

INFLUENCE OF E-MAIL AND YOUTUBE PLATFORM UTILIZATION ON ACADEMIC PERFORMANCE OF BUSINESS EDUCATION STUDENTS IN UNIVERSITY OF CROSS RIVER STATE

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Abstract: *The study determined E-mail and YouTube platform Utilization on Academic Performance of Business Education Students in University of Cross River State. To achieve the aims of the study, two research questions were raised and two null hypotheses were formulated to guide the study. Two hypotheses were formulated and tested at 0.05 level of significant. . A correlational research design was adopted for the study. The population of this study comprises two hundred of sixty (260) Business Education students from the University of Cross River State of 2020/2021 academic session. The census sampling techniques was for study. The instrument used was a research questionnaire titled: “E-mail platform and YouTube platform Utilization on Academic Performance of Business Education Students Questionnaire” (EPYPUAPBESQ). The instrument was validated by two experts in the department of vocational education, University of Calabar. The reliability analyses yielded a Cronbach alpha coefficient of 0.83. The data collected were analyzed using Pearson product-moment correlation statistical analysis. The findings of the study revealed that E-mail platform and YouTube platform Utilization significantly influence the academic performance of business education students in University of Cross River State. It was recommended; among others that the school administrator should engage students in full participation in E-mail platform utilization and Youtube utilization in learning process in universities in Cross River State, Nigeria.*

Key words: *E-mail platform, YouTube, Utilization and Academic Performance*

Introduction

Utilization is the art of putting things or resources that are tangible or intangible to proper use. As applied in this research, it is the proportion of available time (expressed in percentage) that a piece of equipment or facility is operated in the teaching of business education (Elogbo and Akek, 2019). E-mail means of sharing messages distributed by electronic means from one computer user to one or more recipients via network. Nowadays one can hardly imagine a subject where no e-mail exchanges occur between the instructor and students, especially if

taught in a class of high numbered. According to Akpan (2009), the e-mail is an acronym for electronic mail. E-mail is a widely used Internet application that enables individuals or groups of individuals to quickly exchange messages, even if they are separated by long distances. A teacher may use e-mail to communicate with students by posting class work, homework and class related assignments to students.

Teachers also use e-mail to send feedback to students and this practice can lead to increase teachers' performance in schools. Iding, Crossby and Spatel (2002) noted that the

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new technologies can reduce the amount of direct instruction given to students, giving teachers an opportunity to help those students with particular needs. The use of e-mail is one of the efficient methods of communication. Even though it is an exclusively written and spoken discourse, it widens the opportunity for language learners and teachers to incorporate e-mail in language teaching and learning.

Crystal (2002) stated that e-mail is the use of computer systems to transfer messages between users. Knowing how to use e-mail effectively is an essential skill in business today. It is already widely used in the corporate world and more people use it every day. E-mail is popular because it is quick, easy and cost effective. E-mail has been used in a variety of instructional contexts. Obvious benefits of e-mail include efficiency, convenience, and cost. However, academic use of e-mail is often limited. Alexander, Zhao, and Underwood (2002) analyzed educators' e-mail messages and found only half of the messages contained course-related information and most were used only for coursework assignments instead of for more purposeful academic communications (encouragement of collaboration work, discussion of individual performance). They indicated that there should be more studies to identify teaching strategies in order to harness the potential advantages of e-mail for learning and instruction.

Smith (2009) examined the role of e-mail in teaching and learning process in public basic school at Winneba, Ghana. In Winneba who had spent at least a year at their respective schools and 500 students were randomly selected and used for the study. The questionnaire was used to collect the data. Independent t-test analyses were used in testing the hypotheses. One key finding from the study was that e-mail is used as a means of transmitting information as opposed to as a means for discussion. The ineffectiveness of e-mail as a teaching supplement tools

has influence on academic performance of students and increasing teachers' teaching ability.

Poling (2007) describes his personal experience in using e-mail in communication with his students. He found that the advantages strongly out—weight the disadvantages of using e-mail and urges teachers to use e-mail as an effective classroom communication supplement. Atarniam and Demovile (2012) used e-mail as a substitute for office hours; all students—instructor interactions, apart from in-class dialogue, had been carried via e-mail. They found that students felt that this set up made the teacher more accessible were very satisfied with it and recommended using it in the future.

Boles (2016) studied effect of the use of e-mail on students' learning and group interactions in public secondary schools in Lagos Island Educational Zone. The purpose of this study was to determine the effect of e-mail usage on students' academic performance. The study was framed on the system theory propounded by Bertalanffy in 1968. A descriptive survey research design was used. Stratified sampling technique was applied to select a sample of 619 respondents' comprising 81 males and 160 females and 378 teachers. A questionnaire was the main research instrument used to collect data. Data was analyzed using Pearson's Product Moment Correlation Analysis (r). The major findings of the study was that there is a significant positive correlation between students and teachers usage of e-mail and learning/academic performance.

Nwokike (2012) carried out a study to investigate the benefits of using e-mail as a communication tool in teaching/learning process in Nsukka Educational Zone of Enugu State. The study was carried out as a result of the high level of failure in the recent external examination in Nsukka Education Zone. Descriptive survey design was adopted for the study. The population comprised 59 teachers and 1,988 Senior Secondary Students from the



zone. The sample size for the study was 600 respondents. A structured questionnaire by the researcher was used as the instrument for data collection, three experts face-validated the instrument, while Cronbach Alpha method was used to compute the reliability of the instrument, which yielded 0.90- four research questions and four null hypotheses were tested at 0.05 level of significant. The items were based on four point rating scale. A mean and standard deviation were used to analyze the research questions while independent t-test statistics was used in testing the formulated hypotheses. The findings revealed that the advantages of using e-mail as a communication tools in teaching/learning are of high significance with the academic performance of students' E-mail provides an asynchronous communication that is the medium is time independent. This helps the instructor to think about a useful response. It also gives a chance to shy students and those who are reluctant to participate in class to think about the wording of their message before sending it out. At the same time it also permits synchronous and fast transmission of information to a group of students. Lewis (2013), suggest that e-mail provides a relative anonymity (privacy) due to a lack of visual contact. When students prefer to keep total anonymity, for example to send a negative comment on the instructor' handling of a new concept in class, they resort to sending messages from an e-mail account that is different from the one disclosed to the instructor. e-mail can help students with speech and hearing impairments.

Mowrer (2009) stated that e-mail can be a using as a supplement to almost all components of the subject taught in school. The usage of its including: sending an online reminder of what will be covered in that week's teachings. a reminder of any assignments that are due and when appropriate highlight were we stand in the subject. An effective use of e-mail in teaching and learning can also be useful in morally supporting a student when in

need. Being a non-confrontational medium, e-mail can be useful in students' counseling (Poling, 2008). It is clear that a planned use of e-mail lists provides an additional channel of communication between the students and teachers, which in turn add value to their academic performance.

Almarabeh, Majdalawi, and Mohammad, (2016) conducted a study on Internet Usage, Challenges, and Attitudes among University Students: Case Study of the University of Jordan. The study aims at investigate the attitudes of students at the University of Jordan towards using

You tube social media. A semi-structured questionnaire was used to collect the data for obtaining students attitudes on the amount of Internet usage, reasons for using the Internet, and how the Internet impacted on students' life. The data analysis was done by using SPSS, version 17. 536 students from different faculties (medical, humanities, and scientific) of the University of Jordan participated in the study. The results indicated that most students access Internet before they attended university; there is a positive attitude towards Internet; and they used it mainly for social websites, chatting and information gathering. The slow speed of the Internet connection and the lack of adopting ICT in courses syllabus are some constraints facing the students. A similar study conducted by Ruth and Adedotun (2015) posited that the source and access to information can influence the academic performance of secondary school students. Secondary school students use the internet primarily for communication, entertainment and leisure (reading and sending e-mail, online chatting, instant messaging, playing games and downloading music, videos, and reading newspapers).

Rickert and Singh (2013) conducted a study on college students' technology use and academic performance in Lagos State, Nigeria. The objectives of the study were to



determine the level of students' access to internet and its impact on their academic performance. The study adopted descriptive survey and correlational research designs. The study population comprised (13,000) thirteen thousand senior secondary school students in the Lagos State Educational Zones. From 34 randomly selected schools, 817 students were selected by stratified random sampling. Questionnaire was used to collect data on student technology use and academic performance. Reliability coefficients of the questionnaire were determined by test-retest method and found to be 0.83 and 0.97 for questionnaires on students' technology use and academic performance respectively. The questionnaires' face and content validity was ascertained by experts. Results indicated that 46 (5.6%) 214 (26.2%) 413 (50.6%) and 144 (17.6%) of students had low, moderate, high and very high access to internet. Also, students' usage of internet related positively with and accounted for 23% of variance in the students' academic performance. The study further revealed that upper class students spent significant more time using technology for academic and work related purposes, whereas lower-class students spent more time using cell—phones, online chatting and social networking.

Adeyinka (2018) examined music lectures and librarian use and perception of YouTube in selected Kwara State tertiary institution. Survey approach was adopted to conduct the study. The sample comprised 35 respondents (20 librarians and 15 music lecturer). Three research questions were answered while data were analyzed using percentage, frequency count, and cross tabulation. YouTube was used by the music lecturers mostly teaching, research and learning, enhancing experience, and engaging students with the contents of music lessons. Librarians on the other hand use YouTube mostly as reference point for event and occurrences, teaching tool

for library instruction; and for communicating other libraries.

Birabi and Ade (2017) examined the influence of social media on the academic achievement of social studies student in River State. To carry out this study, three research questions were posed and two hypotheses formulated and tested at 0.05 level of significance. The study adopted descriptive survey design. A sample size of 50 representing 10.9% was drawn from a total population of 460 social studies student through simple random sampling techniques. A well-structured questionnaire was used to collect data from the respondent. They had a reliability coefficient of 0.78% determined through split-half techniques. Mean, standard deviation and the simple percentage were used to analyze the research-question and t-test was used in testing the hypothesis. Analysis of data revealed that a good number of students were addicted to social media usage. Based on the findings, it was recommended that social media should be used for educational purposes so as to create a balance between social media usage and academic achievement.

Waleed and Akram (2018) assessed the social media and its impact on academic performance among University students' social media has been suggested as an effective tool for educational purpose. Therefore, this study is conducted on two theories, constructivism theory and Technology Acceptance Model (TAM). In addition, this study applied quantitative approach, and the questionnaires were conducted using 340 students. The result showed that social media use is useful, enjoyable and easy to use. Moreover, the student had a feeling of satisfaction using it. They believe that social media can be used positively and that it can provide significant interaction, engagement and collaborative learning with respect to the Quran and Hadith, thus improving learners' performance. The results of this study also revealed the percentage and frequency of the tools of social media



used for collaborative learning, sharing, discussion and publishing.

Ateb, Atsu. & Atah, (2021) in Ukah and Atah (2022) asserted that social media utilization could bring the effective job performance of teachers' in Nigerian universities. Atah (2017) agreed that social media utilization could help the teachers' job effectiveness because the teacher could teach from the comfort zone. Atah, Ogbiji, and Agbor, (2019) are in view that teachers could learn the use of social media utilization through workshops, seminars and conferences for effective delivery of the business education curriculum content. Otum and Atah (2021) also revealed the use of social media utilization in discharging teachers' duties in the 21st century is imperative because it makes the load of the work easier to ascertain. Both the short or long term objective of teachers may be discharged through social media utilization (Akeke, Ushie, and Atah, 2019). Atah & Ukah (2021) said, the effective utilization of social media can only ascertain when staffs are developed. They further stressed that staff development will equip the teacher with the opportunity to use social media utilization for the purpose of academics. Atsu, Ateb and Atah (2021) equally revealed that staff development is essential in social media for effective utilization in the teaching and learning process.

Ukah and Atah (2021) in Ukah and Atah (2022) asserted that teachers could use social media utilization in collaborating with their students in the teaching and learning process. Ukah and Atah (2021) agreed students are expected to acquire the skills competence in universities and when there is collaboration among teachers and students through collaborative effort, social media skills competencies may be acquired among the students. Atah and Ukah (2021) further stated that social media utilization is imperative for the lecturers for impacting the learners. Chukwurah and Atah (2019)

viewed that, social media utilization is significant in the school environment especially in the post-COVID-19 era. If social media utilization will be workable, then there must be facilities provided for effective usage of social media (Atah, 2019). Chukwurah and Atah (2018) affirmed that social media utilization create a vital relationship among teachers and students in Nigerian universities among others, it brings interaction among the teachers and the learners. Agim, Ochui, & Atah (2020) agreed that the utilization of social media requires new technologies for better performance. Both the teachers and the students have required the skills to operate the new technologies for better usage of social media (Atah, Bessong, & Fidel, 2017). Atah, Ukah and Crossdale (2019) confirmed that the hardware and the software component are needed for the effective maximization of social media. If teachers must be effective in social media in their teaching and learning process they must be ready to learn a new thing for effective performance Edet and Atah (2019).

Atah (2019) in Ukah opined that the utilization of social media does not depend on the teachers and learners alone, the management of the universities have a role to play by increasing staff development and securing the facilities such as computers and other reprographic materials that are provided for the teaching and learning (Atah and Abeng 2019). Atah and Bessong (2018) affirmed that when there is proper management of facilities, the teacher could impact the learners from their comfort zone. Wonah, Egbula and Atah, (2018) asserted that there is a need for social media utilization. Both the teachers and learners are developed for proper utilization of social media for the teaching and learning process. The study determined E-mail platform and YouTube platform Utilization on Academic Performance of Business Education Students in University of Cross River State

Purpose of the study



The purpose of this study is to examine E-mail platform and YouTube platform Utilization on Academic Performance of Business Education Students in University of Cross River State. Specifically, the study intends to investigate whether:

1. Email platform utilization has any significant relationship on academic performance of business education students in University of Cross River State.
2. You tube platform utilization has any significant relationship on academic performance of business education students in University of Cross River State.

Research questions

The following research questions were raised to guide the study:

1. How does E-mail platform utilization relate with academic performance of business education students in University of Cross River State?
2. How does Youtube platform utilization relate with academic performance of business education Students University of Cross River State?

Statement of hypotheses

The following research hypotheses were formulated and tested at 0.05 level of significant

1. There is no significant relationship between E-mail platform utilization and academic performance of business education students in University of Cross River State.

Variables	Mean	Std.Dev.	r cal.	P-value
E-mail platform utilization	15.61	2.808		
Students' academic performance	15.89	2.585		

- Significant at .05 level; df = 258 critical –r.138

The result in table 1 revealed that the calculated r-value of .664** was significantly greater than the critical value of .138 when tested at .05 level of significance with 258 degree of freedom. Therefore, the null hypothesis was

2. There is no significant relationship between Youtube platform utilization and academic performance of business education students in University of Cross River State

Methodology

The research design adopted for this study was correlational research design. The population of this study comprises two hundred of sixty (260) Business Education students from the University of Cross River State of 2020/2021 academic session. The census sampling techniques was for study. The instrument used was a research questionnaire titled: “E-mail platform and YouTube platform Utilization on Academic Performance of Business Education Students Questionnaire” (EPYPUAPBESQ). The instrument was validated by two experts in the department of vocational education, University of Calabar. The reliability analyses yielded a Cronbach alpha coefficient of 0.83. The data collected were analyzed using Pearson product-moment correlation statistical analysis.

Hypothesis 1

There is no significant relationship between E-mail platform utilization and academic performance of business education students in University of Cross River State.

Table 1: Summary of Correlation analysis of the relationship between E-mail platform utilization and academic performance of business education students (n=260).

Variables	Mean	Std.Dev.	r cal.	P-value
E-mail platform utilization	15.61	2.808		
Students' academic performance	15.89	2.585		

rejected while the alternative hypothesis was accepted. This implies that there is a significant relationship between E-mail platform utilization and academic performance of business education students.



Hypothesis 2

There is no significant relationship between you tube platform utilization and academic performance of business education students in University of Cross River State.

Variables	Mean	Std.Dev.	r cal.	p-value
Youtube platform utilization	15.73	2.705		
Students' academic performance	15.89	2.585	.614**	.000

- Significant at .05 level; df = 258 critical –r.138

The result in table 2 revealed that the calculated r-value of .614** was significantly greater than the critical value of .138 when tested at .05 level of significance with 258 degree of freedom. Therefore, the null hypothesis was rejected while the alternative hypothesis was accepted. This implies that there is a significant relationship between you tube platform utilization and academic performance of business education students'.

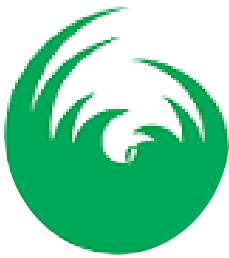
Discussion of findings

The result of the hypothesis one revealed that there is a significant relationship between E-mail platform utilization on academic performance of business education students in university of Cross River State. The result agreed with the finding of Mugizi, and Amwine, (2020) who conducted a study to assess the influence of information communication technology (ICT) use on job performance of teachers at a private International School in Kampala, Uganda. Descriptive results showed that performance of students was good and use of ICT enabled school administration, electronic information resources access, collaborative teaching and learning was high. Regression analysis revealed that while electronic information resources access had a positive and significant influence on students' academic performance. It was concluded that electronic information resources access is very essential for students' academic

Table 2: Summary of Correlation analysis of the relationship between Youtube platform utilization and academic performance of business education students (n=260)

performance. Also the result is in agreement with Nwokieke (2012) who carried out a study to investigate the benefits of using e—mail as a communication tool in teaching/learning process in Nsukka Educational Zone of Enugu State. The study was carried out as a result of the high level of failure in the recent external examination in Nsukka Education Zone. The findings revealed that the advantages of using e-mail as a communication tools in teaching/learning are of high significance with the academic performance of students' E-mail provides an asynchronous communication that is the medium is time independent. This helps the instructor to think about a useful response. It also gives a chance to shy students and those who are reluctant to participate in class to think about the wording of their message before sending it out. At the same time it also permits synchronous and fast transmission of information to a group of students.

The result of the hypothesis two revealed that there is a significant relationship between youtube platform utilization on academic performance of business education students in university of Cross River State. The result agreed with the finding of Adeyinka (2018) who study examined music lectures and librarian use and perception of YouTube in selected Kwara State tertiary institution. Survey approach was adopted to conduct the study. The sample comprised 35 respondent (20 librarians



and 15 music lecturer). Three research questions were answered while data were analyzed using percentage, frequency count, and cross tabulation. YouTube was used by the music lecturers mostly teaching, research and learning, enhancing experience, and engaging students with the contents of music lessons. Liberians on the other hand use YouTube mostly as reference point for event and occurrences, teaching tool for library instruction; and for communicating other libraries. Also, the finding is in consonance with Ruth and Adedotun (2015) who posited that the source and access to information can influence the academic performance of secondary school students. Secondary school students use the internet primarily for communication, entertainment and leisure (reading and sending e-mail, online chatting, instant messaging, playing games and downloading music, videos, and reading newspapers).

Conclusion

Based on the finding of the data analyzed, it was concluded that; there is a significant relationship between E-mail platform utilization and Youtube platform utilization on academic performance of business education students in Nigeria universities.

Recommendations

Based on the finding of the study, the following recommendations were made:

That the school administrator should encourage the students to use E-mail platform utilization as a medium of exchanging information between teachers' and students in universities.

The school administrator should encourage and mandate both students and teachers to deploy Youtube usage in teaching and learning process in Nigeria universities.

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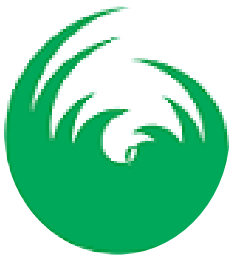
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