

**INFLUENCE OF INTERNET ON BUSINESS EDUCATION STUDENTS' FINAL  
YEAR RESEARCH**

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**UNIVERSITY OF BENIN**

**BENIN CITY**

**JUNE, 2024**

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF VOCATIONAL  
AND TECHNICAL EDUCATION (VTE), FACULTY OF EDUCATION,  
UNIVERSITY OF BENIN, BENIN CITY IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE (B.Sc. Ed)  
DEGREE IN BUSINESS EDUCATION**

**JUNE, 2024**

## **APPROVAL PAGE**

I certify that this work was carried out by Evans Osagioduwa EDOBOR with Matriculation Number EDU1904706 in the Department of Vocational and Technical Education, Faculty of Education, University of Benin, Benin City.

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**Dr. (Mrs.) H. E. CHUKWUEMEKE**

**(Project Supervisor)**

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**Date**

## CERTIFICATION

We, the undersigned, certify that this study was carried out by **Evans Osagioduwa EDOBOR** with Matriculation Number **EDU1904706** with the Department of Vocational and Technical Education, Faculty of Education, University of Benin, Benin City.

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## **DEDICATION**

This research work is dedicated to the Almighty God for his guidance, enablement and strength.

## ACKNOWLEDGEMENTS

I would like to express my deepest gratitude to my supervisor, Dr (Mrs) H. E. Chukwuemeke for her invaluable guidance, support, and encouragement throughout the course of this research. Her insights and expertise have been crucial to the successful completion of this project.

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## **ABSTRACT**

This study investigates the Influence of internet on Business Education student's final year research. Four (4) research questions were raised to guide the study. The study employed a descriptive survey research design. The population of this study comprised of a hundred (100) correspondents. The sample of the study was made up of fifty (50) Final Year Vocational and Technical Education students from University of Benin, which is 50% of the population. The research instrument used for data collection was a self-structured questionnaire titled "Influence of Internet on Final Year Research Questionnaire (IIFYRQ)". The instrument for data collection was subjected to face validity by the researcher's supervisor and two other experts from the Department of Vocational and Technical Education, Faculty of Education, University of Benin, Benin City. To establish the reliability of the instrument, the internal consistency of the items were measured using the Cronbach alpha statistical tool. It yielded an alpha value of 0.743. The study used statistical analysis methods including mean, standard deviation, two sample independent t-tests to investigate the Influence of internet on Business Education student's final year research. Findings indicated that the internet influences the problem identification level of final year students in their research. Internet influences students' ability to stay updated with the latest developments in their research areas and Internet provide access to online courses and certification that supplements Business education. Recommendations include Information literacy training, Digital tool training, Supervisor guidance. Based on the findings of the study, it was concluded that Internet has many influences on Business Education student's final year research

# CHAPTER ONE

## INTRODUCTION

### **Background Of The Study;**

The Internet is a global network of computers linked together over large distances (Daramola, 2004). It was created by the American Military as a means of communication and has been in existence since the 1950's. Up until the mid to late eighties commercial organizations and educational institutions mainly used the Internet. This was due to high costs. The rapid development of technology has seen improvement in communication links and a lowering of costs. The implication of this is that the Internet is now more widely available to more people.

Since the Internet is now available to a wide sector of the population in the western world many educational establishments have seized on its educational potential (Audu, 2006). The Internet is a valuable source of information for students looking for ideas for projects and assignments especially the final years students who must carry out a compulsory research work to meet the academic requirement/criteria for the award of various degrees in the higher institutions. With over 50 million web sites on the net the chances are any information however obscure can be found (Fatoki, 2004). The only tools required to find this information would be some patience and a decent search engine. It also serves as a useful tool for lecturers in helping to prepare lesson plans as there are a number of sites, especially in America, dedicated to providing educational

material (Adegboji & Toyo, 2006). And also to ascertain the correctness of any information obtained during the course of research works.

It also serves as a forum to promote group discussion, which is time and distance independent. There are many forms this group discussion can take. These include video conferencing, where by the use of a small video camera and microphone members of the group can actually see and hear each other. Also group discussion can take the form of chat rooms where everyone comes together in a host area and communicates with each other via the keyboard (Daramola, 2004). This has particularly helped distant learners in communicating with their project supervisors to provide proper guidance during their research work. This is the platform distance education is based upon.

Although there may be many advantages to be gained from using the Internet as an educational tool for final year research work but there are also many drawbacks. For first time users the Internet can be a very unfriendly environment but with frequent use users can get familiar with pretty quickly (Igun, 2006). The amount of information available on the net means that user tend to be side-tracked with a lot of unnecessary useless information. As the Internet is not owned by any one there are no checks or censorship of information available. The upside to this is that information is freely available to everyone without restriction but the downside to this is that information can be placed into the wrong hands. Also as there are no checks on the information on the net this may

lead to inaccuracies and misleading information being published. Final year students can mistakenly make use of wrong information in their research work taking it to be right.

The Internet is heavily dependent on hardware which can be expensive especially as the Internet is constantly evolving. This therefore means to take full advantage of this evolving technology; upgrades in hardware and software are required. With the advent of the Internet education has definitely benefited in more ways than can be mentioned especially the final year students doing research works but it will not take over the traditional methods of education, it will continue to play a major part in research and development in the respective higher institution of learning.

### **Statement of the Problem**

Undergraduate students in Nigerian universities must undertake research projects during their final year, a vital requirement for obtaining degrees in tertiary institutions across the country. Project writing holds significant importance for every student, as it directly influences their academic success. This process involves individual students or groups conducting studies on topics of interest. Upon completion, projects are assessed based on the quality of work submitted within specified deadlines. These projects serve as indicators of students' abilities to select topics, conduct research, and draw logical conclusions from their findings. The quality of research projects largely depends on the caliber, quantity, and recency of the resources consulted and cited. The Internet, if

effectively utilized, plays a pivotal role in enabling undergraduate researchers to access a vast array of materials from various global sources.

### **Purpose Of The Study**

The purpose of the study is to determine the influence of internet on Business Education student's final year research.

Specially the study is to determine;

1. The extent internet influence identification of problem
2. The extent internet influence evolution of literature review
3. The extent internet influence research design
4. The extent internet influence data collection
5. The extent internet influence data analysis

### **Research Questions**

1. To what extent does internet influence the identification of problem?
2. What is the impact of internet on Business Education student's final year research?
3. What are the other educational benefits of internet to Business Education final year students?

4. What are the advantages and disadvantages of internet on Business Education student's education?

**Significance Of The Study;**

The findings of this study when published journals and presented in conference and seminar will be of great benefit to business education student;

1. The outcome of this study will educate students especially the Business Education final year students on the impact of internet on the final year research work.

2. This research will be a contribution to the body of literature in the area of the effect of personality trait on Business Education student's academic performance, thereby constituting the empirical literature for future research in the subject area.

**Hypotheses:**

HO: There is no significant relationship between internet and Business Education student's final year research.

HA: There is significant relationship between internet and Business Education student's final year research

## **Scope/Limitations Of The Study**

This study will cover the benefits of internet to the final year research work of Business Education final year students of the University of Benin.

## **Limitation Of Study**

Financial constraint- Insufficient fund tends to impede the efficiency of the researcher in sourcing for the relevant materials, literature or information and in the process of data collection (internet, questionnaire and interview).

Time constraint- The researcher will simultaneously engage in this study with other academic work. This consequently will cut down on the time devoted for the research work.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

This chapter is designed to review literatures that are related to this stud.

The relevant literatures are under the following sub-headings

- Internet as a research tool
- Online collaboration platforms
- Impacts if Internet on Research Quality
- Challenges of Internet Research
- Review of related literatures
- Summary of Literature review.

### **Internet in Education**

The integration of the internet into education has dramatically transformed the learning landscape, enhancing accessibility and personalization in educational experiences. The internet enables access to a vast repository of knowledge and educational resources, bridging gaps that traditional methods couldn't address. This has allowed students from

various backgrounds to access quality education irrespective of their geographical location, significantly reducing the digital divide.

One of the most notable impacts is the enhancement of digital literacy among students. Digital literacy encompasses the skills needed to effectively navigate and utilize information and communication technologies. These skills are essential for students to succeed in a digitally-driven world, providing them with the ability to critically assess and engage with digital content. Moreover, the internet has facilitated interactive learning environments, where students can engage with multimedia content, participate in virtual simulations, and collaborate with peers globally.

Furthermore, the role of artificial intelligence (AI) and virtual assistants in education has expanded. AI-powered tools and virtual teaching assistants offer personalized learning experiences, addressing individual student needs through adaptive learning technologies. These tools can provide instant feedback, additional resources, and even assist educators in managing administrative tasks, thereby allowing more time for interactive teaching.

The shift towards online and blended learning models has also gained momentum. The COVID-19 pandemic accelerated the adoption of these models, highlighting the importance of internet connectivity in maintaining educational continuity. Online platforms offer flexibility, enabling students to learn at their own pace and educators to implement diverse teaching strategies tailored to varied learning styles.

## **The Internet as a Research Tool**

The Internet has fundamentally transformed how business education students conduct their final year research, serving as a powerful tool that enhances access to information, improves research efficiency, and facilitates innovative methodologies.

1. **Access to Information:** The Internet provides unparalleled access to a vast array of resources, including academic journals, industry reports, and real-time data. This access allows students to gather a wide range of perspectives and data points that would be otherwise difficult to obtain. For instance, databases like Google Scholar and platforms such as ResearchGate offer extensive collections of scholarly articles and research papers that are crucial for conducting thorough literature reviews.

2. **Efficiency and Convenience:** Online tools and digital libraries streamline the research process. Advanced search engines and online databases enable students to quickly locate relevant materials using specific keywords and filters. This efficiency not only saves time but also allows students to explore more diverse sources, leading to more comprehensive research findings.

3. **Innovative Research Methods:** The Internet facilitates the use of modern research tools and techniques. For example, AI-powered chatbots and virtual assistants can aid in data collection and analysis, offering personalized assistance and immediate feedback to

students. These technologies can enhance learning experiences and improve the quality of research outcomes by providing interactive and adaptive support.

4. Collaboration and Networking: The Internet *also* enables greater collaboration among students, faculty, and industry experts. Platforms such as LinkedIn and academic forums allow students to connect with professionals and peers, fostering a collaborative research environment. This networking can lead to valuable insights and potential partnerships that enrich the research process.

5. Real-time Updates and Trends: Staying updated with the latest trends and developments in the business world is crucial for relevant and timely research. Online news outlets, blogs, and social media platforms offer real-time updates that help students incorporate current events and emerging trends into their research projects.

### **Online Collaboration Platforms**

Online collaboration platforms have significantly evolved from 2017 to 2024, catering to diverse needs of businesses and individuals. Platforms like Slack, Microsoft Teams, and Google Workspace have become integral parts of remote work culture, offering features such as real-time messaging, video conferencing, file sharing, and project management.

According to a report by Statista, the global market size of collaboration software reached \$8.8 billion in 2020 and is expected to grow to \$13.5 billion by 2026.

In 2017, Slack was dominating the market with its intuitive interface and integrations with various third-party apps. According to a TechCrunch article from June 2017, Slack had over 5 million daily active users.

However, Microsoft Teams emerged as a strong competitor, leveraging its integration with Office 365. By 2019, Microsoft Teams surpassed Slack in terms of daily active users, as reported by CNBC.

Google Workspace, formerly known as G Suite, also made significant strides in online collaboration. Its suite of tools including Gmail, Google Drive, Docs, Sheets, and Meet offered seamless collaboration and productivity.

During the COVID-19 pandemic, the demand for online collaboration platforms surged as remote work became the new norm. According to a report by Business Insider, Slack saw a 50% increase in paid customers in the first quarter of 2020.

In response to the increasing demand for remote collaboration tools, these platforms continued to innovate. Slack introduced features like Slack Connect, allowing users to collaborate with external partners securely. Microsoft Teams enhanced its video conferencing capabilities and introduced integrations with more third-party apps. Google Workspace introduced Smart Canvas, combining documents, spreadsheets, and presentations with real-time collaboration features.

## **Impacts of Internet on Research Quality**

The internet has had a profound impact on research quality, offering both opportunities and challenges.

1. **Access to Information:** The internet has vastly expanded access to information, allowing researchers to easily access a wide range of scholarly articles, journals, and databases. A study published in the Journal of the Medical Library Association in 2017 found that the internet has revolutionized access to medical literature, improving the efficiency and quality of research.

2. **Collaboration and Communication:** Online platforms facilitate collaboration among researchers from different geographic locations. A 2020 article in Nature Communications highlighted how online collaboration tools have enabled researchers to work together more effectively, leading to higher quality research outcomes.

3. **Data Availability:** The internet has made vast amounts of data available for research purposes. However, ensuring the quality and reliability of online data sources remains a challenge. A study published in PLOS ONE in 2019 discussed the importance of verifying online data sources to maintain research quality.

4. **Peer Review and Publication:** The internet has transformed the peer review and publication process, with many journals now accepting online submissions and conducting peer review electronically. However, concerns have been raised about the

quality of peer review in online-only journals. A 2018 article in BMC Medicine discussed the need for rigorous peer review processes to maintain research quality in the digital age.

5. **Plagiarism and Misinformation:** The ease of copying and sharing information on the internet has led to concerns about plagiarism and the spread of misinformation. A study published in Science in 2018 found that misinformation spreads faster and more widely than accurate information on social media platforms, highlighting the importance of critical thinking and fact-checking in research.

### **Challenges of Internet Research**

Internet research offers numerous benefits, but it also presents several challenges that researchers must navigate to ensure the quality and integrity of their work. Here's an extensive exploration of some key challenges:

1. **Information Overload:** The sheer volume of information available on the internet can be overwhelming. Sorting through vast amounts of data to find relevant and reliable sources can be time-consuming and challenging. Researchers must develop effective search strategies and critical evaluation skills to identify credible information amidst the noise.

2. **Quality Control:** Ensuring the quality and reliability of online sources is a significant challenge. Unlike traditional scholarly publications, content on the internet is not always subject to rigorous peer review or editorial oversight. As a result, researchers must

critically evaluate the credibility, accuracy, and bias of online sources to avoid misinformation and maintain research integrity.

3. **Validity and Reliability:** The validity and reliability of online data and research findings can be questionable. Some online sources may lack methodological rigor or may be based on anecdotal evidence rather than empirical research. Researchers must carefully evaluate the validity and reliability of online data and studies to ensure the integrity of their own research.

4. **Plagiarism and Copyright Infringement:** The ease of copying and sharing information on the internet has led to concerns about plagiarism and copyright infringement. Researchers must be vigilant to avoid unintentional plagiarism by properly citing sources and adhering to ethical guidelines for using copyrighted material. Additionally, they must be aware of the risks associated with using online content without proper authorization or permission.

5. **Biases and Filter Bubbles:** The internet is not a neutral space; it is shaped by algorithms, commercial interests, and individual biases. Researchers may encounter filter bubbles, where their online experiences are tailored to their preferences and beliefs, potentially limiting exposure to diverse perspectives. Moreover, online content may be influenced by commercial interests or ideological agendas, leading to biases and distortions in information.

6. Data Privacy and Security: Conducting research online involves collecting and handling sensitive data, raising concerns about data privacy and security. Researchers must take precautions to protect the confidentiality and anonymity of participants and ensure compliance with data protection regulations. They must also be mindful of cybersecurity threats such as hacking and data breaches that could compromise the integrity of their research.

7. Accessibility and Digital Divide: While the internet has democratized access to information for many, disparities in digital literacy and access persist. Researchers must consider issues of accessibility and the digital divide when conducting online research to ensure that their findings are representative and inclusive. They may need to employ alternative methods or strategies to reach populations with limited internet access or digital literacy skills.

Navigating these challenges requires researchers to be critically aware, ethically responsible, and technologically savvy. By adopting rigorous research practices, engaging in continuous learning, and leveraging the diverse resources available on the internet, researchers can overcome the challenges of internet research and produce high-quality, impactful research work.

## **Related Empirical Studies**

The use of the internet draws users' eyes to the world's vastness around them. The internet gathers various types of data that college students and senior high school students use (Akin-Adaeamola, 2014; Yebowaah, 2018). Internet use will continue to grow if users are no longer denied accessibility (Olatokun, 2008). People's ability to access data sites such as social networking sites, online sports, and cybersex, according to recent data, is made possible by the internet (Yebowaah, 2018). Most students have internet access on their mobile phones because of the internet accessibility, according to research conducted by Ellore *et al.* (2014) on the effect of internet use on academic success and face-to-face conversation. Students will expand their intellectual horizons due to this (Akin-Adaeamola, 2014; Yebowaah, 2018). Laptop use and online resource accessibility are crucial for learners (Akande & Bamise, 2017).

According to Yesilyurt *et al.* (2014), possessing a computer at home with internet connectivity is just as critical for learners' academic performance as having self-learning skills. Olatokun (2008) found that most learners felt the internet was much better and more accessible than their school libraries, based on their accessibility and use of the internet by senior high school students in Nigeria. According to the Study, learners see the internet as a source of general knowledge. It aids in developing their reading habits, which leads to their better academic performance. According to Akin-Adaeamola (2014) and Siraj *et al.* (2015), students regard the internet as a supplementary information source,

leading to higher academic performance. According to Ogedebe, most students (2012) get relevant information, such as educational materials, get relevant information from the internet. This indicates that students are using the internet to improve their academic performance. Sahin *et al.* (2010) used university students to investigate internet outlets and argued that reliable internet resources are critical for academic Study, especially in higher-level guides that require a literature tutorial assessment.

Based on Ngoumandjoka (2012), it can be concluded that the internet is generally utilized for leisure activities instead of for instructional ones. Singh *et al.* (2013) indicated that students are increasingly inclined to utilize the internet. Still, they spend most of their time using it for non-academic activities such as email, gaming, and social networking. As a result, this led to setbacks in their academic plans. This explains the contradictory research findings on the influence of internet use on student academic progress. Akin-Adaramola (2014) in a study found that students' top activities are chatting, followed by uploading and viewing multimedia videos, browsing the internet, using the internet to find knowledge for schoolwork, searching for various websites such as sports, online news, games, and shopping online.

The demographic variables of students are assumed to impact internet use and academic performance as a result. A demographic comparison found that adult males were more commonly approved for internet use than females (Akande & Bamise, 2017). A subsequent

comparative assessment showed that male college students spent more time on the internet (Ellore *et al.*, 2014). The cell phone, recognized by Rabi, Muhammed, Umaru, and Ahmed (2016) as one of the devices used to access the internet, appears to affect academic success. They found that smartphones significantly influence academic performance among senior school students, both male and female. Again, Kim (2011) investigated the impact of internet usage on intellectual satisfaction and behavioural improvement among South Korean teenage girls, finding that girls are more likely than boys to use the internet to watch online educational coaching and blogs. Kim found that boys typically use the internet to play sports.

Similarly, a study of the socio-economic context, internet access, and performance of students found no strong association between the socio-economic background of students and internet access (Adegoke, 2013). According to the reports, students from low-income families use their friends' phones to access the internet, their friends pay for them at cyber cafés, and in certain situations, and they could afford to pay for themselves at the cybercafé. However, according to some other studies, students would pay for internet access (Osunade, 2003). Adegoke (2013) discovered that socio-economic records have a substantial impact on a student's satisfaction, while internet usage does not affect a

student's academic achievement. Instead, the two combined socio-economic backgrounds and internet usage contributed significantly to educational outcomes.

### **Summary of Review of Literature**

The internet has profoundly reshaped education, enhancing both accessibility and the personalization of learning experiences. The widespread availability of online resources has democratized education, allowing students from diverse geographical and socioeconomic backgrounds to access high-quality content that was previously out of reach. This transformation has significantly reduced educational disparities, bridging gaps and fostering a more inclusive learning environment.

A critical development in this period has been the rise in digital literacy. As students increasingly engage with digital platforms, they acquire essential skills for navigating and utilizing information and communication technologies effectively. These skills are pivotal for success in a digitally-driven global economy, enabling students to critically evaluate and interact with digital content, which is crucial for their academic and professional futures.

Artificial intelligence (AI) and virtual assistants have also become integral to modern education. AI-powered tools provide personalized learning experiences by adapting to individual student needs, offering instant feedback, and supplying additional resources. These technologies help create a more tailored educational experience, addressing the

unique requirements of each learner. Moreover, they assist educators by automating administrative tasks, thus freeing up time for more interactive and student-centered teaching methods.

The shift towards online and blended learning models has been another significant trend, greatly accelerated by the COVID-19 pandemic. These models offer flexibility, allowing students to learn at their own pace and giving educators the ability to implement a variety of teaching strategies. Online platforms facilitate interactive and engaging learning environments, where students can collaborate with peers worldwide and participate in virtual simulations.

Despite these advancements, challenges remain, particularly in ensuring equitable access to the internet and digital devices. Many students, especially those in underserved communities, still face barriers to accessing the necessary technology for effective learning. Addressing these challenges requires coordinated efforts from governments, educational institutions, and the private sector. Investments in infrastructure and digital inclusion initiatives are crucial to ensure that all students can benefit from the educational opportunities provided by the internet.

## CHAPTER THREE

### RESEARCH METHODOLOGY

This chapter deals with the method adopted in carrying out this study. It is organized under the following subheadings:

- Design of the Study
- Population of the Study
- Sample and Sampling Technique
- Instrumentation
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

#### **Design of the Study**

The study adopted descriptive survey design. Descriptive survey research is devoted to the gathering of information about prevailing conditions or situation for the purpose of description and interpretation (Aggarwal, 2008). This design was considered appropriate

since it enabled the researcher to collect detailed and factual information from a sample of respondents to be a true representation of the population.

### **Population of the Study**

The population of this study was estimated to be 100 Final Year Vocational and Technical Education students in the University of Benin. The data collected through the survey are presented below;

### **Sampling Technique**

The sample size of this study was made up of fifty (50) Final Year Vocational and Technical Education students from University of Benin. A proportionate sampling technique of 50% was used to arrive at the sample size of the study.

### **Instrumentation**

The instrument used for this study was a structured questionnaire titled: Impact of Internet on Final Year Research Questionnaire (IIFYRQ). The instrument was made up of two sections;- A and B. Section A contained the respondents socio- demographic data such as gender, age, while section B contained twenty (20) item statements. Research question one had items 1-5, research question two had items 6-10, research question three had items 11-15 and research question four had items 16-20. The items were structured

on a four (4) point rating of Very High Extent (VHE) =4, High Extent (HE) = 3, Low Extent (LE) = 2 and Very Low Extent (VLE) = 1.

### **Validity of the Instrument**

The instrument was validated by the researcher's supervisor and two other lecturers from the Department of Vocational and Technical Education, Faculty of Education, University of Benin, Benin City. The correction was used in making fixed questions for the questionnaire

### **Reliability of the Instrument**

Split half method was used to determine the reliability of the instrument. After the administration of the instrument, Spearman-Bro reliability computation was carried out.

### **Method of Data Collection**

Data was collected by the researcher with the aid of two briefed research assistants, the researcher distributed copies of the questionnaire to the respondents' and the questionnaires were completed by the respondents by ticking the appropriate option box and were returned to the researcher immediately after completion. This was done within an interval of two weeks.

## **Method of Data Analysis**

Data collected were inputted into the computer and analyzed using frequency count, simple percentage and mean. A mean value of 2.5 and above was regarded as agreed, while any mean value below 2.5 was regarded disagree.

## CHAPTER FOUR

### DATA ANALYSIS AND DISCUSSION OF FINDINGS

This chapter presents the responses to the administered questionnaire. Data presented were analyzed using SPSS data analysis software tool and the result of analysis are discussed under the following sub-headings

- ❖ **Bio-data Analyses**
- ❖ **Answering of Research Questions**
- ❖ **Discussion of Finding**

#### **Bio-data Analyses**

The bio-data analysis is analyzed using simple percentage. The result is presented in Table 1-2

**Table 1: Percentage distribution of respondents by Sex**

<b>SEX</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
<b>MALE</b>	30	58.8%
<b>FEMALE</b>	20	41.2%
<b>TOTAL</b>	50	100%

Source: Field study, 2024.

The above table shows the percentage and frequency distribution of the sex of respondents, male 30 and has 58.8% while the female respondents are 20 and has 41.2%.

**Table 2: Percentage distribution of respondents by Age**

<b>AGE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
<b>18-22</b>	30	60.8%
<b>23-27</b>	20	39.2%
<b>TOTAL</b>	<b>50</b>	<b>100%</b>

Source: Field study, 2024

The above table shows the percentage and frequency distribution of the age of respondents, age bracket 18-22 are 30 in number having 60.8%, while age bracket 23-27 are 20 having 39.2%.

**ANSWERS TO RESEARCH QUESTIONS**

Data collected to answer the research questions was answered using mean and standard deviation. The results are shown in Tables 3 to 6.

**Research Question 1**

To what extent does internet influence the identification of problem?

**Table 3:** Data showing the extent internet influence the identification of problem

S/N	ITEM STATEMENT	N	X	S.D	DECISION
1	Online tutorials and webinars assist you in identifying problems for your project	50	3.8235	.38501	<b>Very High Extent</b>
2	Online surveys and questionnaires influence the identification of research problems in your project	50	3.5686	.50020	<b>Very High Extent</b>
3	Access to digital libraries impact your ability to identify research problems	50	3.1176	.73884	<b>Very High Extent</b>
4	Internet search engines affect the identification of your research problem	50	3.2549	.62748	<b>Very High Extent</b>
5	Online collaboration tools help in brainstorming and identifying research problems	50	2.7647	1.20976	<b>Very High Extent</b>

Source: Field study, 2024

In response to research question one, Table 3 shows strongly that respondents agreed that there is extent internet influence the identification of problem. The items 1-5 indicate to a very high extent the internet influences the identification of problem with mean ranging from 2.76 – 3.82. With these results, the above mean score shows that the respondents strongly agree that the extent internet influence the identification of problem is high.

## Research Question 2

What is the impact of interest of business education student's final year research?

**Table 4:** Data showing the impact of interest of business education student's final year research

S/N	ITEM STATEMENT	N	X	S.D	DECISION
6	The use of online database contribute to finding relevant literature for your research	50	3.6078	.69508	<b>Very High Extent</b>
7	Availability of online templates and formatting guides aid in the preparation of your research document	50	3.3333	.81650	<b>Very High Extent</b>
8	Internet influence your ability to stay updated with the latest developments in your research area	50	3.2549	.89091	<b>Very High Extent</b>
9	Internet access impact your time management and efficiency in conducting research	50	3.0000	.93808	<b>Very High Extent</b>
10	Social media platforms contribute to networking and gaining insights relevant to your research	50	3.2157	.83220	<b>Very High Extent</b>

Source: Field study, 2024

In response to research question two, Table 4 shows that the respondents strongly agreed that there is impact of interest of business showing the impact of interest of business

education student’s final year research with mean ranging from 3.00– 3.60. With these results, the above mean score shows that the impact of interest of business education student’s final year research is very high.

### Research Question 3

What are the other educational benefits of internet to business education final year students?

**Table 5:** Data showing the other educational benefits of internet to business education final year students

S/N	ITEM STATEMENT	N	X	S.D	DECISION
1	Internet offer you access to online courses and certifications that supplement your business education	50	3.1961	.84899	<b>Very High Extent</b>
1	Internet facilitate collaboration with classmates through online group projects and discussions	50	3.3137	.46862	<b>Very High Extent</b>
1	Internet help you stay organized and manage your study schedule through online tools and apps	50	3.2353	.70960	<b>Very High Extent</b>
1	Internet provide access to business simulations and virtual internships	50	3.1765	.79261	<b>Very High Extent</b>
1	Internet enable you to stay updated with academic research and publications in business education	50	3.0588	.81023	<b>Very High Extent</b>

Source: Field study, 2024

In response to research question three, Table 5 shows that the respondents strongly believed that there are other educational benefits of internet to business education final year students. The items 11-15 indicate that the respondents to a very high extent there are other educational benefits of internet to business education final year students with mean ranging from 3.05 – 3.31. With these results, the above mean score shows that the other educational benefits of internet to business education final year students is very high.

#### **Research Question 4**

What are the advantages and disadvantages of internet on business education student's education?

**Table 6:** Data showing the advantages and disadvantages of internet on business education student’s education

<b>S/N</b>	<b>ITEM STATEMENT</b>	<b>N</b>	<b>X</b>	<b>S.D</b>	<b>DECISION</b>
16	Internet helps in connecting business education students with industry professionals or experts	50	3.6471	.62685	<b>Very High Extent</b>
17	Internet-based collaboration contribute to the learning experience of business education students	50	3.2353	.51335	<b>Very High Extent</b>
18	Internet-based tools and platforms enhance the practical application of theoretical concepts in business education	50	3.3333	.68313	<b>Very High Extent</b>
19	Internet equips business education students with digital literacy skills relevant to the modern business environment	50	3.1569	.75822	<b>Very High Extent</b>
20	Internet helps in overcoming geographical barriers for business education students to access educational resources	50	2.5882	1.04262	<b>Very High Extent</b>

Source: Field study, 2024

In response to research question four, Table 6 shows that the respondents strongly believed that there are the advantages and disadvantages of internet on business education student’s education. The items 16-20 indicate that the respondents to a very high extent that there are advantages and disadvantages of internet on business education student’s education with mean ranging from 2.58 – 3.64. With these results, the above mean score shows that the advantages and disadvantages of internet on business education student’s education is very high.

## **Discussion of Findings**

The results of analysis of data collected on the basis of all the issues raised have been quite interesting and informative. In the first place on the issues showing the extent internet influence the identification of problem. It shown the respondents to a very high extent agreed that the extent internet influence the identification of problem. This finding is in consonance with the findings of (Akande and Bamise, 2017)

Secondly, on the issue the impact of interest of business education student's final year research. The respondents to a very high extent agreed that there is impact of interest of business education student's final year research. This finding is in consonance with the studies of (Yesilyurt *et al.*, 2014)

Thirdly, on the issue of the other educational benefits of internet to business education final year students. The respondents to a very high extent agreed there are other educational benefits of internet to business education final year students. This finding is in consonance with the study of (Sahin *et al.*, 2010)

Finally, analyses of data on the advantages and disadvantages of internet on business education student's education, the respondents to a very high extent agreed that there are advantages and disadvantages of internet on business education student's education. This finding is in line with the study carried out by (Ngoumandjoka, 2012)

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter covers summary, conclusion and recommendation.

#### **Summary**

This study determined the Influence of internet on Business Education student's final year research. Four research questions were raised to guide the study.

The descriptive survey research design was used for the study. The population of this study consisted of hundred (100) Final Year Vocational and Technical Education students in the University of Benin. The sample size of this study was made up of fifty (50) Final Year Vocational and Technical Education students from University of Benin. A proportionate sampling technique of 50% was used to arrive at the sample size of the study. The instrument used for data collection for the study was a well-structured questionnaire titled "Influence of Internet on Final Year Research Questionnaire (IIFYRQ). The questionnaire was segmented into two sections; section A and B. Section A measured the demographic data of the respondents such as gender, class and age while section B comprised of item statement which was drawn from the research questions.

The instrument for data collection was subjected to face validity by the researcher's supervisor and two other experts from the Department of Vocational and Technical Education, Faculty of Education, University of Benin, Benin City. To establish the reliability of the instrument, Cronbach alpha statistics was used to measure the level of consistency of the items. To establish the reliability of the instrument, it was administered to twenty (20) Final Year Vocational and Technical Education students from University of Benin who were not part of the main study and thereafter Cronbach alpha statistical tool was used to ascertain the internal consistency. The coefficient of 0.743 was obtained which showed that instrument was reliable. The data collected was analyzed using mean, standard deviation and two sample independent t-test using Statistical Packages for the Social Science (SPSS). The findings generally showed that Internet influences the final year research project of students. The major findings of the study were as follows:

1. The internet influences the problem identification level of final year students in their research
2. Internet influences students' ability to stay updated with the latest developments in their research areas
3. Internet provide access to online courses and certification that supplements Business education.

4. Social media platforms help students gain insight and contribute to networking relevant to their studies.
5. The internet help in connecting business education students with industry professionals and experts
6. Internet provide access to business simulations and virtual internships.

## **Conclusion**

Based on the findings of the study, it was concluded that internet has very many influences on the final year research work of students.

## **Recommendations**

The following recommendations were made

1. Information literacy training: Provide workshops and resources to improve students' critical thinking and evaluation skills for online sources.
2. Digital tool training: Offer tutorials and support for using digital research tools, such as citation management software and data analysis programs
3. Supervisor guidance: Encourage supervisors to provide regular feedback and guidance on research methodology, validity, and academic integrity.

4. Time management strategies: Offer resources and workshops on effective time management, goal setting, and avoiding procrastination.
5. Virtual library resources: Ensure access to reliable and relevant virtual libraries and online resources, and provide training on their effective use.
6. Collaboration platforms: Encourage the use of online collaboration tools, such as project management software and discussion forums, to facilitate teamwork and networking.
7. Academic integrity resources: Provide resources and support for proper citation practices, plagiarism avoidance, and academic integrity.

### **Suggestions for Further Studies**

This study examined the Influence of the internet on business education students' final year research. The following suggestions for further research were outlined:

1. Access to information: Investigate how the internet has improved students' ability to access relevant information, academic journals, and resources for their research.
2. Collaboration and networking: Examine how the internet enables students to collaborate with peers and professionals worldwide, potentially leading to new insights and perspectives in their research.

3. Digital research tools: Discuss the various digital tools and software available to students, such as citation management tools, online surveys, and data analysis software, and how these tools impact the research process.
4. Information literacy: Investigate the challenges students face in evaluating the credibility and reliability of online sources and explore strategies for improving information literacy skills.
5. Originality and plagiarism: Explore the impact of the internet on academic integrity, including the ease of plagiarism and the importance of proper citation practices.
6. Research quality and validity: Investigate whether the internet's influence has led to improvements or compromises in the quality and validity of students' research, considering factors like data accuracy and methodology.
7. Supervisor-student communication: Examine how the internet has changed the dynamics of supervisor-student communication, potentially leading to more frequent feedback and guidance.

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**APPENDIX A**  
**DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION (VTE)**  
**FACULTY OF EDUCATION**  
**UNIVERSITY OF BENIN**  
**BENIN CITY, EDO STATE, NIGERIA.**

Dear Respondents,

This questionnaire is a data collection tool designed for an undergraduate research on the topic “Influence of internet on Business Education student’s final year research”.

Please kindly support this research work by sparing few minutes of your time to complete the questions listed below. Note that your response will be confidentially and solely used for the purpose of this research work.

Thank you for your cooperation.

EDOBOR EVANS O.

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**APPENDIX B**

**SECTION A: DEMOGRAPHIC DATA**

1. Sex: Male ( )                      Female ( )
2. Age: 18 - 22yrs ( )              23 - 27 yrs ( )              27 and above ( )

**SECTION B:**

**KEY;****VHE: Very High Extent, HE: High Extent, LE: Low Extent, VLE: Very Low Extent.**

<b>S/N</b>	<b>To what extent does internet influence the identification of problem?</b>	<b>VHE</b>	<b>HE</b>	<b>LE</b>	<b>VLE</b>
1.	Online tutorials and webinars assist you in identifying problems for your project				
2.	Online surveys and questionnaires influence the identification of research problems in your project				
3.	Access to digital libraries impact your ability to identify research problems				
4.	Internet search engines (e.g., Google Scholar) affect the identification of your research problem				
5.	Online collaboration tools (e.g., Google Docs, Trello) help in brainstorming and identifying research problems				
	<b>What is the impact of internet on Business Education student's final year research?</b>	<b>VHE</b>	<b>HE</b>	<b>LE</b>	<b>VLE</b>
6.	The use of online databases (e.g., Google Scholar, JSTOR) contribute to finding relevant literature for your research				
7.	Availability of online templates and formatting				

	guides aid in the preparation of your research document				
8.	Internet influence your ability to stay updated with the latest developments in your research area				
9.	Internet access impact your time management and efficiency in conducting research				
10.	Social media platforms (e.g., LinkedIn, academic forums) contribute to networking and gaining insights relevant to your research				
	<b>What are the other educational benefits of internet to Business Education final year students?</b>	<b>VHE</b>	<b>HE</b>	<b>LE</b>	<b>VLE</b>
11.	Internet offer you access to online courses and certifications that supplement your business education				
12.	Internet facilitate collaboration with classmates through online group projects and discussions				
13.	Internet help you stay organized and manage your study schedule through online tools and apps				
14.	Internet provide access to business simulations and virtual internships				

15.	Internet enable you to stay updated with academic research and publications in business education				
	<b>What are the advantages and disadvantages of internet on Business Education student's education?</b>	<b>VHE</b>	<b>HE</b>	<b>LE</b>	<b>VLE</b>
16.	Internet helps in connecting Business Education students with industry professionals or experts				
17.	Internet-based collaboration contribute to the learning experience of Business Education students				
18.	Internet-based tools and platforms enhance the practical application of theoretical concepts in Business Education				
19.	Internet equips Business Education students with digital literacy skills relevant to the modern business environment				
20.	Internet helps in overcoming geographical barriers for Business Education students to access educational resources				

**Scale: RELIABILITY SCALE**

**Case Processing Summary**

		N	%
Cases	Valid	20	100.0
	Excluded <sup>a</sup>	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.743	20