

RELATIONSHIP BETWEEN INTERNET USE AND ACADEMIC ACHIEVEMENT AMONG PUBLIC SECONDARY SCHOOL STUDENTS IN ANAMBRA STATE

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Abstract

The study investigated relationship between internet use and academic achievement among secondary school students in Anambra state. Three research questions guided the study. Correlational research design was adopted for the study. The population for the study consisted of 20214 SS1 students from 261 public secondary schools in Anambra state. Simple random sampling technique was used to select a sample of 392 students. An instrument developed by the researcher titled 'Internet Use for data collection was applied for data collection. The instrument was subjected to face validation. The reliability was established using Cronbach Alpha. The result gave a coefficient value of 0.82. Cumulative scores of the students in computer studies was used to measure Academic Achievement of the Students. The data were collected by the researcher with the help of four research assistants who were properly briefed on how to administer and retrieve copies of the instrument. The data were analyzed using Pearson Product Moment Correlation. The findings of the study revealed a negligible positive relationship between internet use and academic achievement of the students. The study also found low positive relationship between internet use and academic achievement of male students in secondary schools. Finally, the study revealed that there is a positive relationship between internet use and academic achievement of female students. Based on the above findings, the researcher recommended among others that there is need for provision of cybercafé by the government to help the students improve their efficiency in the use of internet. This study will help the students to imbibe the quality knowledge and awareness of the usage of the internet.

Keywords: Internet use, Academic achievement, public secondary schools.

Introduction

Academic achievement of students especially at the secondary school level is not only a pointer to the effectiveness or otherwise of schools but a major determinant of the future of youths in particular and the nation in general. Leaving outcomes have become a phenomenon of interest to all and this account for the reason why scholars have been working hard to untangle factors that militate against good academic achievement. Academic achievement of learners have attracted attention of scholars, parents, policy makers and planners.

Adeyemo (2001) opined that the major goal of the school is to work towards attainment of academic excellence by students. According to him, the school may

have other peripheral objectives but emphasis is always placed on the achievement of sound scholarship. Virtually, everybody concerned with education places premium on academic achievement; excellent academic achievement of children is often the expectation of parents (Osiki, 2001).

Chukwu, (2010) stressed that academic achievement is the level of expertise, proficiency, success and knowledge attained in academic work, which can be measured based on student's grade or one's level of performing a task at a precise period. It is often represented by percentage of marks obtained by students in examination or tests. One of the key indicators of quality success in education is the grade point average. The cumulative grade point average (CGPA) is the result from the overall study. The study used cumulative grade points average (CGPA) in computer studies to measure the student's academic achievement.

According to Kpolovie (2014) academic achievement is regarded as excellent in all academic disciplines in class as well as extra curriculum activities. Academic achievement is the outcome of education as it indicates the extent to which the students, teachers, curricular, counsellors and indeed the educational institution has achieved the predetermined educational goals (Eagel, Benneth, & Bishin, 2013).

The researcher defined academic achievement as the degree of success or level of attainment by pupil in the scholastic or the curricular subjects prescribed within the syllabus, in brief academic achievement is the amount of knowledge derived from learning in the classroom. The school is concerned with the development of the whole child and all round development of the physical, social aesthetic and emotional qualities of the children. During the process of education, the child has to be continuously evaluated with regards to the level of his intelligence, attainment, aptitudes, interest and educational objectives, that are determined by the needs of these learners, the demands of the society and the psychology of learning. Therefore, these objectives of education and the development of the physical, social, aesthetic and emotional qualities in the child are assessed only through academic achievement. Academic achievement is important for the successful development of young people in society.

We are living in the era of science and technology. It is an age of globalization. Science and technology have spread in every walk of our daily life. It seems that our educational practices have changed according to the need of global society.

The use of internet in learning has enabled student to learn easy access to anywhere and able to clarify their doubts. So the use of internet in learning helps students in many ways, they can also use it for their career growth and get knowledge. It is a

big reality that now students take a lot of help from internet. Students having any problem regarding to their studies, can find lots of solutions of that problem from internet. They can find out articles of scholar and other professional people which would be helpful for them. It would be a great source of income for them and also it would provide them a big experience of writing. This would increase the student's professional skills which would lead them towards great future students. Students can contact themselves with the foreign students and discuss different issues to enhance their skills and knowledge. By using internet wisely, students can get information to enrich their knowledge and academic achievement. On the contrary, students may also fall into post-traumatic stress of using the internet. Hence, they need to be properly guided to access information related to their course of study; among them. Proper guidance of a counsellor is also needed in helping student manage their time so that they do not over spend study time on internet browsing information which may in the long run be counterproductive and by extension affect their overall achievement academically.

The development of internet technologies have raised the education level in all countries and it has changed the way students are being taught at schools. That is why it is very important to provide internet education for the young generations (Onatola, 2011). Internet is a generic name used to describe electronic device or system used in processing of information and performing other tasks, it is an umbrella term that includes all the technologies that involve manipulation of raw data or processing it into information we can use, such as summarize, tools or reports.

Operationally internet is defined as the global information system that is logically linked together by a globally unique addresses space based on the internet protocol. It can be said that the internet is the source of spreading information quickly to a large audience and of going beyond the limitation of time and space. In the light of the above information, it is initially important to encourage students to use this valuable source to get any kind of information they may need in their academic studies.

The Internet use is defined as the act of making contact and exchanging information with people, groups and institutions to develop mutually beneficial relationships, or to access and share information between computers. Eynon (2012) asserted that Internet use is a tool to learn this latest news all around the world as well as getting any kind of information that serves different purposes such as learning more information about a hobby or health. It has been the most useful technology of the modern times which helps us in our daily lives, and also our personal and professional lives developments. It helps us achieve this in several

ways. For the students and educational purposes the internet is widely used to gather information so as to do research or add to knowledge of various subjects. It also help the counsellor to accomplish their work more effectively and efficiently beyond what they can do without it. Counsellors now have high technology methods for better managing, supporting, conducting, delivering and describing their work as before never imagine.

The role of internet in teaching is rapidly becoming one of the most important and widely discussed issues in contemporary education policy. According to Rosen (2010), most experts in the field of education agreed that when properly used internet in line with information technology, there is a great promise of improving teaching and learning in addition to providing new job opportunities. In this modern world, internet is the most required information and communication technology that brought a revolutionary change in the information scenario. Today there are more than two billion internet users around the world. Use of internet in school, campus and society has been increased and it becomes an important part of students' life (Chou, Condrón & Belland 2012). This new form of information resources has its greatest advantage, a virtually unlimited wealth of information resources which is widely, readily available and accessible to hundreds of millions of people simultaneously in many parts of the world (Kumar & Kaner, 2009). It is an efficient tool for searching, retrieving and disseminating information, with a significant impact on students and scholars worldwide. The internet can be consulted and like a reference resource, it is broader and highly dynamic. It also provides a means of scholarly tools (Bruning, Schraw, Norby & Ronning, 2012). Internet has also aided scholars, who want to stay at the forefront of research and keep up to date with development in his or her research field by utilizing the internet (Kumar & Kaur, 2009). The use of internet helps to improve memory retention, increase motivation and generally deepens understanding. Dede, (2009) also explained that the use of internet will promote collaborative learning, including role playing, group problem solving activities and articulated project. The internet provides such facilities as electronic mail, telnet, on-line searching, electronic publishing, user group/listen, snet, archive, Gopher, file transfer protocol, Veronica, mosaic and worldwide web. Apart from academic, teachers can use web source for ideas on sports competitions extracurricular activities and picnics, parties, booking of airline data analysis, online chat, conferencing and lots more. Students on the other hand can search for the concepts or things which they wish to know, by referring to relevant websites. To the counselors by using the available internet for testing, college planning, social media, they can stay nimble and more connected with parents, students, and their peers.

The internet has inevitably made education easier (Ani, 2010). Therefore, the importance of internet in education field cannot be denied. Students must be provided with the facility of the internet to help them gain deeper knowledge and understanding for their academic achievement.

Statement of the Problem

Obviously, most students in Anambra State seem not to have attained a high level of achievement and proficiency in their academics, probably as a result of lack of internet use. Internet is used to access information, bridge communication gaps, learning, knowledge, career planning, and assignment convenience among others. But instead of using it for academic purposes, students may fall into the trap of using the internet to access wrong information that have no relevance to their academic achievement. The Teachers can be a mentor to help set the students on the right path and encourage the student to be the best they can be and also be a source of inspiration and advice to the students. While the counsellor must be aware of new social issues that constantly arise between students based on changing trends. Therefore, the problem of this study is to find out the relationship between internet use and academic achievement among Secondary School Students in Anambra State.

Purpose of the study:

The main purpose of the study is to examine the relationship between internet use and academic achievement among students in public secondary schools in Anambra State.

Specifically, the study seeks to:

1. Ascertain the relationship between internet use and academic achievement of SS 1 students in Public Secondary Schools in Anambra State.
2. Examine the relationship between internet use and academic achievement of SS 1 male students in Public Secondary Schools in Anambra State.
3. Determine the relationship between internet use and academic achievement of SS 1 female students in Public Secondary Schools in Anambra State.

Significance of the Study

This study has both theoretical and practical significance. The search for any new and relevant method of learning is based on a particular pedagogical theory. The study is anchored on gratification theory. This theory maintains that audiences are responsible for choosing media to meet their desires and needs to achieve gratifications. It implies that the media compete against other information sources for viewers and it is used to gratify needs, it helps to find out primary intentions of media use by people and also help to know the positive and negative aspects of

media use on the media users. The study shall theoretically be significant because the findings shall extend the dimension where these theories are often being applied such as classroom.

In practical terms, the findings of the study will be of benefit to students, counsellors and future researchers.

The findings of this study when made available through published articles, and newspapers will expose students to valuable information on the relationship between internet use and academic achievement. This will help them to use internet facilities for academic purposes and not for leisure.

The findings of the study when made available through published journals, seminars, workshops will help the counsellors to create guidance programmes that will address student's academic, social and emotional development and future career plans. The knowledge would help them to understand how to counsel students with regards to internet related issues, enabling student's conduct and acquire appropriate studies skills for their academic achievement and manage their time not to over spend study time in internet.

The findings of this study will contribute to available literature on the relationship between internet use and academic achievements of students. The study would serve as a source of vital and useful information and bank of knowledge for other researchers who may wish to embark on research from related perspectives. It is obvious that this work will provide them guideline for their study.

Research Questions

The following research questions guided the study:

1. What is the relationship between internet use and academic achievement of SS 1 students in public secondary schools in Anambra State?
2. What is the relationship between internet use and academic achievement of SS 1 male students in public secondary schools in Anambra State?
3. What is the relationship between internet use and academic achievement of SS 1 female students in public secondary schools in Anambra State?

Hypotheses

The following null hypotheses were formulated and tested at .05 level of significance.

1. There is no significant relationship between internet use and academic achievement of SS 1 students in public secondary school in Anambra State.
2. There is no significant relationship between internet use and academic achievement of SS 1 male students in public secondary schools in Anambra State.

3. There is no significance relationship between internet use and academic achievement of SS 1 female students in public secondary schools in Anambra State.

Research Method

The study adopted a correlational research design aimed at determining the relationship between internet use and academic achievement among secondary school students in Anambra State. A correlational design seeks to establish the degree of relationship that exists between two or more variables. Nworgu (2015) noted that correlational design indicates the direction and magnitude of the relationship between the variables of the study. The rationale for adopting this design is to establish the relationship between internet use and academic achievement of secondary school students in Anambra State.

The study was carried out in 18 public secondary schools in Anambra State. The population of the study comprised 20214 SS1 students comprising 4056 males and 6052 females in Urban base schools and 7042 females and 3064 males in rural base schools from 261 public secondary schools in Anambra State.

Source: Planning, research and statistics Department, Post Primary School Service Commission Awka.

The sample size for this study consisted of 392 SS1 students drawn from the population using Taro Yamane's formula for finite population. 92 males and 100 females from urban based schools and 120 females and eighty males from rural base school. Using simple random sampling techniques, 3 education zones were selected out of the 6 education zones in Anambra State. From the 3 zones, 6 schools were also selected from each zone using simple random sampling techniques. This gave a total of 18 secondary schools.

The instrument contained two sections: A and B. Section A sought information on the personal data of the respondents such as name of school, gender and school location. Section B which is on internet use is made up of 15 items. The items were placed on 5-point likart rating scale of Always (A), Very Often (VO), Often (O), Rarely (R) and Never (N). The scores of the instrument were weighted 5, 4, 3, 2, and 1 respectively. Academic achievement was measured using the student's scores in computer studies.

To ascertain the face validity of the instrument, the title of the study, purpose of the study, research questions, hypotheses as well as copies of the questionnaire were given to three experts, two were lecturers in Guidance and Counselling and one in Measurement and Evaluation, all in the Department of Educational

Foundations, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. These experts were requested to scrutinize the items in terms of content coverage, clarity and appropriateness of the language and relatedness of the items to research questions and hypotheses.

The validates made some corrections like; avoid double barreled statements, the questionnaire should have a caption. The comments and suggestions by validates were reflected before the final production of the instrument.

The instrument was trial-tested on a representative sample of 30 S.S.1 students randomly selected from two public secondary schools in Enugu State. The state was chosen for trial-testing because both states have similarity in terms of their secondary school structure and administration.

The scores obtained were analyzed to determine the internal consistency of the items. This was done using Cronbach Alpha method. The reliability coefficient of 0.82 was obtained. The high coefficient value indicated that the instrument was reliable and fit for the study. The choice of Cronbach Alpha is in line with Howith and Cranner (2011) who recommended Cronbach Alpha as proper statistical tool for determining the internal consistency of an instrument. The researcher made use of internal consistency because it assessed the correlation between multiple items in a test that are intended to measure the same construct.

The researcher administered the instrument to the respondents with the help of three research assistants who were properly briefed on how to administer the instrument. The researcher and the assistants administered copies of the instrument on the students at their various schools using direct administration and retrieval method. The completed copies were collected on the spot and follow up visits were made where the respondents did not submit on spot. The distribution and collection of the copies of the questionnaire lasted for three weeks. At the end of the collection process, out of 392 copies of questionnaire distributed, three were not properly filled. The researcher used 389 copies of questionnaire for data analysis representing 99.2 percent.

Method of Data Analysis/ Discussion

Pearson's Product Moment Correlation Coefficient was used to analyze the data collected for this study. Pearson's product moment correlation is ideal for ascertaining the extent of relationship between two or more variables (Nworgu, 2015). For the research questions the coefficient (r) and the size of the relationship was interpreted using the interpretation of a correlation coefficient by Best and Khan (2003) as follows;

Coefficient (r)	Relationship
.00 to .20	Negligible
.20 to .40	Low
.40 to .60	Moderate
.60 to .80	Substantial
.80 to 1.00	Very high

For the five null hypotheses, p-value was used to determine the significance of the correlation. Where the calculated p-value is less than the stipulated level of significance (.05), the null hypothesis was rejected. Whereas the null hypothesis was not rejected where the calculated p-value is greater than the stipulated level of significance (.05). All analysis were done using Statistical Package for Social Sciences (SPSS) version 21.

Research Question 1: What is the relationship between internet use and academic achievement of S.S1 students in public secondary school in Anambra State?

Table 1: Pearson's r on the Relationship Between Internet Use and Academic Achievement of S.S.1 Students

Source of Variation	N	Internet Use	Academic achievement	Remark
Internet Use	389	1.00	.184	Negligible Positive Relationship
Academic achievement	389	.184	1.00	

Result presented in Table 1 shows that the Pearson's Correlation Coefficient, $r = .184$, indicating that there is a negligible positive relationship between internet use and academic achievement of S.S1 students in public secondary schools in Anambra State.

Research Question 2: What is the relationship between internet use and academic achievement of S.S1 male students in public secondary school in Anambra State?

Table 2: Pearson's r on the Relationship between Internet Use and Academic Achievement of S.S1 Male Students

Source of Variation	N	Internet Use	Academic achievement	Remark
Internet Use	200	1.00	.227	Low Positive Relationship
Academic achievement	200	.227	1.00	

Results in Table 2 shows that the Pearson's Correlation Coefficient, $r = .227$, this is an indication that there is a low positive relationship between internet use and academic achievement of S.S1 male students in public secondary school in Anambra State.

Research Question 3: What is the relationship between internet use and academic achievement of S.S1 female students in public secondary school in Anambra State?

Table 3: Pearson's r on the Relationship Between Internet Use and Academic Achievement of S.S1 Female Students

Source of Variation	N	Internet Use	Academic achievement	Remark
Internet Use	189	1.00	.085	Negligible Positive Relationship
Academic achievement	189	.085	1.00	

Data presented in Table 3 reveals that there is a negligible positive relationship between internet use and academic achievement of S.S1 female students in public secondary schools in Anambra State. This is shown by the Pearson's Correlation Coefficient, $r = .085$.

Summary of Findings

1. There is a negligible positive relationship between internet use and academic achievement of SS1 students in public secondary schools in Anambra State. Hence, there is a significant relationship between internet use and academic achievement of SS1 students in public secondary schools in Anambra State.

2. There is a low positive relationship between internet use and academic achievement of SS1 male students in public secondary schools in Anambra State. Hence, there is a significant relationship between internet use and academic achievement of SS1 male students in public secondary schools in Anambra State.
3. There is a negligible positive relationship between internet use and academic achievement of SS1 female students in public secondary schools in Anambra State. Hence, there is no significant relationship between internet use and academic achievement of SS1 female students in public secondary schools in Anambra State.

Discussion of the findings

Relationship between internet use and academic achievement of SS1 students

The finding of the study as revealed in Table 1 showed that there is a negligible positive relationship between internet use and academic achievement of SS1 students in public secondary school in Anambra state. This finding is not surprising, as many students usually engage in internet usage. In most cases, they do this without considering the positive influence of the internet usage on their careers. However, this finding collaborates with Ojo and Omoyemju (2009) who found a positive relationship between internet use and academic achievement of students. This result is quite encouraging because those students have chosen to use internet as an essential knowledge tool for them. With its advent, lecturers and students can work together without physical interaction between each other and achieve the same objective with that of traditional way of studying in school. Teachers exchange ideas and communicate effectively since teaching, learning and research is now made easy with the internet. The result of the null hypothesis revealed that there is no significant relationship between internet use and academic achievement of S.S. 1 students in public secondary school in Anambra State.

This findings is encouraging because it seems that students are being exposed to internet usage. This findings is also supported by Asemi (2011) who found that students use of internet have positive influence on their academic achievement. No wonder Jagboro (2010) observed that students frequently access the internet from cybercafé and that they use internet in order to retrieve relevant academic materials.

Relationship between internet use and academic achievement of S.S. 1 male students.

The findings of the study in Table 2 showed that there is low positive relationship between internet use and academic achievement of SS 1 male students in public secondary schools. This finding agrees with Kwaku and Marmah (2011) who

found a low positive relationship between internet use and academic use and academic achievement of male students.

In line the hypothesis tested it was revealed that there is no significant relationship between. Internet use and academic achievement of S.S. 1 male students in public secondary school in Anambra state. It has also been reported that male do not seem to have the interest in showing their interest to use internet as much as the female.

It still seem to be barriers for male to show their competence fully, and for them to admit that they have little interest in technology. Male who are interested in technology can also have the problem with lack of a language on technology, it becomes more difficult to reflect over what you are doing and to develop more knowledge. No wonder, most male students engage in internet usage for their academic achievement.

Relationship between internet use and academic achievement of S.S. 1 female students

The findings of the study in Table 3 showed that there is negligible positive relationship between internet use and academic achievement of SS 1 female students in public secondary schools in Anambra State. The finding revealed that internet usage influences female students' academic achievement. This is in line with Kayode Edebor (2011) who found that use of internet has positive relationship with academic achievement of female students.

The result of the null hypothesis indicated that there is no significant relationship between internet use and academic achievement of S.S. 1 female students in public secondary school in Anambra State. On the surface, female are still the technology and internet competent ones, female to a greater extent have access to internet in their homes and it is more common for female than male to have their own internet. It has also been reported that female show more positive attitude towards internet usage than male. This is not in consonance with Suzan (2012) who found a significant relationship between internet use and academic achievement of female students.

Conclusions

Based on the findings and discussions, these conclusions were drawn. Internet use by students in public secondary schools have significant roles to play in student's academic achievement. It was observed that an increase in students' internet usage will help the students to improve in their academic achievement. Based on these findings, it was concluded that there was a correlation between internet use and academic achievement among secondary school students in Anambra State.

Recommendations:

Based on the findings of the study, the following recommendations are made:

1. There is a need for provision of cyber café by the governments to help the students improve their efficiency in the use of the internet. This would help the students to imbibe the quality knowledge and awareness of the use of internet.
2. Counsellors should organize seminars, conferences and workshops from time to time to enable the students update their knowledge in internet usage and to keep on with the modern global trends in technology to improve their academic achievement.
3. The researcher recommends that the use of internet by the students had a positive impact on their academic achievement and also help them in doing better research and provide a better learning experience.

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