

Hypothesis 2.

There is no significant difference between the mean scores of male and female students in ESUT and ESCET on the positive impacts of the internet. Table 4 shows the results.

Table 4: t-test Results of male and female students on positive impacts of the internet.

| Institution | Mean | SD | N | DF | t-cal | t-crit | Dec |
|-------------|------|------|-----|-----|-------|--------|-----|
| ESUT | 3.02 | 0.70 | 394 | 891 | 3.57 | 1.96 | S |
| ESCET | 2.84 | 0.78 | 498 | | | | |

Table 4 shows that the t-calculated (t-cal) value of 3.57 was greater than the t-critical (t-crit) value of 1.96. Thus, the null hypothesis was rejected. This means that there is a significant difference between the mean scores of male and female students in ESUT and ESCET on the positive impacts of the internet.

Discussion Of Findings

Table 1 shows that ESUT and ESCET students agreed with 15 and 13 items respectively. This means that the internet made 15 positive impacts on ESUT students and 13 positive impacts on ESCET students. Hence the internet makes more positive impact on University students than on College of Education students. The findings show that both categories of students do not listen to news through the internet. The internet does not necessarily enhance students study habits. They do use the internet for sending messages to any part of the world and for money transfer (sending/receiving) money. While the internet helps university students in intensive learning activities, it does not do so for College of Education students. Table 2 shows that male and female undergraduate students agreed to 15 and 12 items respectively. This means that the internet made 15 positive impacts on the male undergraduate students and 12 positive impacts on the female undergraduate students. The internet makes more positive impact on the male than the female students. Both male and female students do not listen to news through the internet. The use of internet does not influence male and female students study habits. Both genders do not use the internet for money transfer (sending/receiving money to or from other people). The result of hypothesis 1 shows that there is a significant difference between the mean scores of ESUT and ESCET students on the positive impacts of the internet. This means that the internet made more positive impacts on University undergraduates than those of the College of Education. The result for hypothesis 2 shows that there is a significant difference between the mean scores of male and female students in ESUT and ESCET on the positive impacts of the internet. This portrays that the internet makes more positive impacts on male than female undergraduate students.

Conclusion

From the findings of the study, the internet makes many positive impacts on all undergraduate students. It makes more positive impacts on university students than college of education students. The internet also makes more positive impacts on male than female undergraduate students.

Recommendations

From the findings of the study the following recommendations were made.