

Influence of Internet Usage on Academic Performance of College of Education Students: Rhetoric or Reality?

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Abstract

The study examined the influence of internet usage on the academic performance of College of Education students in Ghana as being rhetoric or reality. The study adopted descriptive survey design. All year groups (levels 100-400) of St. Joseph's College of Education were considered as the main population for the study while stratified random sampling technique was used to select 132 respondents. Researchers' designed questionnaire was used for data collection where Statistical Package for Social Sciences (SPSS version 25) was used for data analysis. The findings of the study revealed that Internet's influence on the academic performance of the respondents used for the study is a clear-cut reality other than lip service. Internet provides opportunity to acquire special skills; improves their performance during examination; enhances students to study ahead of their teachers; improves students reading competence; promotes their computer skills towards academic activities among others. Nevertheless, few of the respondents reported that Internet usage distracts their attention and prevents them from attending lectures regularly. Based on that, it was recommended that school counselors with the support of the administrators organise enlightenment programmes for students on how to use the internet to improve academic performance. Students in the understudy institution should be encouraged to use the Internet in searching for information that will enhance and improve their academic performance. It is important also to expose the school counselors on training to computer appreciation so that they can give right counselling direction on Internet usage by students regarding their academic activities.

Keywords: Internet; Influence; Academic Performance; Information Technology; College of Education.

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1. Introduction

The use of technology has changed the world into digitalized form drastically in the 21st century [1]. In the same way technology has gained more attention in education sector also. Because of its prevalence, low cost, easy participation of student, more effective way of learning and enjoyment of internet has become effective tool for the student performance. The most advanced and popular technology is internet. Internet is playing a great role in today's changing education by providing innumerable resources and services [2]. Internet is one of the beneficial tools in this era of IT world not only for business but for academic point of view that enhances the skills and capabilities of student which assist them in studies and in professional life [3]. One of the most significant successes in the field of information and technology was the introduction of internet use. The use of the internet has been a major drive to change the world into a global village. According to [4, 5], it is widely accepted that the internet has greatly influenced students' social lives and their academic achievements. For instance, [6] researched the influence of internet use on students' academic performance. The research was done using a sample of 150 students equally distributed among three universities. The study implicated that internet use has a positive impact on students' academic performance. A study by [7] showed that there was a strong correlation between ICT usage and the academic performance of students with visual impairment. The use of the internet provides students with opportunities to surf the internet and search for academic information as well as utilize social networking platforms as a medium of information exchange. Reference [8] pointed out that many students expressed satisfaction with the use of social networking sites as a way to gather data or collect information for their studies. Reference [9] also indicated that the use of the internet and social networking platforms brings benefits and opportunities for students to support their learning process. However, it was also discovered that some tertiary students have been using social media, paying more attention to platforms like Facebook, which negatively affected their academic performance. According to studies by several authors, internet use has brought about a wide and rich knowledge base for tertiary students [10]. For example, [11] in their study found that the internet is very helpful for learning and teaching. The results demonstrate that there is a solid positive connection between utilizing data innovation for instructive purposes and association with successful instructive practices [12, 13]. The examination likewise upholds the previously mentioned outcomes that the internet has a special number of characteristics that can permit instructors at all levels to make and utilize new devices to present and customize the learning experience for their understudies. It is said that the internet has made it easy for students to easily get good and valid information about their subject. References [14, 15] also found that online study is the greatest way to study through internet classes and lectures to get higher studies. For virtual tertiary students, the internet's impact is extremely beneficial. This study looks into how teaching and learning principles can be applied in internet-based distance learning contexts. The research conducted by [16] sheds light on the role of technology and its impact on student success in academic activities. The impact of social networking sites on academics was studied using data from 40 researchers. The findings show that primarily, these social platform factors are closely linked to college students' overall performance in class and online. The internet is a networking system through the computer and (ICT) which is controlled from a centralised monitor, where information is being diffused and passed to everybody globally. There are a lot of gains students and the generality of the society derive from the use of the internet. It is very significant to students because it has the possibility to make faster and more efficient and to reduce administrative challenges

or task and make achievable greater effectiveness and productivity in the management of the educational system. Students are able to retrieve information and data through the availability of the internet. Reference [17] affirms that with recent development in information technology, no serious student will depend solely on his/her lecturers; they need the internet to support and authenticate facts and knowledge learnt or acquired in the classroom. However, it appears that little is known about the influence of Internet usage on academic performance of College of Education students; taking into account the profuse extent of internet usage. Still, there are few research studies on this subject of College of Education students in the Tano South Municipality of Ghana. This study characteristically seeks to add knowledge on the influence of Internet usage on academic performance of College of Education students into the existing literature. On the whole, the study intends to investigate the influence of internet usage on academic performance of College of Education students be it rhetoric or reality. Predominantly, the study addressed the following research questions:

1. What factors influence College of Education students' use of the Internet?
2. To what extent does Internet use improve College of Education Students' Academic Performance?

2. Literature Review

2.1 Information Technology

Information Technology (IT) concerns with the computer system which helps to store, transfer, process and present the information. The main goal of Information Technology is to make the people and society benefit from it. The interaction between people is the way of generating new technology network to communicate with each other in an efficient way. Internet based learning concerns with the interaction of people and internet through online education service providers that is relevant to Human-Computer Interaction perspective. Nowadays, the internet becomes the center of learning to share huge information and communication for education such as: e-learning and distance learning [18]. Distance learning has been used to provide educational opportunities for the group of students for whom the usual educational system is not suitable. For example people that work in different places, studying at home, living in isolated places or people with physical disorder can benefit from distance learning [19]. Distance learning is a procedure of remote learning where teachers and students are far from each other. Students can study by themselves without physically meeting in the classroom; they don't need to go to schools or universities. The successful teaching can take place even though the teacher and learner are physically separated during the process of learning. Distance learning programs and courses, mainly offerings Web-based, have entered the mainstream of higher education. Distance learning commenced in the twenty century and in this learning system everyone in the world in anywhere has opportunities to study autonomously [20].

2.2 Theories of Distance Learning

Just as no single learning theory has emerged for instruction in general, the same is true for online education. A number of theories have evolved, most of which derive from the major learning theories discussed previously [21]. In this section, several theories are examined. Reference [22] examined the possibility of building a theory

of online education, starting with the assumption that it would be a difficult and perhaps impossible task. He approached this undertaking from a distance education perspective, having spent much of his career at Athabasca University, the major higher education distance education provider in Canada. While he affirmed that many theorists and practitioners consider online learning as “a subset of learning in general”; also he stated that online learning as a subset of distance education has always been concerned with provision of access to educational experience that is, at least more flexible in time and in space as campus-based education [22].

The number of theories and models focused on the well-respected work of who posited that effective learning environments are framed within the convergence of four overlapping lenses: community-centeredness, information-centeredness, learner-centeredness, and assessment centeredness. These lenses provided the foundational framework for [22] approach to building an online education theory, as he examined in detail the characteristics and facilities that the internet provides with regards to each of the four lenses. Second, he noted that the internet had evolved from a text-environment to one in which all forms of media are supported and readily available. He also accurately commented that the internet's hyperlink capacity is most compatible with the way human information is stored and accessed [22]. The essence of interaction among students, teachers, and content is well understood and is referenced in many theories of education, especially constructivism. Reference [23] categorizes technological evolution of old and distance learning under three generations.

2.3 Internet Use

The use of internet grants its users great awareness of the importance of the world around them. The internet is a platform for several types of information. Internet use will continue to grow as long as its users are not denied easy access [24]. Recent statistics indicate that the internet gives people the option to access information sites as well as other sites such as social media sites, internet games, and cyber-sex [25]. A study by [26] on the influence of internet use on academic performance and face to face communication revealed that as a result of the availability of internet, most students have had access to internet on their cellphones. This helps students to broaden their academic information [25], the use of computer and access to online resources according to [27] is comparatively important to students.

2.4 Impact of Internet for Academics

Reference [28] categorized internet users into heavy and light users. In his view, academic work is the main reason students use the internet on campus. Students who were classified as heavy users were found to use the internet more for recreational purpose than the light internet users. His study further argued that the more the internet is used for academic work the more it is perceived to exert a positive influence on academic grades. A number of authors [29] equally agreed that internet use has a positive impact on academic performance. They opined that students who tend to use the internet more on educational materials are less likely to fail their examinations. Therefore, the disadvantages of lack of access to internet surpass the advantages. Also people who perform interactive activities with peers and teachers or when they make a balance use of internet tools for their course work tend to have greater academic performance [29]. Internet has become a daily commodity in most people's lives. However, the addictive-like features of the internet make any individual who excessively

uses it a potential victim of its negative effects. Some of its negative effects include impaired sleeping patterns, social relationships break-ups, job losses, mental and physical health as well as poor academic performance. Psychological issues ranging from mood swings to altered behavior, withdrawn attitude and loneliness have been reported by [30] to be the main effect of using the internet mainly for social networking and mailing. This is because they remain in some sort of virtual world of the net. Reference [31] found in their study that as academic performance of students deemed successfully increases, their internet addiction average decreases. This implies that, internet addiction has an effect on the academic performance of students. References [32, 33] also noted that computer literate students who are not addicted to the use of computer facilities perform better than those who are addicted to its use. Reference [34] established a significant effect of internet addiction on students' performance and mental health. Categorically, he revealed that students who were in the severe and profound group of internet addiction were found to have detrimental effect on their academic performance and mental health rather than the students who use the internet moderately. Similarly, results have been obtained by [33] in their study that categorized internet users into light, moderate and intense users respectively. They discovered that students that use the internet at school and at home (moderate use) produce higher grades than those that do not use the internet. Also students that only use the internet at school (light users) obtained lower grades compared to those that did not use the internet.

Reference [35] reported that students are generally positive about the internet and its impacts on their educational experience. The study also discovered that majority of higher institution students have positive attitude toward the internet. They find the internet useful and are comfortable with its communication, along with even give account of its enjoyment while using it for academic and personal reasons. Their purpose of using the internet is divided between academic and social uses, and they find it functional for both purpose. A great number of students are of the belief that internet has positively improved or enhanced their college academic knowledge or experience. The internet is employed or utilised in most cases to augment students' scholarship activities and provide some options for teachers and students looking to bring new life to well-known educational experiences. Reference [36] stated that students make use of the internet usage for research purposes. Reference [37] opined that the internet positively influences students' academic work and performance. Students have access to enough facts and information like internet reference materials and sources. The internet makes available enriched information on day-to-day events and the newest views since it is easier to access, it's fun, interesting and it exposes students to a large quantity of materials and inspire the students to do more reading or study.

2.5 Time Spent on the Internet

It has been recently reported that adolescents today spend a significant amount of their time on the internet for multiple purposes [38]. Evidence abound that excessive internet use has been associated with problems of maintaining daily routines, school performance, and family relationships. A study conducted by [39] on college students technology use and academic performance indicated that upperclassmen spent significantly more time using technology for academic and work related purposes, whereas underclassmen spent more time using cell phones, online chatting and social networking. Facebook users and non-users reported comparable average daily internet use and the highest category endorsed was between 1 and 2 hours per day. However, Facebook users

were recording lower GPA and spending fewer hours per week studying on average than non-users. According to [33] because of non-focused approach (mailing, gaming and social networking) as well as diversity of information on the internet on particular topics, students tend to waste time on the internet.

3. Methodology

The study employed quantitative approach guided by positivist paradigm. Descriptive survey design was employed since it is the one in which a group of people or items is studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group [40]. Reference [40] noted that descriptive survey studies is aimed at collecting data on, and describing in a systematic manner the characteristics, features or facts about a given population. This design was considered appropriate because the researchers intended to collect and analyze data on the group of College of Education students in Bechem in order to ascertain the influence of internet usage on their academic performance as being rhetoric or reality, so that the result obtained could be generalised to only the study population.

3.1 Population and Sampling

The population for this study entailed all student teachers in St. Joseph’s College of Education (Levels 100-400). The actual number of the selected population totaled 1,336 student teachers in accordance with the admission statistics available in the said institution.

The consideration of this population was relevant following similarity of their Internet usage for various academic activities compared to their colleagues in other Ghanaian Colleges of Education. Again, population specification in research studies affects the researchers’ decisions on sampling and resources used [41].

Using stratified random sampling technique, the researchers adhered to the objectives of the study and randomly chose the respondents. Accordingly, [42] stated that a researcher can sample more than 10% of the population to achieve a suitable outcome.

Therefore, based on their recommendation, the researchers used Levels 100 to 400 students of St. Joseph’s College of Education and picked 10% of 1,336 students. With this, 134 students were selected from the four levels. This method was selected because the population was made up of students from different year groups and the stratified random sampling has extra statistical accuracy.

This is shown in the Table 1 below.

Table 1: Level of College of Education Students and Number of Respondents Sampled.

Levels	Population	Sample Size	Percentage
100	357	36	26.9
200	353	35	26.1
300	350	35	26.1
400	276	28	20.9
Total	1336	134	100

3.2 Instrumentation

A questionnaire was used as data collection instrument to obtain information from the respondents. The questionnaire consisted of two parts (Sections A and B). Section A dealt with factors (variables) that influence respondents' use of the internet while Section B addressed impact of internet usage on students' academic performance. The choice of these variables for the instrument was to help measure the research questions of the study.

On the whole, 134 copies of the questionnaire were distributed to the respondents to respond to. At the end of the day, 132 valid copies of the questionnaire were received for processing and interpretation. The reason for the missing of the 2 questionnaire items was that 2 respondents refused to submit their collected instrument. The response rate was thus 96.5% which was very highly representative of the sample used for the study.

3.3 Data Collection Procedure

Before the data collection exercise, the researchers obtained approval from an Institutional Review Board from a recognized university in Ghana to embark on the study. The researcher sought the consent of the respondents to be able to carry out the study and gave them the choice to decide whether to be part of the study or not. The purpose of the study was explained to them in order to make an informed choice. However, there was the likelihood of some of the respondents choosing not to be part of the study. This was evident on the retrieval of the instrument from the respondents and that indeed did not affect the sample of the study since it was bigger than the minimum required. Data analysis was implemented with SPSS version 25. The purpose of the study was to examine the influence of internet usage on academic performance of College of Education students as rhetoric or reality.

4. Data Analysis and Results

Table 4.1: Factors that Influence College of Education Students' Use of the Internet

Variable	Frequency	Percent	Cumulative Percent
Academic	40	30.3	30.3
Research	32	24.2	54.5
Communication	34	25.8	80.3
Entertainment	26	19.7	100.0
Total	132	100	

Source: Field data May 2023

In table 4.1, respondents were asked about the factors that ginger them to use internet to measure research question one. Viewpoints expressed by the respondents regarding the said variables are as follows. On the issue of academic activities, 30.3 percent of the respondents remarked that they are always driven and motivated by using the internet to add value to their academic discourse since without it no meaningful learning exercise can be guaranteed. This same variable had a resultant cumulative percent of 30.3. In addition, inquiring from the respondents about their core reason from staying glued to the internet use, 24.2 percent of the respondents with a cumulative percent of 54.5 supported openly that when it comes to research phenomenon, internet use becomes instrumental since they get every needed and useful materials to support all research related works. Similarly, to

substantiate from the respondents about other influential reasons for always using the internet, 25.8 percent of the respondents with resultant cumulative percent of 80.3 attested to the fact that since communication is the mother of transformation, they basically use the internet to collaborate with other colleagues across the globe so that they are very much informed about daily developments in as much internet has rendered the whole world a global village now. As far as communication is concerned, they can share ideas, exchange views and learn from each other on relevant issues. Aside from this, they can establish healthy international networks from scholarly and scientific communities. Lastly, when asked again regarding their unimaginable commitment to using the internet as students, 19.7 percent indicated that the greatest entertainment resources reside on the internet and as such, they visit there to get away with boredom. Resources like news items, videos, graphics, animations, audio files and the likes get attracted to them always. Coupled with that because such resources are interactive and educative in nature, they use them to supplement their academic activities. This finding was sealed with 100 percent cumulatively.

Table 4.2: Impact of Internet Usage on Academic Performance of College of Education Students

Variable	Frequency	Percent	Cumulative Percent
Promotes my knowledge in my field of study	12	9.0	9.0
Enables me to study ahead of the teacher	14	10.6	19.6
Gives me opportunity to acquire special skills	10	7.6	27.2
Helps me to create study time	11	8.3	35.5
Enhances my performance in comprehension related topics	13	9.9	45.4
Improves my reading competence	7	5.4	50.8
Distracts me from academic activities	4	3.0	53.8
Prevents me from attending lectures regularly	5	3.7	57.5
Distracts attention during lectures	2	1.5	59.0
Prevents me from attending lecture promptly	3	2.3	61.3
Helps me to plan my school work effectively	11	8.3	69.6
Promotes my computer skills towards my academic activities	16	12.2	81.8
Helps me to contribute more on academic issues in group discussion	9	6.8	88.6
Improves my academic performance during examination	15	11.4	100
Total	132	100	

Source: Field data May 2023

To address research question two regarding the impact of internet use on academic performance of College of Education students, table 4.2 unveils reactions of the respondents. Promotion of knowledge in the field of students was applauded with 9.0 percent and a cumulative percent of 9.0 respectively. Its ability to enable the

respondents study ahead of their teachers bagged a percent of 10.6 as well as cumulative percent of 19.6. Likewise, an encouraging number of the respondents confirmed that internet gives them opportunity to acquire special skills as indicated by 7.6 percent and a cumulative percent of 27.6. In addition, worth considering number of the respondents admitted that internet has the capability to enable them create effective study time as depicted by 8.3 percent and 35.5 percent cumulatively. In a related development, internet's tendency to enhance respondents' performance in comprehension related topics was supported with 9.9 percent and 45.4 percent cumulatively. As against improving respondents' reading competence, 5.4 percent with cumulative percent of 50.8 supported this finding without any slightest doubt. Nevertheless, 3.0 percent with cumulative percent of 53.0 of the respondents affirmed that internet usage distracts their academic activities. What is more, 3.7 percent of the respondents with cumulative percent of 57.5 indicated that use of internet prevents them from attending lectures regularly whilst 1.5 percent of the respondents with cumulative percent of 59.0 concurred that use of internet distracts their attention during lectures. In a similar vein, insignificant number of the respondents (2.3%) backed by the cumulative percent of 61.3 concluded that internet usage prevents them from attending lectures promptly. On the positive side as well, internet usage helping respondents to plan their school work effectively was supported with 8.3 percent and 69.6 percent cumulatively. As if that was not enough, an overwhelming percent of 12.2 and 81.8 cumulatively undisputedly confirmed that internet use promotes their computer skills towards their academic activities. Similarly, appreciable number of the respondents with 6.8 percent and cumulative percent of 88.6 admitted that internet usage assists them to contribute more on academic issues anytime they engage in group discussions. By and large, appreciative percent (11.4) of the respondents with cumulative percent of 100 whole-heartedly conceded that use of internet improves their academic performance during examination

5. Discussion

5.1 Factors that Influence College of Education Students' Use of the Internet

Addressing research question one in table 4.1, respondents were tasked to outline factors that drive them to use the internet. Viewpoints shared by the respondents regarding the said variables are as follows. On the issue of academic activities, 30.3 percent of the respondents cumulatively remarked that they are always driven and motivated by using the internet to add value to their academic discourse since without it no meaningful learning exercise can be guaranteed. According to [4, 5], it is widely accepted that the internet has greatly influenced students' social lives and their academic achievements. Similarly, [6] study implicated that internet use has a positive impact on students' academic performance. In addition, inquiring from the respondents about their core reason from staying glued to the internet use, 54.5 percent of the respondents cumulatively supported openly that when it comes to research phenomenon, internet use becomes instrumental since they can get every needed and useful materials (information) to support all research related works. By confirming this finding, internet is playing great role in today's changing education by providing innumerable resources and services [2]. Equally, to substantiate from the respondents about other influential reasons for always using the internet, 80.3 percent of the respondents cumulatively attested to the fact that since communication is the mother of transformation, they basically use the internet to collaborate with other colleagues across the globe so that they are very much informed about daily developments in as much internet has rendered the whole world a global village now. As

far as communication is concerned, they can share ideas, exchange views and learn from each other on relevant issues. Aside from this, they can establish healthy international networks from scholarly and scientific communities. In agreement with this finding, [8] pointed out that many students expressed satisfaction with the use of social networking sites as a way to gather data or collect information for their studies. The use of the internet provides students with opportunities to surf the internet and search for academic information as well as utilize social networking platforms as a medium of information exchange.

Lastly, when asked again regarding their unimaginable commitment to using the internet as students, 100 percent cumulatively indicated that the greatest entertainment resources reside on the internet and as such, they visit there to get away with boredom. Resources like news items, videos, graphics, animations, audio files and the likes get attracted to them always. Coupled with that because such resources are interactive and educative in nature, they use them to supplement their academic activities. The use of computer and access to online resources according to [27] are comparatively important to students. Recent statistics indicate that the internet gives people the option to access information sites as well as other sites such as social media sites, internet games, and cyber-sex [25]. Reference [9] also indicated that the use of the internet and social networking platforms brings benefits and opportunities for students to support their learning process.

5.2 Impact of Internet Usage on Academic Performance of College of Education Students

To address research question two regarding the impact of internet use on academic performance of College of Education students, table 4.2 showcases reactions of the respondents. Promotion of knowledge in the field of students was applauded with a cumulative percent of 9.0. In line with this finding, [3] opine that internet is one of the beneficial tools in this era of IT world not only for business but for academic point of view that enhances the skills and capabilities of student which assist them in studies and in professional life. Secondly, internet's ability to enable the respondents study ahead of their teachers bagged a cumulative percent of 19.6. Essentially, [8] pointed out that many students expressed satisfaction with the use of social networking sites as a way to gather data or collect information for their studies. Likewise, an encouraging number of the respondents confirmed that internet gives them opportunity to acquire special skills as indicated by a cumulative percent of 27.6. In support of this finding, [12, 13] concluded that that there is a solid positive connection between utilizing data innovation for instructive purposes and association with successful instructive practices. In addition, worth considering number of the respondents admitted that internet has the capability to enable them create effective study time as depicted by 35.5 percent cumulatively. As a follow up to this finding, online learning as a subset of distance education has always been concerned with provision of access to educational experience that is, at least more flexible in time and in space as campus-based education [22]. In a related development, internet's tendency to enhance respondents' performance in comprehension related topics was supported with 45.4 percent cumulatively. Compatibly, a study by [26] on the influence of internet use on academic performance and face to face communication revealed that as a result of the availability of internet, most students have had access to internet on their cellphones. This in turn helps students to broaden their academic information. As against improving respondents' reading competence, cumulative percent of 50.8 supported this finding without any slightest doubt. Backing this finding, [11] in their study found that the internet is very helpful for learning and teaching. Nevertheless, cumulative percent of 53.0 respondents affirmed that internet usage distracts their

academic activities. Even though their cumulative percent is a bit enormous but their actual and reflective percent stood at 3.0. What is more, respondents with cumulative percent of 57.5 indicated that use of internet prevents them from attending lectures regularly whilst other respondents with cumulative percent of 59.0 concurred that use of internet distracts their attention during lectures. In a similar vein, additional respondents backed by the cumulative percent of 61.3 concluded that internet usage prevents them from attending lectures promptly. Clearly, the number of respondents who sat on the offence against impact of the internet usage on their academic performance had actual marginal percentage thresholds as 3.0, 3.7, 1.5 and 2.3. In reality, their actual percentage volumes cannot outnumber that of the majority even though a factual point. To substantiate this finding, [33] postulates that because of non-focused approach (mailing, gaming and social networking) as well as diversity of information on the internet on particular topics, students tend to waste time on the internet. Reference [34] categorically revealed that students who were in the server and profound group of internet addiction were found to have detrimental effect on their academic performance and mental health rather than the students who use the internet moderately. On the positive side as well, internet usage helping respondents to plan their school work effectively was supported with 69.6 percent cumulatively. In relation to this finding, it has been recently reported that adolescents today spend a significant amount of their time on the internet for multiple purposes [38]. As if that was not enough, an overwhelming percent of 81.8 cumulatively undisputedly confirmed that internet use promotes their computer skills towards their academic activities. This finding is supported by [32, 33] who concluded that computer literate students who are not addicted to the use of computer facilities perform better than those who are addicted to its use. Similarly, appreciable number of the respondents with cumulative percent of 88.6 admitted that internet usage assists them to contribute more on academic issues anytime they engage in group discussions. Buttressing this finding, [35] reported that students are generally positive about the internet and its impacts on their educational experience. Their study also discovered that majority of higher institution students have positive attitude toward the internet. By and large, appreciative number of the respondents with cumulative percent of 100 whole-heartedly conceded that use of internet improves their academic performance during examination. In consistency with this finding, [36] stated that students make use of the internet usage for research purposes. Reference [37] opined that the internet positively influences students' academic work and performance. Students have access to enough facts and information like internet reference materials and sources. The internet makes available enriched information on day-to-day events and the newest views since it is easier to access, it's fun, interesting and it exposes students to a large quantity of materials and inspire the students to do more reading or study.

6. Conclusion and Recommendations

This study among other things investigated influence of internet usage on the academic performance of College of Education students as rhetoric or reality. It can therefore be concluded that judging from the findings of the study, internet's influence on the academic performance of the respondents used for the study is a clear-cut reality other than lip service. Consequently, internet provides opportunity to acquire special skills; improves their performance during examination; enhances students to study ahead of their teachers; improves students reading competence; promotes their computer skills towards academic activities among others. However, a handful of the respondents reported internet usage for academic excellence in the opposite direction; distracting their attention and preventing them from attending lectures regularly. Based on that, it was recommended that

school counselors with the support of the administrators organise enlightenment programmes for students on how to use the internet to improve academic performance. Students in the understudy institution should be encouraged to use the internet in searching for information that will enhance and improve their academic performance. It is important also to expose the school counselors on training to computer appreciation so that they can give right counselling direction on internet usage by students regarding their academic activities.

7. Limitation and Suggestion for Future Studies

This study was conducted in only one College of Education in one municipality and as such, its findings cannot cover all Colleges of Education in Ghana and across the globe. Also, it used all students irrespective of their sexual groupings therefore; future studies may consider single sex to see their capability on internet usage against their academic performance.

Authorship Contribution

Benjamin Baiden: Manuscript writing, data analysis and editing

Albert Ato Jackson: Coding of data for analysis and Manuscript proof reading

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