### Experiential Theory

This study is similarly well-suited to the experiential learning hypothesis, which was put forth by Conhan, Grawbowski, and Smith in 2003. According to the theory, experiential learning is a cyclical process that involves goal-setting, thinking, planning, experimenting, and making decisions. Action is then followed by observation, reflection, and review. uses the participant's personal experience and their reflection on it; it entails doing something and learning about how it feels, what it meant to the learner, and how it affects the learner.

The theory enables the dissemination of knowledge and the transfer of skills. As it addresses the learner's cognitive and physical components, it is relevant to this task. Instead, then only discussing and thinking about the subjects being studied, experiential learning involves the student with the subject matter firsthand. The notion is relevant to our job since learning and training are the only ways to develop Internet abilities. Due to the fact that the learner is at the center of the entire learning process, technologically based abilities are acquired through practice. The motions of learners in psychomotor tasks improve with practice, and at the same time, their knowledge expands and they acquire new skills and traits.

The system framework is essential to this study because educational institutions are complex, dynamic, and goal-oriented processes, and system theory explains the existence of different parts that perform different functions in such a way that each part interacts with and is dependent on the other parts. The concept of "system theory emerged from the problem of the whole and its parts and was proposed by Bertalanffy in 1954. In order for the educational system to survive the threat posed by the modern internet model, administrators must recognise that this is a time of science and technology that necessitates a variety of communication mediums. As a result, they must be aware of how the internet is used to teach and learn in all courses and other related educational contexts. According to the notion, internet facilitation can only be utilised in conjunction with a system, which is how it connects to this study. But because it enables the creation of understanding and the transmission of abilities and knowledge, experience theory is the foundation of this inquiry. It promotes or makes use of participation; it entails doing something and finding out what it's like, how it makes the learner feel, and what it means to them.

## **Review of Related Literature**

### **Internet Network**

In order to connect computers and other devices to the World Wide Web, a telecommunications network called an Internet network makes use of phone lines, cables, satellites, and wireless connections. All contemporary computers, as well as the majority of smartphones, certain televisions, video game consoles, and other gadgets, are internet-connected (Imran, 2017). It has features that allow you to access a massive library of information gathered from the millions of websites that make up the World Wide Web, send and receive email messages, share photos and video clips with your friends and family, buy goods and services, carry out online banking, use Skype to make free phone calls to other computer users, play games with other people online, and catch up on TV and radio shows that you have missed or watch them again.

Another advancement is that the Internet connects computer systems all over the world through a global wide-area network. It consists of multiple high-bandwidth data lines that make up the "backbone" of the Internet. These connections lead to important Internet nodes that transfer data to various destinations, including web servers. As a result, it is referred to as the global network of devices such as computers, servers, and smart gadgets that are linked together for communication and data exchange. In simple terms, the Internet is the network of networks that connects computing devices that are dispersed around the globe. In order to connect the network devices with one another, these networks employ a few communication protocols. Similarly, although they are frequently used synonymously, the phrases "internet" and "World Wide Web"

do not exactly mean the same thing. The internet refers to the technology and architecture that make up the global communication system, while "web" refers to one of the services delivered over the internet. It is envisioned as an interconnected system of private, public, corporate, academic, and governmental networks that use fiber-optic, wireless, and guided technologies to link to one another on a worldwide scale.

### **Business Education**

The word "business education" has been interpreted in a variety of ways by a wide range of thinkers and academics; there is no one, accepted definition of it. In light of this fact, this study will examine numerous definitions related to the idea of business education. Amaewhule (2020) described business education as an educational procedure or setting with the main objective of training individuals for positions in businesses, including those of workers, entrepreneurs, or self-employed individuals. According to Ogunmayi (2018), a business education is the kind of education that helps people acquire skills they may use to address difficulties in office and business-related vocations. According to Ogonda (2018), "business education" is a legitimate form of educational instruction that aids in the development of practical life skills. Oduh (2010) asserts that business education is a powerful tool for giving young people the necessary talents, skills, and competences to enable them to succeed as employers, workers, and managers of their own businesses as well as self-employed individuals. According to Agomuo (2018), students have received training in business education on how to use logic to analyse how people spend, save, invest, and borrow. People can make judgements that are beneficial to society if they have a solid understanding of general business. This is supported by the fact that it keeps a continual, updated check on business requirements and standards in addition to maintaining an update on personnel requirements with regard to business employment prospects (Dada, 2013).

Koko (2010) said that the Department of Business Education at Rivers State University of Science and Technology (now Rivers State University) places a strong focus on preparing graduates for the workforce and independent employment. As a result, the department places a high emphasis on producing graduates who will pursue professional business studies and serve as ardent supporters of flourishing industrial and commercial firms. The goal of business education, which is a branch of vocational or technical education, is to prepare students to acquire the practical skills required for productive work. Considering the above-mentioned goal of the Department of Business Education at RSU as stated by Koko (2010), it is clear that the stated goal can only be accomplished with the skillful use of software applications in the training and retraining of both lecturers as well as students of business education. This is due to the fact that business education courses are created to expand the learner's knowledge base and competencies. In general, the main goals of business education can be divided into three (3) major components of a job, namely: producing skilled manpower for industry, producing business teachers, and preparing its recipients with the necessary skills and competencies as proprietors and managers of their own businesses (Koko, 2010).

### **The Internet Skills**

In accordance with Agomuo (2015), the internet is a global network of computer systems that allows users of one computer to obtain information from any other computer operator. According to this, information may be sent or received via the internet in the smallest amount of time. Communication between people on

opposite sides of the world is made possible by the Internet; after completely subscribing and connecting to an ISP, anybody may access whatever information they require in any field, wherever they are in the world. Texts, graphics, and images may all be published immediately thanks to it. Users exchange information, move files, send messages, and use other users' computers and devices over the internet. Additionally, Aliyu (2016) defined the internet as an intercontinental spider web that allows millions of users from across the world to download millions of files made up of reports, research, and visuals as well as millions of users to communicate and receive information globally in less than a second. According to Onojaife (2016), the internet is an email-based network that connects computers, allowing researchers, businesses, academics, and individuals to exchange data and computational resources.

Words and/or symbols that are underlined or highlighted in flashing colours link one electronic document to a comparable document on the internet. The computer has evolved into an indispensable instrument for academic study, as numerous authors have contributed in diverse ways. According to Chime (2014), one of the key computing advancements that has permeated the academic community thoroughly is the internet. He asserts that the internet is the world's largest computer network. The majority of the material on the internet is free. The World Wide Web (WWW) is the only place where the instructor may access information that can be obtained online. A student may also utilise the Web to obtain materials like journals, periodicals, speeches by well-known people, etc., according to Oyedum (2017), who observed that the internet offers access to more knowledge than a librarian could ever hope for. Access to communication from anywhere in the globe is now possible because to the internet. It offers an unlimited range of features that let users access the virtually limitless amount of information on the internet and is quick, dependable, free of content or format constraints. Today, computers and the internet are almost synonymous, and it is impossible to talk about one without mentioning the other (Nwagwu, 2018).

### **Electronic Mails**

Adetimirin (2019) asserts that email makes it possible to communicate with loved ones in real time. You may transmit pictures, documents, and videos by email. Ibegwam (2012) lists the following skills as necessary for using e-mail services effectively: understanding the general structure of an e-mail address; capability of interpreting features of an in-box (owner, to, CC, subject); ability to interpret features of a retrieved message (date sent, reply, forward); and other skills, according to him, including the capacity to retrieve and reply to emails, forward emails, and send attachments along with emails. Another crucial fundamental skill a teacher of business studies has to possess is email. Ansari (2010) listed the following as the chief benefits of email: Email communications may be sent and received instantly from one location to another on a global scale. Because emails are electronic, they require less paper and are less expensive to transmit than regular letters through the post office. Compared to sending a normal letter, sending email is actually practically free; you may send and receive it from anywhere in the globe; you can attach and transmit any form of content; and you can save both incoming and outgoing email on mobile devices. The majority of contact for the modern man is done via email. The most popular and effective method is to email it, whether you're applying for a job or publishing your curriculum vitae (CV) for a job opening.

Email: Electronic mail is a significant online resource that aids with academic work. The most frequently utilized online resource is email. The only difference between e-mail and the conventional postal service is that messages are exchanged via computer networks and telecommunications technologies. E-mail, then, is a feature of the internet that allows communications to be sent electronically between individuals and organizations. To friends, coworkers, family, groups, organizations, and institutions, a user can digitally convey textual, voice, visual, and other multi-media information. E-mail was described by Ovbiagele (2016) as a message exchanged electronically between computers. Email allows you to send and receive both

private and professional communications, including attachments like photos or other documents. Basically, a wide-area network is used to send the email. It is a method of computer-mediated interpersonal communication.

## **Facebook**

The way that students study in business education has changed as a result of technology's impact on our lives. This is due to the fact that we also continuously assess our personal, social, professional, and academic positions. Facebook usage offers a wealth of information that supports academic progress and development in a number of ways (Qazi & Fiaz, 2011). According to this researcher, more than 90% of students regularly use Facebook and other social networking sites. This is due to the significant contribution it makes in helping business education establish concise communication through the use of tools like iPads, CPUs, and processors. Similar to other online social networks, Facebook has the highest proportion of users, the majority of whom are students from all over the world. Their usage of Facebook may have favourable or unfavourable effects on their academic achievement and lifestyles. The fundamental issue raised by students' excessive usage of Facebook is whether it has a beneficial or bad impact on their social and academic life as well as their academic achievement. As more students utilise the internet, they are more likely to use Facebook as a platform to maximise their use of it and discover fresh ways to connect with others. To encourage teaching and learning both within and outside of the classroom, university students and faculty members have used a variety of social media technologies, such Facebook and Twitter.

According to Gonzales and Gasco (2016), Facebook, a social media platform, encourages contact between professors and students and hence aids in the development of online professional learning communities. Facebook is one of the most popular websites among users of all ages. It is used by people of all ages as a social networking tool as well as an online learning platform that is team-based and pedagogically sound and is quickly gaining recognition in the education sector. It has been discovered that Facebook may foster pleasant learning experiences and improve the relationship between teachers and their students, and it provides a wide range of applications that promote teaching and learning (Junco, 2011). Facebook as a social networking tool has the potential to be a transformative method for learning and teaching in higher education, even though research looking into its application for these purposes are still in their infancy. Before considering what, they think would effectively engage their students in the learning process, educators must consequently have a thorough understanding of their students' intellectual and social backgrounds.

## **YouTube**

YouTube, a video sharing website where users may upload, share, and view videos was formed on February 14, 2005, when the internet domain name corn was active. Steve Chen, Jawed Karim, and Chad Hurley developed YouTube; the other two studied computer science, while Hurley majored in design. Six months before to the general public's formal launch of YouTube, the developers gave the public a sneak peek of the website in May 2005. YouTube was created in a garage as a temporary workplace, just like many other inventions. On April 23, 2005, YouTube made its initial video post. With more than 65,000 video uploads and 100 million video views per day in July 2006, YouTube was the website with the quickest growth. A 2006 study found that

65,000 new videos were posted to YouTube every 24 hours, and that the site received 100 million daily views of its video content. The website at the time received 20 million monthly visits, with an average of 44% females and 56% men. Up to 64% of the UK market for internet video is reportedly controlled by YouTube. The second-largest acquisition made by Google was YouTube.

The first large sporting event to be streamed online, 60 cricket matches, were among the first content pieces that YouTube started offering for free in 2010. In an effort to streamline the user interface and lengthen visitors' visits to the sites, it introduced a new design later that year. In 2010, there were 2 billion daily YouTube users, followed by 3 billion, then 4 billion, in 2011. The majority of internet content in the US is provided by YouTube, according to a market research firm's report. The Google interface now has a new logo while viewing YouTube videos. About 60 hours of video are uploaded to the sites every minute, with 75 percent of that content coming from countries outside the US.

### **Challenges of the Internet Network**

It is quite difficult to use the internet in regular schooling. The potential the internet offers to help teaching and learning are not without challenges. If instructors lack the ability to filter material for relevance or are unable to build a cohesive organising principle, the nearly endless chances for access to information in an educational setting might really offer a serious threat of information overload. The abilities to obtain, process, and utilise knowledge may be lacking in both lecturers and students (Hadi & Zeinab, 2012). The educators have categorised the obstacles to instructors using the internet in the classroom using a variety of categories. Extrinsic and intrinsic obstacles are the two main groups into which researchers have divided the hurdles. Extrinsic hurdles were classified as first-order by Al-Alwani (2015) and included access, time, support, resources, and training. Intrinsic barriers were classified as second-order and included attitudes, beliefs, practises, and resistance. Intrinsic hindrance is a barrier that is tied to instructors, administrators, and individuals, whereas extrinsic hindrance is a barrier that is related to organisations rather than individuals.

The obstacles were divided into two groups by several other researchers: obstacles at the teacher and school levels. Becta (2014) divided the obstacles into two categories based on whether they were caused by people (teacher-level barriers) or by organisations (school-level barriers), such as a lack of adequate training in problem-solving techniques and a lack of resources. Examples of the former category of obstacles include lack of confidence, a lack of time, and resistance to change. Thus, it can be divided into three groups: micro-level obstacles, such as those relating to teachers' attitudes and usage of the internet; meso-level obstacles, like those relating to the institutional context; and macro-level obstacles, like those relating to the larger educational framework. Another team of researchers categorises obstacles as either belonging to the material or non-material categories of circumstances. The insufficient quantity of computers or copies of software is referred to as a material condition, according to Pelgrum's classification in 2011. The inadequacies of teachers' ICT knowledge and expertise, the challenges of incorporating the internet into the classroom, and the lack of sufficient teacher time are examples of the non-material hurdles.

In the US, a dearth of computers, a lack of free time for studying, and a lack of computer use in the classroom were the most obstacles to high school pupils using the internet. Anderson, Lanahan,

Smerdon, Cronen, Angeles, Iannotti, and (2010) Teachers at schools with significant minority student numbers were more likely to describe old, unreliable computers as a barrier, and lecturers in larger schools and urban schools were more likely to cite a lack of computers as a barrier. In research conducted in the UK, Jones (2014) found that the main obstacles for the majority of the questioned instructors were a lack of personal confidence and limited access to online resources. In Jones' study, it was noted that there were some other, more internal to the lecturers, variables that included reluctance to change and ignorance of the advantages of the internet for learning. Teachers in New Zealand frequently cited a lack of time to study new technologies, such as the internet and social networking sites, as a major obstacle to utilising the internet in the classroom (Billowes, 2001). This lack of time also prevented teachers from participating in professional development to learn about new technologies.

### Review of Empirical Studies

According to research on the impacts of social media by Ephraim (2010), using contractions and abbreviations in Facebook chat has a negative impact on students' spelling, grammar, and other writing skills. These short forms speed up typing and replying for users. Words like "how" and "quick" are entered as "hw" and "qk," respectively. When it comes to this system of contracted terms, students become so accustomed to it that they even spell the words the same manner in formal writing, including academic papers. Addiction to Facebooking might cause students to casually apply the social media pattern of spelling to comprehension and other academic writing. The degree of technical errors that afflicted written communication was evident even among undergraduate business education students. Objectives, research questions, and hypotheses were the three main aims of the study. Descriptive survey methodology was used for the investigation. The fact that Facebook use among students has an impact on their communication abilities makes this empirical study relevant to the one being conducted right now.

500 students from the same institutions were given questionnaires, and 50 students from five different tertiary institutions were interviewed as part of an empirical study by Johnson and George (2014) to look into how students' use of WhatsApp affects their performance in tertiary institutions in Ghana. It was discovered that "WhatsApp, instead of making communication simpler and faster, hence boosting the effective flow of information and idea exchange among students, has affected negatively on the performance of tertiary students in Ghana. The survey also showed that the usage of WhatsApp by students has led to the following problems: academic procrastination, poor spelling and grammatical sentence building, attention deficit during lectures, and failure to finish assignments on time. In a similar vein, a study by Kuppuswamy and Shankar (2010) found that "social media grips the total attention and concentration of the students and diverts it towards non-educational, unethical, and inappropriate actions such as useless chatting, time killing by random searching, and not doing their jobs." Students like WhatsApp because it offers a variety of fun features, including video calls, thanks to recent software updates.

at their study entitled "Social networking and instruction enhancements in tertiary institutions in south-south Nigeria: A new educational tool for quality improvement," Nwabueze and Obaro (2011) developed three research questions and three hypotheses for the study's objectives. The study used a descriptive survey design and a purposive sample of 350 lecturers and students to find that the various identified social networks can be used in academic settings for knowledge

and idea exchange, group work organisation and delivery, online discussion forums, inter-school quizzes and debates, course-related updates, career information and workshops, and dissemination of university news. Additionally, social networking improves student participation in class, active learning, group work, process continuity, learning at a higher level, relationships that are stronger, information sharing and exchange that is more frequent, networking opportunities with students from other schools, and innovation and creativity abilities.

### **Methodology**

To find the answers to the study questions, the acquired data were analysed using descriptive analysis, weighted mean, and standard deviation. Any mean score that is 2.50 or more is approved according to the criteria decision rule, whereas any mean score that is less than 2.50 is rejected. The t-test statistical technique was used to evaluate the null hypotheses at the 0.05 level of significance.

### **Validation of the Instrument**

In order to determine the suitability and appropriateness of each item as well as the effectiveness of the instrument, the researcher's supervisor and other measurement and evaluation specialists at the Faculty of Education established the face and content validity of the survey instrument. The study's goals, research questions, and hypotheses were all offered to the participants as a guide. The final survey instrument for the study was created using their helpful edits, ideas, and comments in mind.

### **Reliability of the Instrument**

The test-retest approach was used to assess the instrument's dependability. Ten business education students from institutions other than the sample one (the University of Port Harcourt) were given the test. The same students were given the same survey tool to complete after two weeks. The Pearson Product Moment Correlation was then used to get the test-retest reliability coefficient. A reliability coefficient of 0.81 was obtained as a result, which is deemed appropriate for the investigation.

### **Data Analysis and Results**

**Hypothesis 1:** The mean answer of students studying business education at Rivers State University and Ignatius Ajuru University of Education about how Facebook use affects students' academic success does not significantly differ from one another.

**Table 4.5: t-test Analysis of the significant difference in the mean response of business education students at Rivers State University and Ignatius Ajuru University of Education on how the use of Facebook influences business education students' academic achievement**

Students	N	Mean	Standard Deviation	df	t-cal	t-crit	Decision
RSU Students	202	2.73	0.83				
				1134	1.24	1.96	Accepted
IAUE Students	932	2.88	0.85				

The analysis in Table 4.5 indicates that the t-cal of 1.24 is less than the t-crit of 1.96. Therefore, the calculated t-ratio is not statistically significant at a 0.05 level of significance since it is smaller than the given critical value of t-ratio. Therefore, hypothesis 2 is accepted, and the conclusion is that there is no significant difference in the mean response of Business Education students at Rivers State University and Ignatius Ajuru University of Education on how the use of Facebook influences Business Education students' academic achievement.

**Hypothesis 2:** The mean answer of business education students at Rivers State University and Ignatius Ajuru University of Education about how electronic mail affects business education students' academic success does not significantly differ from one another.

**Table 4.6: t-test Analysis of the significant difference in the mean response of Business Education students at Rivers State University and Ignatius Ajuru University of Education on how electronic mail contributes to Business Education students' academic achievement**

Students	N	Mean	Standard Deviation	Df.	t-cal	t-crit	Decision
RSU Students	202	2.62	0.81				
				1134	1.17	1.96	Accepted
IAUE Students	932	2.82	0.84				

The analysis in Table 4.6 shows that the t-cal of 1.17 is less than the t-crit of 1.96. Therefore, the calculated t-ratio is not statistically significant at a 0.05 level of significance since it is smaller than the given critical value of t-ratio. Therefore, hypothesis 3 is accepted, and the conclusion is that there is no significant difference in the mean response of business education students at Rivers State University and Ignatius Ajuru University of Education on how electronic mail contributes to business education students' academic achievement.

**Hypothesis 3:** The mean answer of business education students at Rivers State University and Ignatius Ajuru University of Education about how YouTube usage by business education students improves their academic progress did not differ significantly from one another.

**Table 4.7: t-test Analysis of the significant difference in the mean response of business education students at Rivers State University and Ignatius Ajuru University of Education on how YouTube usage by business education students enhances their academic achievement**

Students	N	Mean	Standard Deviation	Df	t-cal	t-crit	Decision
RSU Students	202	2.87	0.82	1134	1.29	1.96	Accepted
IAUE Students	932	2.80	0.84				

The analysis in Table 4.7 above reveals that the t-cal of 1.29 is less than the t-crit of 1.96. Therefore, the calculated t-ratio is not statistically significant at a 0.05 level of significance since it is smaller than the given critical value of t-ratio. So, hypothesis 4 is thus accepted, and the conclusion is that there is no significant difference in the mean response of business education students at Rivers State University and Ignatius Ajuru University of Education on how YouTube usage by business education students enhances their academic achievement.

**Hypothesis 4:** The problems impeding efficient use of the internet network by business school students are not significantly different between the mean responses of students at Rivers State University and Ignatius Ajuru University of school.

**Table 4.8: t-test Analysis of the significant difference in the mean response of Business Education students at Rivers State University and Ignatius Ajuru University of Education in the challenges militating against effective use of the internet network by Business Education students**

Students	N	Mean	Standard Deviation	Df	t-cal	t-crit	Decision
RSU Students	202	2.60	0.81	1134	1.29	1.96	Accepted
IAUE Students	932	2.89	0.85				

The analysis in Table 4.8 reveals that the t-cal of 1.29 is less than the t-crit of 1.96. Therefore, the calculated t-ratio is not statistically significant at a 0.05 level of significance since it is smaller than the given critical value of t-ratio. So, hypothesis 1 is thus accepted, and the conclusion is that there is no significant difference in the mean response of business education students at Rivers State University and Ignatius Ajuru University of Education in the challenges militating against effective use of the internet network by business education students.

**Discussion of Findings**

What are the sorts of internet networks used by business education students? was the first research question in the study, and the results showed that Facebook, email, Google, YouTube, and

WhatsApp are among the internet networks used by this group. This result concurs with Uzie's (2015) observation that Facebook is one of the online communities that raises students' academic success. The study continued to show that online networks like email can raise pupils' academic success. The investigation also revealed that Google Chrome is an online community that raises pupils' academic success. The investigation also shown that YouTube is an online community that raises pupils' academic performance. Additionally, the respondents agreed that WhatsApp is one of the social media platforms that helps students' academic performance.

## **Summary**

The goal of this study was to ascertain how Rivers State Universities' business education students performed academically in relation to the Internet network. The following aspects are looked into: how Facebook use affects business education students' academic performance; how e-mail helps business education students succeed academically; how YouTube helps business education students succeed academically; and the obstacles that prevent business education students from effectively using the internet network. The researcher created four (4) objectives, four (4) research questions, and four (4) null hypotheses that served as the study's compass in order to fulfil its intended purpose. The research design for the study was a descriptive survey design. 3,781 business education students from two Rivers State-owned colleges make up the study's population. These schools include Ignatius Ajuru University of Education, which has 3,107 business education students, and Rivers State University, which has 674. 1,134 students make up the study's sample, of which 30% are from two different universities. A basic random sample method was applied, and 30% of the entire population was included. A self-structured questionnaire with a four-point rating scale served as the study's main data collection tool. The study coordinator and two additional senior professors from the faculty of education at Rivers State University's Measurement and Evaluation department evaluated the instrument. The test-retest approach was employed to assess the instrument's reliability, and Pearson Product Moment Correlation was utilised to provide a reliability coefficient of 0.81, which is thought to be appropriate for the research. The acquired data were analysed using the mean and standard deviation for the research questions, and the null hypotheses were examined using the z-test statistical tool at a significance level of 0.05. According to the study's conclusions, business school students who utilise Facebook, email, and YouTube do better academically.

## **Conclusion**

It is impossible to overstate the impact of the Internet network on the academic success of business education students at Rivers State Universities. However, the study comes to the conclusion that Facebook, email, and YouTube use by business education students improves their academic performance. The study concluded that the internet network affects students' levels of accomplishment through fostering chances for innovative academic work and teamwork in teaching and learning. In other words, internet networks support students' growth in both creative and analytical thinking in business education courses.

## Recommendations

To guarantee that this study meets its goals, the following suggestions are hereby made based on the study's findings: The government should launch a campaign to educate and raise awareness among students about the various internet networks and how they affect academic performance among students studying business. The use of Facebook in teaching and learning should be adopted by university administration since it raises academic success among students studying business. Due to its favorable effect on the academic success of students studying business, university administration should host seminars to train faculty and students how to utilize email in teaching and learning. The government should provide workshops to educate university administration, faculty, and students on the value of YouTube to students studying business.

## Educational Implications of the Study

The study's conclusions have some educational ramifications and advance our understanding in this way. The state government, the Ministry of Education, and the Secondary School Management Board, according to the researcher, should consider and reflect on the study's conclusions. The study has uncovered a few variables that might function as barriers to and enable improvements in academic performance for Rivers State University business education students. Additionally, certain unfavorable conclusions are made from the study's findings. The study's conclusions have broad ramifications for parents, students, the government, and university administration since they show that the Internet network has a significant impact on the academic success of business education students at Rivers State Universities.

## Suggestions for Further Studies

1. More research should be done on how electronic media affects students' academic achievement in Rivers State's public senior secondary schools.
2. Research on the impact of the WhatsApp app on kids' academic performance in Ikwerre-majority private schools is needed.
3. More research on the connection between software and students' academic achievement in Rivers State's public senior secondary schools needs to be done.

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