

Imo App Blended Classroom And Students' Academic Performance Among Post Graduate In In Faculty Of Education, University Of Port Harcourt, Rivers State

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Abstract: *This study was carried out to ascertain the effect of IMO APP blended classroom and students' academic performance among post graduate in in faculty of education, university of Port Harcourt, rivers state. It was conducted in faculty of education, university of Port Harcourt. The sample comprised of 30 respondents purposefully selected from the entire population of the post graduate students in the department of curriculum studies and educational technology in the faculty of education. Three objectives, three research questions and two null hypotheses were used for the study. Mean scores, Standard deviation, and t-test were the statistical tools used in the study. The design of the study was a descriptive survey and quasi-experimental design. It was found that post graduate students are aware of IMO APP and can explore topics of interest through online social networking sites, also that there is significant difference in the usage of IMO APP by Post graduate students and their academic performance. Furthermore, that there is a significance difference in the mean score of male and female post graduate students in the use of IMO APP for academic purposes. Based on these findings, the study recommend that the use of IMO APP should be incorporated into the university curriculum for enhanced university education system.*

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I. Introduction

The 21st century innovation in educational sector has constantly thrived to improve the quality of teaching and learning to obtain the best educational outcomes for the learners. Innovation in educational sector is constant due to the interlocking nature of teaching and learning in which the introduction of change in one part has an effect on the other part, hence innovation in education is not a linear process but a cyclical process. Innovation, being the radical changes to products, processes or services, has introduced something new in the educational sector as regards the way learners learn. Today technology is a significant driver behind any change in education and most times, plays an important role in innovations in education design and delivery (Olabisi, (2014). Innovation comes in two ways either as a disruptive or as a sustainable agent. A disruptive innovation is that type of innovation that creates a new value network which eventually disrupts an existing value and brings about a new system of operation. For instance the introduction of e-learning in the educational system comes as a disruptive innovation agent. On the other hand sustaining innovation is the type of innovation that does not significantly affect the existing standard of operation. Sustaining innovation improves the existing way of operation in order to improve performance and yield better outcome. In education the integration of social media comes as a sustaining innovation in order to improve the quality of learning.

The search for better ways of enhancing teaching and learning in tertiary institution made it possible for the use of flexible tool to support well planned blended learning scenario which allows the use of IMO APP in conventional classroom. Recently, the new generation spend more time on social media in their daily life for social and entertainment activities; IMO APP can support a range of educational activities at all levels of education, in areas such as communication, collaboration and interactivity. Therefore there are opportunities that social network technologies provide a good platform for students' learning.

At the post graduate level a good number of students use mobile devices to facilitate their learning. Many students gain access to internet through their smart phone, Ipad, personal computers among others, in order to improve the quality of their learning. The use of IMO APP can be of a great importance to learners as it can be used as an educational tool. Imo app can be used by students to research and learn new technologies that can assist in expanding learning experiences.

Manago (2012:33) opined that social media help support "psychological needs for permanent relations in a geographically mobile world". Nwabueze and Obara (2011:73) state that "classroom social networking

help students to present and package data and programme, improve their communication skills, build confidence, trust and conflict resolution skills'. Most times, even when lectures is in progress in the conventional classroom setting, student still use their mobile devices to get certain information online in other to supplement what they are learning in face-to-face classroom setting. The use of social networking apps will not disrupt the conventional classroom setting, rather will blend-in by complementing the conventional classroom instruction. Schmidt (2001:58) observed that "a high degree of face-to-face verbal interaction is needed so that students can be active in the learning process by explaining, arguing, elaborating and linking the new learning materials to previously learned facts and concepts". The use of smart phones seems to be everywhere on campus among students, despite the environment, classroom, laboratory, libraries etc. students make use of their mobile devices for social networking, this social network runs on different applications pending on the users choice by downloading the application, chats, shares opinions with friends and also learn in the process.

United Nations Educational, Scientific and Cultural Organization (UNESCO) (1998) posited that the young generation is entering a world that is changing in all spheres. Scientific and technological, political, economic, social and cultural as a result of technology. However, the idea behind this study is to capitalize on the advantage that these devices offer and how to incorporate them into our classroom through the use of IMO APP. This IMO APP, in line with the 21st century skills support the use of multimedia in teaching, provides various opportunities for delivering of instructional package including text, video, audio, pictures, chat, etc. the emergence of this collaborative tool (IMO APP) has altered the way.

Concept of IMO APP

Google.com define IMO APP as an interactive application that allows people from different part of the world to Chat digitally in an effective and efficient way to remain in communications with friends and peers. It is an application that people use to remain informed on recent happening in the world. IMO APP is one of the latest application in social media which allows learners to create, and share allows learners to create, and share ideas among members of the learning community. IMO APP comes with some affordances that differentiate it from other social media tools, like uploading of larger file into a chat forum, it has limited number of participants in to the platform, it allows video conferencing with a large number of participants, and also it is easy to register in IMO APP since it demands no new online registration.

Dictionary.com define IMO APP as an acronym meaning "In my opinion". It is one of the most common and newest application that people use to communicate through the internet and digital mobile devices to convey information to others. In agreement with other definitions of IMO APP Castellan and Suttan (2014) define IMO APP as an internet application that allows people share their opinion through images, text messages, audio message etc based on their different area of needs. Bedell (2012) defines IMO APP as a digital application that present information globally using any form in relation to how often the information is needed.

www.wikis.com (2015) defines IMO App as an online application which is made up of different sources. It is an application that can be used for even as a private chat room by various groups of learners. Hein (2012) describes Imo App as a tool in social media that can present information for analyzing data from online survey research. many users uses the application in instant messenger sessions, chat and text conversation with the aim of sharing information IMO APP can be of great importance as it can be used as an educational tool. Students can use the site to research and learn new technologies that can assist them to expand their learning experiences. Students can easily post items they want to learn or research about. Lacina (2007) opined that IMO APP can be applied in education to support students with new learning ways and practice. Students can get latest information on outside world as fast as they are happening and thereby keeping themselves updated on current issues. IMO APP provides relevant and reliable information, which students can use to research more on their assignment and projects. Students can get more online tutorial lessons to the topics they did not understand in class hence acquitting them with more learning knowledge. Blomely (2013) observed that IMO APP promotes both synchronous and asynchronous learning, synchronous interaction such as chat and conferencing requires the 'physical' or 'virtual' present of participants at the same time. This has the benefit that collaboration is done in real time delays of communication are avoided.

Asynchronous interaction in forums also have the advantage of allowing students to access their learning resources any time they visit the site. Hrdinova (2012) opined that they is no longer any need to wait on professionals to share material, and report on new development. Today people communicate directly in an unmediated and unfiltered manner. This development have lowered information cost and altered the dynamics of information dissemination here on this IMO APP platform communication cost have dropped virtually to zero level for participant. Allan (2010) predict that education innovation will shift away from experts and capacity building to focus on network thereby causing a shift in learning from teacher-centered learning to student-centered learning.

Imo App can act as a classroom tool for a classroom community, as it can be employed as an effective pedagogical tool (constructivist learning). Teachers can use the application as a tool for developing a sense of community with students where everyone feels free to contribute. Every students has their own unique gift and

talent and this can be capitalized upon in such a unique application like IMO APP. Here students can work within their group (school peer) and can also offer constant support and guidance to fellow students on their walls. The teacher can use this application as well in making daily comment on the work progress of these students, Melanie (2007).

Moreover, Imo application have some advantages over other social media applications in the sense that in IMO APP, it allows synchronous and asynchronous system, video conferencing, posting of voluminous text (information), upload and download of information etc. whereas other social media applications have some limitations. Therefore the researcher adopted IMO APP to be used for the study due to its advantages over other social media applications. Learning is highly organized and highly structured. There is nothing as boring as students sitting on their desk writing pages of notes, whereas IMO APP offers students opportunity for engagement and excitement.

IMO APP was reviewed in this study because it serves as an independent variable in the topic which can be manipulated in order to achieve the desired result. It was the only platform used for experiment during the field work for this study, therefore the researcher sees the need why it should be reviewed as a concept.

Concept of Social Media

The social media revolution has certainly entered educational system with the mindset that participants add value through their level of participation. It has changed the learning culture of learners from passive to active with easily-created user-generated content, (Mason and Rennie, 2008). The intervention of social media in educational sector engages learners to become content creators which has eventually challenged the traditional teaching and learning approaches. When learners actively involved in knowledge creation for themselves by employing the tools they use every day, they are changing the flow of information from one direction to multi directions.

Using technology to accommodate students' different learning styles is not strange in this 21st century educational system. The strength of social media application is that they offer different tools that can be used by different types of learners to meet their individual learning styles. Grover and Stewart (2010) opined that social media technology is typically free and accessible, easy to incorporate, and have minimal learning techniques to master. The learning environment can become personalized or group depending on the uses and can also enhance the learning process beyond the class time. The growth of courses taught online has posed serious challenge on educators to develop effective delivery approaches that can move beyond "open and read" while enhancing the learning of students.

Hottman (2009) define social media as the means of interactions among people in which they create, share, exchange and comment on the contents among themselves in virtual communities and network. Social media employs mobile and web-based technologies to create a highly interactive platforms through which individuals and organizations share, co-create, discuss and modify user-generated content.

Haeniein (2010) define social media as a group of internet-based application that build on the ideological and technological foundations of web 2.0 which permits the creation and exchange of user-generated content. This user generated content covers a range of media content available in a range of modern communication technologies. It is for a wide range of applications including problem solving, news, and research, which reflect the expansion of media production through new technologies that are accessible and affordable to the general public.

Social media technologies aid interaction among learners, using applications such as Facebook, YouTube, blogger, twitter, word press, whatsapp, LinkedIn, Google +, Myspace, Wikis, Imo app and 2go. Social media differentiate from conventional approaches in many aspects such as quality, usability, frequency immediacy and performance. Social media in education is used to foster learning by allowing for social interactions, active participation and engagement of students in classroom discussion by both blended and online learning. Social media platform such as facebook and Imo app are becoming steadily more integrated within a variety of applications targeted at learning at pace.

Liebeskind (1996) opined that social networking is the grouping of individuals into specific groups like small rural communities. This means that anyone can become a member, no matter what their hobbies, belief or views are with the aim of sharing information. Therefore the concept of social media relates to this study in the sense that IMO APP is one of the tool in social media which formed the bases of this study which learners can use as a platform for their learning within and outside the classroom.

Concept of Blended learning

According to Alexander (2010) blended learning as a formal education system of learning in which student learns at least in part through delivery of content of instruction using online platform through their digital devices at their own pace. Blended learning is a learning practice of using both online and in-person learning experiences in the teaching learning process. Here learning takes place in a traditional classroom setting (face-to-face) while also complementing the learning with online component outside the conventional classroom setting. The online learning component may be video-recorded lecturers, live videos, text or other

forms of learning activities. Moreover learners can work on individual bases on online lessons, task or projects at home though once in while meets with the instructors in order to discuss their work progress, make inquiries and obtain solutions to the academic challenges in the process of their learning.

Margulieux, Majerich and McGraken (2013) defined blended learning as a strategy of teaching and learning in which the learning environment is reference to two criterions where instructional content is delivered through both an instructor and technology and knowledge is acquired through both information and praxis. Summer and Gosselin (2013) opined that blended in which technology is used to move classroom lesson to homework level and using face-to-face classroom time for interactive learning. Demetry, (2010) in a study with the undergraduate college students found out that watching videos prior to class learning experiences can motivate students' interest in spending outside class time learning the fundamental concept. Blended learning instruction promotes active learning among learners and can be achieve by involvement of students in their own learning which encompasses a variety of instructional techniques in which students participate in activities during class time that involve more than listening. Blended learning gives the learners the opportunity to more, by giving them room to experiment by themselves.

Sams (2011) opined that blended learning promotes an environment which increases the interaction between students and teachers in the learning practice. It create the face-to-face time to have a "must deeper interaction" between the teacher and students as they engage and interact on cases studies. Learners demonstrate what they have learned and also apply it in a way that makes sense to them in the learning process. Gerstein (2011) observed that blended learning promotes personalized learning as learners can pause, re-wind and watch online video at their own-pace. The major advantage of the use of video in learning is that learners have full control over the media with the ability to review part that are misunderstood which need further reinforcement by the instruction. However, from the various definitions by the various authors the combination of face-to-face and online learning is common among all the definitions which implies that blended learning involves the combination of face-to-face and online learning.

Flex Model of Blended Learning

Flex model of blended learning is a learning framework in which online learning is the hallmark of students learning. In most cases it directs student to offline learning activities. Flex model supports face-to-face certified instructors whose duty is to supplement the online learning while others provides little face-to-face enrichment depending on the model adopted by the instructor Michael (2014).

The flex model is an approach of teaching for the digital learners; it involves the process of the instructors giving learning materials and instruction online and lessons are self-guided. Learners take charge of their learning, they work independently at their own pace through the use of digital learning devices such as smart phone, ipad, laptops among others, though most of the instructions are given online but the face-to-face classroom activities still come to play through some activities such as group project and individual tutoring. The flex model of learning provides learners with a flexible learning environment which changes the role of the instructors from being the provider of knowledge to that of mentoring and facilitators in the learning process.

Station-Rotation Model: This model promotes learners rotation on a fixed schedule. The rotation includes at least one station for online and it differs from the individual model since students rotates through all the stations and not only those on their customized schedules. The station-rotation model gives students the opportunities to rotate around or between a given stations.

Laboratory- Rotation Model: This is an online laboratory model where an online course is delivered in a physical classroom (laboratory) without direct instruction from the face-to-face teacher. Here the content of the instruction is delivered either as synchronous or asynchronous thereby helping learners learn on their own pace.

Self-blended Model: This model allows learners to design their educational experience by selecting specific online courses to supplement their conventional academic activities. Short term courses are always allowed to run by students on this self-blended model with the aim of improving performance and knowledge acquisition.

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Self-Blended Modelis also known as the (a la carte). It is a model which gives learners the opportunities of designing their educational experiences by selecting specific online courses to supplement their traditional in-school coursework. During the online activities the teacher-of-record is virtual and learning occurs either in the school or off-site. This model also helps learners to decide on which course they want to offer online to supplement those courses their school offers. When offering these online causes the teachers acts as online teachers till the course is completed before going back to the face-to-face classroom.

Flipped Classroom Model:This is a rotational model in which the students rotate on a fixed schedule between online delivery of content and the instruction especially outside the classroom while the face-to-face

teacher guide the practice during the classroom sitting. It is a learning system where classroom activities are done in a reverse order, here the instructional content are posted online outside the classroom while class time is use for home work, assignment etc. the major advantage of this model is that learners have unrestricted access to lesson content and study it at their convenience which accommodate all their different learning styles (Grey 2001).

Blended learning was reviewed because the study is anchored on it, this involves the application of technology into classroom processes for effective teaching and learning. Therefore it becomes necessary for teacher to have the knowledge of how to blend a class so as to supplement the face-to-face system of teaching and learning.

Statement of the problem

Social networking websites have become increasingly integrated into the way humans relate with one another. Imo app as one of the social media application has multitudes of implications for the field of education especially in this 21st century system of education. The postgraduate students are not exempted. The concern of whether Imo app blended learning classroom approach supportstudents' academic performance is often couched in large issues identified with the general use of social media applications. Therefore, this study seeks to investigate the post graduate students academic performance and retention in an IMO APP blended classroom particularly in the context of this present changing society.

II. Objective Of The Study

The aim of this study is to investigate the post graduate students academic performance in an IMO APP blended classroom. The objectives of the study are to;

1. Determine the awareness among postgraduate students on the use of IMO APP for academic purposes.
2. Determine the level of usage of IMO APP by post graduate students for improved academic performance.
3. Compare gender difference in the use of IMO APP for academic purpose by post graduate students

III. Research Questions

The following research questions guided the study.

- (1) To what extent are the postgraduate students aware of the use of IMO APP for academic purposes?
- (2) What is the impact of the use of IMO APP on postgraduate students' academic performance?
- (3) What is the difference between the male and female postgraduate students in the use of IMO APP for academic purposes?

IV. Research Hypothesis

The following null hypotheses guided the study.

- (1) There is no significant difference in the utilization of IMO APP by postgraduate students and their academic performance.
- (2) There is no significant difference in the mean score of male and female post graduate students in the use of IMO APP for academic purposes.

V. Methodology

The study adoptedtwo designs; a descriptive survey design and quasi-experimental design (with an intact master's class).The pre-test and post-test was carried out on post graduate students of the Department of Curriculum Studies and Educational Technology (Educational Technology option) University of Port Harcourt, Rivers State.The population of this study comprises ofone hundred and forty-one (141) male and female post graduate students in the Department of Curriculum Studies and Educational Technology, University of Port Harcourt for 2015/2016 and 2016/2017 academic sessions. Source: (Faculty Officer, Faculty of Education University of Port Harcourt, Rivers State).The sample of this study consists of thirty(30) post graduate students from the Department of Curriculum Studies and Educational Technology (Educational Technology Option). Purposive sampling technique was used in selecting the sample for this study, from the entire population. The choice of the purposive sampling techniques was to enable the researcher handle the sample size effectively.Two instruments wereused for collection of data for this study, first was the Instructional Design Achievement Test (IDAT), the instrument was made up of twenty (20) items which is made up of fifteen (15) objective multiple choice questions and five (5) easy questions. The students were asked to select the correct answer from the four options. The IDAT wasused to measure the performance of students in both the pre-test and post-test. While the second instrument was a structured questionnaire tagged: "IMO App awareness Questionnaire (IAQ)" that was made up of two sections the first part addressed the demographic data of the respondents. The second part comprises of fifteen (15) items using a modified 4-point likert scale measurement. After two weeks the same test was administered on the same students as post- posttest to ascertain their level of

retention. Mean and standard deviation were the statistical tools used in answering research questions while t-test was used in testing the hypotheses.

VI. Findings

Research question one

To what extent are the postgraduate students aware of the use of IMO APP for academic purposes?

Table 1.1: Analysis of awareness of IMO APP mean scores by post graduate students for learning.

S/N	AWARENESS OF IMO APP FOR LEARNING	Very high	High	Low	Very low	Mean	SD	Decision
1.	To what extent are you aware of IMO APP as a social media tool?	-	30	-	-	4.00	0.00	Accepted
2.	Downloading IMO APP to my mobile device is very easy	22	1	2	5	3.33	1.18	Accepted
3.	I have IMO APP in my mobile device.	24	2	-	4	3.53	1.04	Accepted
4.	I can share video using IMO App.	15	6	3	6	3.00	1.20	Accepted
5.	I can upload heavy files using IMO AP.	19	7	2	2	3.43	0.90	Accepted
6.	I can participate in IMO APP group chat.	23	4	3	-	3.67	0.66	Accepted
USAGE OF IMO APP								
7.	The use of IMO APP keeps me engage online.	21	4	3	2	3.47	0.94	Accepted
8.	I use IMO APP to collaborate with my peers.	15	7	2	6	3.03	1.19	Accepted
9.	I use IMO APP for entertainment.	18	6	2	4	3.27	1.08	Accepted
10.	The use of IMO APP fosters my interaction with friends.	20	5	-	5	3.33	1.12	Accepted
11.	I can send attachment and files to my colleagues through IMO App.	22	1	4	3	3.40	1.07	Accepted
12.	I use IMO App in sending pictures and audio message.	23	1	5	1	3.53	0.90	Accepted

Midpoint = 2.50; any mean score < 2.50 suggest disagreement; any mean score > 2.50 suggest agreement.

Research Question two

What is the impact of the use of IMO APP on postgraduate students' academic performance?

Table 1.2 Analysis of performance mean scores using IMO APP as a social media tool.

	Set	N	Mean	Std. Deviation	Std. Error Mean
Performance	2015	14	15.9286	1.14114	.30498
	2016	16	16.2500	.68313	.17078

Research fieldwork 2016

Research Question three

What is the difference between the male and female postgraduate students in the use of IMO APP for academic purposes?

Table 1.3 Analysis of male and female post graduate students performance mean scores using IMO APP social media tool.

	gender	N	pre-test	post-test	Mean Diff	Std. Deviation	Std. Error Mean
	Male	13	36.600	64.600	37.6154	7.38849	2.04920
	female	17	62.333	64.333	43.5882	4.84844	1.17592

Research Hypotheses

There is no significant different in the usage of IMO APP by Post graduate students and their academic performance.

Table 4.6: T-test of difference in the use of IMO APP by post graduate students and academic performance.

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
usage_of_imo	5.021	.033	-2.072	28	.048	-2.90950	1.40402	-5.78550	
			-1.972	20.283	.062	-2.90950	1.47506	-5.98367	
Equal variances assumed									
Equal variances not assumed									

Hypotheses two

There is no significant difference in the mean score of male and female post graduate students in the use of IMO APP for academic purposes.

Table 4.7: T-test of difference in the mean scores of male and female students on the use of IMO APP and academic performance.

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
application	6.623	.016	-2.671	28	.012	-5.97285	2.23592	-10.55292 -1.39278	
			-2.528	19.610	.020	-5.97285	2.36262	-10.90750 -1.03820	
Equal variances assumed									
Equal variances not assumed									

VII. Data Analysis

Entries in Table 1.1 shows that respondents agreed that they are highly aware of IMO APP as a social media tool (mean=4.00; SD=0.00), Also can download IMO APP to their mobile devices (mean=3.33; SD=1.18). Respondents agreed that they have IMO APP in their mobile device (mean 3.53; SD=1.04), Respondents Agreed that they can share video using IMO App (mean 3.00; SD=1.20), Respondents agreed that IMO APP files is up loadable (mean=3.43; SD=0.90). Respondents also agreed that they can participate in IMO APP group chat to a very high extent (mean=3.67; SD=0.66). Respondents agreed that the use of IMO APP keeps them engage online (mean=3.47; SD=0.94, respondents also agreed that they use IMO APP to collaborate with peers (mean=3.03; SD=1.19). IMO APP is use for entertainment (mean=3.27; SD= 1.08). Respondents also agreed that the use of IMO APP fosters interaction with friends (mean=3.33; SD=1.12). Respondents agreed that they can send attachment and files to colleagues through IMO APP (mean=3.40; SD=1.07). Also respondents agreed that IMO APP can be used in sending pictures and audio message (mean=3.53; SD=0.90). An overall mean of 3.63 and standard deviation of 0.49 suggest Agreement i.e. post graduate students are aware of IMO APP. This implies that post graduate students can explore topics of interest through online social networking sites. Therefore this indicates a high level of awareness of IMO APP as a learning tool among respondents.

Analysis of performance mean scores using IMO APP shown in table 1.2 above revealed that the 2016/2017 post graduate students had a higher mean score (mean =16.2500; SD= 0.68313) than the 2015/2016 mean score of (mean=15.9286; SD= 0.30498) after the administration of the achievement test.

The result shown in table 1.3 above revealed the pre-test and posttest mean value in terms of gender and treatment employed in the study. The performance mean for male students taught with IMO APP indicated 37.6154 while that of female was 43.5882. The findings of the study revealed that female students taught using IMO APP performed slightly higher than their male counterpart.

Table 1.4 shows the t-test analysis showing main effect treatment. It was revealed that from the table that calculated F is 5.021 at a degree of freedom 28 and probability level of 0.05. This implies that there is significant difference usage of IMO APP by Post graduate students and their academic performance. ($F(1, 28) = 5.021, p < 0.05$). The null hypothesis was rejected at 0.05 alpha levels

The hypothesis in table 1.5 showing the main effect (use of IMO APP) and conventional teaching approach using the pre-test was tested at $p < 0.05$ level of significant. The calculated value revealed 6.623 which is greater than .012 at 0.5 level of significant. This therefore implies that the null hypotheses is therefore rejected. Thus there is a significance difference in the mean score of male and female post graduate students in the use of IMO APP for academic purposes.

VIII. Discussion Of Findings

To what extent are the post graduate students aware of IMO APP for academic purposes?

The result shows that post graduate students are aware of IMO APP, also can explore topics of interest through online social networking sites. Therefore this indicates a high level of awareness of IMO APP as a learning tool among respondents. This result is expected because effective use of IMO APP will improve the way post graduate students learn. It will also bring about new approach of learning in the university system which aim at facilitating and improving performance. This findings agrees with that of Koochang (2009) who opined that IMO APP as a social media tool can be used as an instructional platform for learning. Tena and Kelly (2004) also asserted that social media applications like IMO APP should be made known among undergraduate students and also be used by facilitators for instructional delivery.

What is the impact of the use of IMO APP on post graduate students' academic performance between the 2015/2016 set and 2016/2017 set?

The result suggest a significant difference between the academic performance mean scores of post graduate students between 2015/2016 set and 2016/2017 set on the use of IMO APP for learning. The performance mean scores using IMO APP shown in revealed that the 2016/2017 post graduate students performed better with the (mean =16.2500; SD= 0.68313) than the 2015/2016 with (mean=15.9286; SD= 0.30498) after the administration of the achievement test. This result is expected because IMO APP offers students the opportunities of exploring topics of their interest within and outside the classroom. This findings is in agreement with that of Sams (2011) opined that IMO APP promotes an environment which increases the interaction between students and teachers in the learning practice. It create the face-to-face time to have a "must deeper interaction" between the teacher and students as they engage and interact on cases studies.

Research Question 3

What is the difference between the male and female post graduate students in the use of IMO APP for academic purposes?

The result revealed that the performance mean for male students taught with IMO APP indicated 37.6154 while that of female was 43.5882. The findings of the study revealed that female students taught using IMO APP performed slightly higher than their male counterpart. The result is expected because of the interaction between IMO APP and gender cannot be predicted on sex. This result is in agreement with Lulu (2014) who suggest that female students were significantly better male counterparts when it comes to the use of social media applications. Hottman (2009) also opined that social media applications foster interactions among gender in which they create, share, exchange and comment on the contents among themselves in virtual communities and network.

IX. Conclusion

This paper investigate IMO APP blended classroom and students' academic performance among post graduate in in faculty of education, university of port Harcourt, rivers state. It was observed that IMO APP has greatly enhance teaching and learning among post graduate students in faculty of education especially when blended learning approach is used.

Recommendations

Based on the results of the findings the following recommendations are put forward;

Based on the findings of this study the following recommendations were made;

- It is apparent that post graduates students learn more in an interactive and collaborative learning environment. Therefore IMO APP should be blended into the class room for an enhanced academic performance and retention.
- Collectively, findings in this study showed that post graduate students are aware of IMO APP as a learning tools to be the main platform for e-learning in the university and they are ready to use it for academic purposes as well.
- It is important for Universities to be aware of students' current needs and interest related to their learning environment for better knowledge acquisition and academic achievements in the course of their study.
- IMO APP application has the ability to be the preferable tool for university post graduates' interaction and communication platform.

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