**IMPACT OF INTERNET USAGE ON THE ACADEMIC PERFORMANCE OF STUDENTS IN NIGERIA**

**Abstract**

The recognized potential of technology to improve education has led to several initiatives to foster effective use and integration in the curriculum. The Internet as a new technology holds the greatest promise humanity has known for learning and universal access to quality education. In the light of these therefore, this study examined undergraduates’ use of the Internet and its implication on their academic performance at the University of Ilorin. 375 undergraduate students from selected department formed the study sample. Research questionnaire was used to gather data for the study. The data collected was analyzed using the simple statistics and chi-square (X2) tests. The results indicate that: The results reveal that Internet contributes significantly to academic performance of the respondents. The results from this study also show that there is a significant relationship between Internet and academic performance of students with Internet access. The study concludes that, the Internet is of great advantage for knowledge acquisition by serving as an alternative to scarce and outdated books.

**CHAPTER ONE**

**INTRODUCTION**

**1.1 Background of the Study**

The internet can be conceived as a rich, multi-layered complex ever-changing text for information dissemination and a medium for collaborative interaction between individuals and computers without regards for geographical limitation of space (Jagboro, 2003). The internet today is a worldwide entity whose nature cannot be easily or simply defined. To many, the internet is a large computer network linking together millions of smaller computers at numerous sites in various countries belonging to thousands of business, government, research, educational and other organisations. To the internet users, the internet is a global communityone with a very active life .The population of the internet is several million people whose computers are connected in a fashion permitting remote login, file sharing and transfer and other activities. The internet also connects too many other networks for exchange of messages such as email, online services etc.

Today, the internet has an impact on every facet of our life including business operation, education, communication, entertainment, social activity, shopping and so on. Many universities around the world are expanding their investment in information technology (IT) and specifically the internet and are actively promoting the internet use. From a student’s perspective, learning using online tools is multidimensional. It may entail a multitude of variables such as prior student knowledge of IT, experience in its usage, perceptions of IT usage, computer competencies and background demographics.

The awake magazine (1997, June 22) has it that internet began as “an experiment by the US department of defence in the 1960s to help scientist and researchers from widely dispersed areas work together by sharing scarce and expensive computer and files. This goal required the creation of a set of connected networks that would act as a co-ordinated whole”. In his own view of the origin of the internet, Ibegwan (2002) opines that the internet is a huge computer network made up of many individual computers as servers’, which commenced in 1969 under a contract by the Advanced Research Project Agency (ARPA).

Another importance of the internet is that it affords students (all over the world but more beneficial to those in developing countries) the opportunity to access a large pool of data which could help reduce the information gap resulting from the disadvantages of the educational opportunities (Komerik, 2005). The University library has a role to play through the provision of vast amount of information sources via the mediation of internet access. Resources that the library makes available must be integrated with one another and within the library environment and library services must support learning and research behaviours of its users.

Furthermore, users want to access and use items from more than one content provider; also they ultimately interact with various user interfaces but even then, each service has a different user interface for discovery, with its unique set of “presentation services” that the user must learn and understand (Walker, 2006). Walker (2006) further stated that E-access opens up greater opportunities for people to find and get to an increasing corpus of knowledge. Search engines such as Google, Msn and Yahoo are now targeting the traditional library user; and libraries are under increasing pressure to develop and offer new paradigms for discovery that meet the changing expectations of end users.

With increasing impact of information and communication technologies on higher education, all those concerned with higher education are attempting to grasp how ICT could help in modernizing the process of teaching, learning and research. With the advent of the internet, the following dilemma arises in the educational system: Leaner is not dependent on teacher for interaction; and teachers can give lecturers virtually to unknown learners. So in this era, teachers and students can carry forward their work on the internet in ways that are similar to and tightly intertwined with the traditional ways that they learn, teach and study in libraries, classrooms, laboratories, seminars, conferences and so on. The internet can provide access to essentially unlimited resources of information not conventionally obtainable through other means.

The internet has broken down barriers of communication access from anywhere in the world. It is fast, reliable and does not have restrictions on content or format. It also has unlimited range of facilities which assist users to access almost infinite information on the net. It offers the opportunity for access to up-to-date research reports and knowledge globally. It has thus become an important component of electronic services in academic institutions. Hence the internet has become an invaluable tool for learning, teaching and research (including collaborative research).

Prior to the use of ICT for acquisition, processing and dissemination of information, university teaching, learning and research were restricted to student’s dominical institutions library or by extension those materials made available through inter-lending (Anunobi, 2006). However with globalisation through the internet, Carbo (2003) submitted that the world is shrinking resulting to immediacy of information. Consequently, the mode of acquiring and disseminating information for university education changed from physically available prints to e-materials with virtual reality (Anunobi, 2006). As a result of that, Akintunde (2002) as cited in Anunobi (2006) asserts that any attempt to have meaningful academic communication can be successful only with the use of ICT which presents information in real time and space. No wonder youngsters, especially students and researchers spend most of their time in the cybercafé. Where the latter is not available in the university community, they risk travelling a further distance to transact one business or another in the internet (Anunobi, 2006).

The members of the University community use the internet for the facilities it provides which according to Ikoro (2002) include e-mailing, World Wide Web (WWW), browsing, telephoning and telex/video conferencing. Available also in the internet are audio broadcasting, news and discussion/chat group facilities (Anunobi, 2006).

There are now thousands of internet home pages which serve as information services for all institutions and organisations. Most universities, polytechnic and colleges of education throughout the world have established their presence on the internet, thereby making it possible for researchers to access past and current research publications. Prospective students can also access information on courses being offered by institutions as well as their admission requirements. The only cost that readers incur is the standard internet connection fees and hourly rate (Jagboro, 2003).

However despite the added benefits to this tool for learning, teaching and research, a number of problems still plagues internet connectivity and affect usage in Nigerian university system (Jagboro, 2003). Omotayo (2006) identified some of these problems as slowness of server and payment of access time. Also the internet is unorganised and websites appear and disappear, move or mutate every day. While the internet is difficult to search, it is even more difficult to search well. Moreover, it consists of both useful and useless information co-existing (New Mexico state library 2002). The internet has also affected student’s performance both positively and negatively. While some make use of the internet for research, studying and learning, others make use of the internet to access to accounts of people and steal from them and also access to prohibitive and damaging sites that can create violence in the lives of the students.

**1.2 Statement of the Problem**

The lack of funds for effective running of the universities and especially their libraries has adversely affected adequate provision of modern books, updated literate materials and journals where available, are now expensive as warranted by the economic recession, global political crises and currency devaluation compounded by the information explosion that we have witnessed in the global electronic village that the world has turned to. In view of those afore stated problems, Nigerian students have now turned their attention to the use of internet for the purpose of studying, conducting research and obtaining general information. Therefore, with more attention given to the internet as a result of its numerous benefits, students who have access to this technology may lose some level of significant interest in using the library. The study therefore is an attempt to access the effectiveness of the use of internet services and how it affects student’s academic performances

**1.3 Objective of the Study**

The main objective of this study is to find out the use of internet services and how it affects student’s performance. Specifically, the aims of the study are to

i. Find out the frequency of internet use.

ii. Find out the most preferred location of internet use.

iii. Find out the purposes for browsing the internet.

iv. Find out the most used internet service.

v. Find out the influence of internet use on academic performance.

vi. Find out the problems faced by students during internet use.

**1.4 Research Questions**

The following research questions have been formulated to guide this study.

i. What is the frequency of internet use among the students?

ii. What is the most preferred location of internet?

iii. What are the purposes for browsing the internet?

iv. Which is the most used internet service?

v. Does internet services influence student’s academic performance?

vi. What are the problems faced by students in using internet services?

**1.6 Significance of the Study**

The study could be beneficial for students as well as for the institution. The valuable feedback gotten from respondents should help students to realise the benefits of internet in their education. Institutes can invest more in internet facilities to enhance the academic performance of their student and produce better results. Note that the relevance of internet facilities is measured by how effective, sufficient and accessible it is to students and users. The research will also provide in-depth insight into the various internet facilities and how students can be able to use them to improve academic performance.

**1.7 Scope and Delimitation of the Study**

The self-report criterion is a limitation. Future research should employ more objective measures of internet use. This study covers all regular undergraduate students in University of Ilorin, Nigeria. These are 100 - 400 levels student including 500 levels law. The study therefore excludes centre for distance learning and continuing education (CDL and CE) students and sandwich students. Also, the study is not restricted to any gender. It includes both male and female, and undergraduates at all level of study.

**1.8.1 Abbreviations and Definition of Terms**

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**ICT** – Information Communication Technology

**ARPA**- Advanced Research Project Agency

**E-Commerce**- This relates to commerce using electronic resources and means E-Banking-This relates to the electronic system of banking which is done in developed countries of the world.

**E-Business**- This relates to business transaction that is done through electronic means. Example is the internet buying and selling with credit and masters card.

**E-Learning**- This is the use of electronic materials and equipment’s for teaching and learning in institutions

**NSF** – National Science Foundation

**NCES** – National Centre for Education Statistics

**GVU** – Graphical Visualisation and Usability

**WWW** – World Wide Web

**ICANN** – Internet Corporation for Assigned Names and Numbers

**IETF** – Internet Engineering Task Force

**URL** – Uniform Resource Locator

**1.8.2 Definition of Terms**

i. **Internet**: This is a combination of networks with database of information which is interconnected to serve users.

ii. **Performance**: this relates to the results and appraisal gotten from studying samples.

iii. **Undergraduates**: these are students in institutions of higher education.

**iv. Information and Communication Technology (ICT):** refers to computer based tools used by people to work with the information and communication processing needs of an organisation, government agencies or individuals. It covers both the software and hard ware devices that are used in the information processes.

v. **University**: refers to an educational institution designed for instruction, examination or both of students in many branches of advanced learning, conferring degrees in various faculties, and often embodying colleges and similar institution

**CHAPTER TWO**

**LITERATURE REVIEW**

**2.1 Introduction**

This chapter comprises the detailed explanation of the concept ‘internet’ by other researchers who have conducted research on this topic or related topic in the past. It goes further to investigate the frequency of internet use, the most frequently preferred location of internet usage, the purpose for browsing the internet, use of internet service, internet access and students’ academic performances. Finally the challenges encountered in the use of internet by undergraduate students.

**2.2 Concept of Internet**

The internet according to Wells (2000) is a computer mediated communication tool, providing the individual with access to a broad spectrum of information and unique communication technologies. The internet is a global system for interconnected computer networks that use the standard internet protocol suite to serve billions of users worldwide. It is a network of networks that consist of millions of private, public, academic, business and government network of local to global scope that are linked by a broad array of electronic, wireless and optical networking technologies. The internet carries a vast range of information resources and services such as the inter-linked hypertext documents of the World Wide Web (WWW) and the infrastructure to support electronic mail.

The origin of the internet reaches back to research of the 1960 commissioned by the United States government in collaboration with private commercial interests to build robust, fault tolerant and distributed networks. The finding of a new U.S backbone by the National Science Foundation (N.S.F) in the 1980’s as well as private funding for other commercial backbones lead to worldwide participation in the development of new network technologies and the merger of many networks. The commercialization of what was by the 1960’s an international network resulted in its popularisation and incorporation into virtually every aspect of modern human life.

As of 2009, an estimated one-quarter of earth’s population uses the services of the internet. The internet has no centralized governance in either technological implementation or policies for access and usage, each constituent network sets its own standard, only the over-reaching definitions of the two principal name spaces in the internet, the internet protocol address, space and the domain name system, are directed by a maintainer organization i.e. the internet co-operation for assigned names and numbers (ICAN).

The technical underpinning and standardization or the core protocol (IPV4) and (IPV6) is an activity of the internet engineering task force (IETF), a non-profit organization of loosely affiliated international participation that anyone may associate with by contributing technical expertise. Kumar and kaur (2006) and Igun (2005) also asserted that academic institutions and undergraduate students cannot do without internet services especially in this era of information globalization, explosion super-high way. Internet enhances teaching, studying, resource sharing, research publishing and communication (Adaomi, Omodeko and Otolo 2004, Ojedokun and Owolabi, 2003).

According to Onwuazo (2005) Internet is designed to allow an arbitrarily large number of networks to be interconnected and to be operated independently. These networks are connected by end switched circuits that remain in place until the communication has ended message switching. The package switching systems then sends units of information (packets, messages) that behave in many respects like electronic postcards. These postcards are originated from computer, addressing it to a destination computer in the network. According to Ogunsola, (2004) the use of internet has revolutionized access to information for the business world, libraries, education and individuals. A few of the most popular ones include e-mail, www (World Wide Web), FTP (File Transfer Protocol), Usenet and Telnet. He further stated that internet and its technology continues to have a profound effect in promoting the sharing of information especially in academic world.

There are various ways and means to access the internet. With the advancement of technology, people can now access internet services through their cell phones, play stations and various gadgets. There are large numbers of internet services providers and with the development and the wide spread application of internet electronic mail, people from all across the globe come together and communication has become much easier than ever before. Messages in the form of emails could be sent in any corner of the world within fractions of seconds.

 According to Ani (2005), the internet is a network of linked computers which are located at different points all over the world that provides easy communication between persons and organizations no matter where they are located. The internet is used mostly in obtaining information. Nwafor and Ezejiofor (2004) quoting Sadler (1993) observed that the internet is not a single network of computers but a network that connects many smaller networks to one another. Just as the printing press of Gutenberg in the 15th century changed the history of the world tremendously, so has the invention of the internet and the World Wide Web in 1989. The internet is the new technological way to disseminate information to a larger population of people in a more speedy and accurate way.

We are informed that 84.6% of the world’s population have internet access (Folley, 2001). More people are joining the internet line daily, especially in the developed world. Within the African environment, or developing world, connectivity is highest within the academic set up. The education community is still the largest user of the internet (Jagboro, 2003). Many academic institutions have made their impact felt through the internet. Researchers can publish and also access several publications across the nation through internet, even from their personal computers once they are connected to the internet. The internet facilitates learning, teaching, research and publication

The major functional advantage of the internet stems from its willingness to share information with others so that everyone will benefit. Shitta (2002) posits that the internet is a communication super highway that links, hooks and focuses the entire world into a global village, where people from all races can easily get in touch, see or speak to none another and exchange information from one point of the globe to another. Oketunji (2001) identified areas in which the internet could be used to include education, agriculture, office automation, banking, commerce, health, security, entertainment, politics and construction. Daramola (2004) maintains that an observable trend in the internet is that more and more resources are moving to it and in some cases being made available only in the internet.

**2.3 Access to the Internet and Preferred Location of Internet Use**

Internet access refers to the means by which users connect to the internet. Common methods of internet access include dial-up, land-line (over coaxial cable, fibre optic or copper wires) (Wikipedia, 2006). Places of access to the internet include libraries, internet cafes and various places where computer with internet connections are available. Participants in Jackson et al, (2003) study conducted in Washington showed that people held positive attitudes towards the internet even though sometimes they were aware of the negative side of it, such as inappropriate websites for children. Zhang (2007) asserted that the more useful computer network is perceived by students, the higher the level of internet usage satisfaction they felt. Comparison of users with dial-up access in the U.S indicated that users engage in greater variety of online activities, spent more time online, and create more internet content. Comunale, Sexton and Voss (2000) found evidence to suggest that higher grades are related to more frequent website use. A study by Becker (2000) which analysed log file interactions with different resources on a cons ware website found a relationship between frequency of access to learning resources and final exam scores.

Ojedokun (2001) in a study of internet access and usage by the student at the University of Botswana reported that computers with internet facilities were still inadequate which denied many student opportunity of access. On the other hand, a cross tabulation of internet access frequency versus the mean of surfing time was carried out by Jagboro (2003) in a study on the usage of the internet at Obafemi Awolowo University ille-ife, Nigeria. The analysis showed that 22.06 percent of the respondents accessed the internet on a daily basis, 38.24 percent weekly, 11.76 percent monthly, 11.76 percent bi monthly and 16.17 percent quarterly. In addition, 25.00 percent spent an average time of half an hour, 39.71% spent 1 hour ( i.e. approximately between 5-7 hours per week), 19.12% spent 2 hours, 7.35% spent 3 hours and 2.9% spent 4 hours, while 5.88% spent more than 4 hours. A further examination of the results showed that there is a convergence of weekly users who spent only one hour on the internet.

 Similarly, Anderson (2001) carried out a study on internet use among college students at Rensselaer Polytechnic, New York. The time students spend on the internet or average internet use per day for each activity was analysed. Students overall on-line time of internet use was 100 minutes per day, i.e. 9.8 hours per week. Robinson (2005) examined the internet use among African-American college students in Michigan. The respondents were surveyed by using questionnaire to determine the frequency of internet use. The results of the study indicated that most of the African-American college students (76%) have been using the internet for more than 3 years. The use of the internet for most AfricanAmerican college students occurred at school or at the work place, totalling with 495 of the responses. While 47% of the responses indicated that they spent an average of two hours per day on-line. A small percentage of the students spent 56 hours per day, i.e. 25-30 hours per week on the internet.

Waldman (2003) in a study conducted in New Zealand on freshmen’s use of library electronic resources reported that 73% of the students said that they access the internet daily and additional 25% of students access the internet at least once a week. In other words, over 97% accessed the internet weekly, or more often. Becker (2000) noted that how frequently a student access internet/computer at school, depend greatly on how many computers are available with internet connectivity and whether they are located within the classroom or elsewhere. Becker (1998) conducted a study on the internet use by 2,500 teachers from public and private schools of UNS. The study revealed that 90% of the teachers had internet access. A majority of the teachers with 59% response had internet access at home. A majority of the teachers (68%) used the internet to find information, resources for preparing their lessons. A majority of the teachers with 62% response use web search engines to find information resources.

Hanquer (2004) surveyed a diverse community college to access the use of the internet by the students. The survey showed that although all the students surveyed had free internet access through their community college, only 97% of the students reported have access to the internet. The survey showed that 83% of interest users had access to internet at their home and 51% of the respondents accessed the internet at their college or library. 81% of the students reported to access the internet most for college work and 80% for email/chart.

**2.4 The Use of Internet Services**

Approximately three-quarter of undergraduates are opting to use the internet for their research rather than going to the library. In a new study report conducted by Pew on internet and American life project, the study was based on more than 2000 surveys from undergraduate students at 27 universities across the world (Adnan, 2003). According to the study, university students go on the internet more than the general population. The report also shows that students who use the web to do academic-related work use commercial search engines instead of the university or other information sources.

The internet users/students also use the internet for non-research based ends such as entertainment, socials, e-commerce (e-marketing and e-shopping) and games. The search for information using the internet rather than the library is confirmed by Online Computer Library Centre (2002), Jones (2002), Kaminski, Seel and Culler (2003) and Walter (in press) that students use open web and search engines for research and are less likely to consult the library and librarian for information. The Email service is a more popular use of the internet than internet browsing because it is the cheapest, fastest and most convenient way of communication. Chifwepa (2003) reports that the reasons for the use of internet were e-mail, access information on websites and read other library catalogues.

One notable study about the internet usage practises of American University students was recently conducted by Wirth and Colleagues (2007). Using an eyetracking experiment, they measured the extent to which collegians select web documents retrieved by the most popular search engine Google when being given ten navigational and informational search tasks. They found that the student’s selections were made based on the order of Google’s search results even if the ranked web page was not strongly related to their task materials. This implies that today’s digital media represented by the internet affords important academic opportunities’ but that not all of the available opportunities and tools were fluently utilized by university students.

Chandran (2000) conducted a study at Sri Venkateswara University, Tirupati, which indicated that a majority of the respondents use web and email services of the internet. The study further showed that more than 255 of the respondents use the internet for 2-3 times a week, while the purposes for using the internet were for communication and information gathering. Similarly, Kaur (2000) surveyed the use of internet facility at the Guru Nanak Development University, Amritsar. The findings revealed that all respondents used search engines to browse the required information and majority faced the problem of slow internet connectivity. The result of the study further indicated that more than two-third of the respondents confirmed internet was time saving, easy to use, more informative and more preferred. Staff and students in academic community enjoy the internet as a result of facilities it offers as noted by Ikoro(2002) in Anunobi (2006) to include; e-mailing, audio-broadcasting, telex/video conferencing, worldwide browsing, telephoning, news and discussions/chart group facilities, e-books storing.

The use of the internet in education allows a wide range of international resources to be accessed. Resources can be well organised on the internet which allows for easy information access and exchange (Hicks, 2002). Students and teachers alike use the web because someone has already done the work of finding the information for them. The internet allows students and teachers “to exchange greetings, exchange intellectual discourse, conduct meetings, share knowledge, offer emotional support, make plans, brainstorm ideas, learn about other cultures and otherwise broaden their mental horizon (Baker, 2000, p.91)”. The internet provides an activation of sight, sound and cognitive reasoning, engaging students as active learners (Baker, 2000, p.91). Through the internet many different activities can be assigned to the student that will enhance their education (Hicks, 2002). In another study Baruchson- Arbib and Schor, (2002) found that students prefer general search engines and it seems that they have difficulties distinguishing between internet resources and library resources. Teachers’ recommendations and how they put forward requirements and demands are very important for the students use of information. When high-quality electronic collections are made available, people use them. Use of electronic journals increases every year. Among faculty members, graduate students, and other professionals, higher use of electronic journals is accompanied by a decrease in visits to the physical library Tenopir (2003).

In (2010) Judd & Kennedy examined “A five-year study of on-campus Internet use by undergraduate biomedical students”. The basic aim of their study was to evaluate the use of internet by undergraduate biomedical students. The researchers stated that the usage of different digital resources for seeking information was rapidly increased by the students during their study period. Their research indicate that most of the students depend on different information tools for seeking information, mostly Google and Wikipedia were used by students to support their learning activities.

Hicks (2002) concluded that the internet is a double-edged sword, as students can access any educational database; learn about any country, they can also be subjected to perverse and deviant topics. Faculty can use the internet infrastructure to improve and supplement traditional course and degree programs. Library holdings can be digitized and made available both on and off campus. Guernsey (2002) noted that universities in New York routinely provide internet connections in resident rooms, a circumstance that brings together the most powerful predictors of greater use, access and education.

Ebersole (2000) pointed out that there are four basic types of internet usage for students. These are;

i. Website, which provides documents or collections of documents that, can be read for informational purposes. Other types of information gathering services are made available on the internet, including commercial information services about research companies. Also, thousands of libraries are connected to the internet, permitting even casual users to access their catalogues and request loans through inter-library programs. In addition to those information services, the number of online journals, newspapers and trade magazines increases each month. Much of information in these publications is free, although some are accessible only for paid subscribers.

ii. E-mail is nothing more than sending/or receiving messages through the computer. It combines the immediacy of the telephone with the world processing power of computer. Students use e-mail to keep in touch with friends and relatives and to work on a project with someone some kilometres away. E-mail is a low-cost form of communication and unlike telephone or standard postal services, there are no volume or long distance sub-charges for sending e-mail. One e-mail message can be sent across the city or twelve thousand messages to the other side of the world for the same fee.

iii. Chat rooms are internet facilities where students can communicate with each other on the computer at the same time, typing messages to each other.

iv. News group is an electronic bulletin board. According to Alexander (1996), news group is an example of the use of internet in facilitating the development of international perspective in students. He adds that this encourages team work, effective communication and ethics of social and political action. Alexander described how students enrolled in undergraduate’s subjects in politics of the Middle East at Macquarie University to take part in role play simulation conducted via the internet.

Matthew and Schrum (2003) in a random survey of 364 students in an Australian University on internet use revealed that students use the internet for communicating with professors through e-mail by asking for clarification or reporting information, e-mailing papers and getting feedback. Secondly, they used the internet to get materials (web links, notes, practise quizzes hints for test and many others) from professional websites, checked grades and accessed resources from the web. In a related survey, National Centre for Education Statistics (2001) in the U.S found 715 of online students said the rely mostly on internet sources for the last big project they did for school and 345 of online young people aged 12-17 downloaded study aides from the internet(Lenhart, Rainie and Lewis, 2001).

Mashra, Yadav, Bisht (2005) conducted a study on internet utilization pattern of undergraduate students in College Of Agriculture and Technology Pantnagar. The findings showed that 61.5% respondents of the male and 51.6% of females used the internet for the purpose of preparing assignments. Paspastergious and Solomonidom (2005) in a study conducted among high school students in Greece to find out the gender issue on uses of the internet and favourite activities. They revealed that the majority of students, 73 out of 124 students (58%), searched the web for information about school courses, while fewer of them engaged in communication activities via chat, e-mail or video conferencing and in web page creation. The researchers also reported that the vast majority of the 240 pupils who used the internet outside school (about 80% or more of them) engage in searching the web for information of personal interest, downloading games, music, logos, ringtones, video clips, surfing and playing online games.

Their study showed that the students’ favourite uses of the internet outside school are similar to those inside school and related to entertainment and to the students personal interests. About 49% to 67% of the 240 students engaged in chatting, emailing and searching for information about school courses.

In the same vein, Kumar and kaur (2005) conducted a research on internet and its use in the Engineering Colleges of Punjab, India. Questionnaire was employed to sample opinion of 474 students. It was revealed that 30.8%of the students have 24 years of experience in using the internet located at the college and use internet for education and research purposes, while half of them use it for communication purposes. More than half of the students use the internet for consulting technical reports. It was further indicated that the major problem faced by the users was slow access speed of the internet. In comparing internet with conventional documents, 91.6% of the respondents noted that the internet is easy to use, 89.1% agreed that it informative and 88.1% felt it is time saving.

In a related study, Aseni (2005) assessed information searching habits of internet users at Medical Sciences University of Isfahan, Iran. The findings showed that the respondents were obtaining quality information through the internet and all the respondents were using the internet. In Nigeria, Some research has been carried on the usage of internet and ICT in several educational environments. In Jagboro (2003) the use of internet was rated fourth as a source of academic information by post graduate student of the Obafemi Awolowo University, Illeife because of the limited number of access points available at the time, while the University’s library was rated first.

**2.5 Frequency of Internet Use**

Ebersole (2000) in his study reported that respondents reply to the computer administered survey gave the following reasons for using the internet;

i. Research and learning 5.2%

ii. Communicate with other people 7%

iii. Access to material otherwise unavailable 5%

iv. Find something exciting/fun 8%

v. Find something to do when bored 5%

vi. Sports and game information 1%

Considering the use of the internet for learning in the UK, the internet is overwhelmingly used in many ways that relate directly or indirectly to learning. Some 90% of those who use the internet daily or weekly do so to do school work and 94% use it as a research tool for obtaining academic information (Livingstone and Bober, 2005). In Canada, teenagers are reported to spend 2.4 hours of their time online on activities explicitly related to learning such as researching information from school projects.

Levin and Arafeh (2002) conducted interviews with American teenagers and found that the internet was used for a wide range of education related purposes, from research to corresponding with teachers and classmates about such projects. In another study based on review of literature by Kumar and kaur (2006), it revealed that students are the most frequent users of the internet. They used the internet mainly for educational purposes rather than entertainment. Bavakutty and Salih (1999) conducted a study among undergraduates at Calicut University. Their results showed that students, research scholars, and teachers used the internet for the purpose of study, research and teaching respectively.

Biradar et al...(2006) conducted a study on internet usage by the students and faculties in Kuvempu University. The results indicated that 42.1% of students use internet twice a week and 31.25% faculties use it every day. The majority of students as well as faculties use internet for study/teaching purpose. The favourite place for using the internet is followed by commercial places. A thumping majority of respondents are satisfied in internet sources and services.

Rajeev, Kumar and Amritpal Kaur (2004) studied the use of internet by teachers and students in Saaheed Bhagat Singh College of Engineering and Technology, Ferozepur (Punjab). They found that 46.7% teachers and 36.7% students daily use internet. About 90% respondents use internet at their college. Yahoo is found as the favourite search engine. Only 31.7% respondents were fully satisfied, whereas 36.7% were partially satisfied with internet facilities.

Laite (2000) surveyed 406 graduate and undergraduate students from Shippensburg University. The survey revealed that 57.6% of the undergraduate students use the internet 1-2 times per week and another 37.1% use it 1-2 times daily. 54.7% of the undergraduate students used internet 1-2 times per week and 37.7% used it 1-2 times daily. The survey showed that the most used internet service was E-mail. 100% of the graduates and undergraduates used e-mail services. Williams (1999) reported that use of information technology and internet in his project entitled “information technology in Michigan: adult and teen survey report”. The results indicated that the majority of the respondents (72%) used the internet at least once s week and (45%) at least once a day. Kooganurmath and Jange (1999) conducted a study which revealed that a majority of users used the internet for communication, followed by access to information. More than 70% of the users used it for higher studies and only 39% used it for discussions with peer groups. The most used services of internet were e-mail, the web, discussion forums, FTP and telnet.

**2.6 Internet Access and Academic Performance**

Chiwepa (2003) and Jagboro (2004) specified the benefits of internet to academic community as

a. Quick, global and convenient access and exchange of information with experienced and expert in any field;

b. Easy dissemination of research findings

c. Enhanced collaborative research and other activities and

d. Ability to use some software and expand the capability of one’s competences.

Kuh and Hu (2001) suggested that using the internet has a strong relationship with an overall measure of student’s engagement. In a study of “best wired campuses” (institutions that have made large investments in technology), students reported slightly more frequent contacts with faculty and participated more in active learning activities compare with their counterparts attending less wired campuses (Kuh and Hu, 2001) . The results pointed out to a positive link between information technology and engagement in effective educational practises.

Laird and Kuh (2004) in their study of use of data of the National Survey of Students’ Engagement (NSSE) in Indiana University Bloomington to investigate the relationship between students use of the internet and other forms of students engagement, found a strong positive relationship between using the internet for educational practises such as active and collaborative learning and student faculty interaction. When students used the internet, their opportunities for other types of engagement increased (Laird and Kuh, 2004).

Comunale, Sexton and Voss (2002) found evidence to suggest that higher course grades are related to more frequent website use. The National science foundation (1997) conducted a gallop poll in the US to find out issues about technology use by students. Five categories of users were generated from a cluster analysis. The participant reported that they were in the top percentage of their school in overall achievement. It is also reported that there appeared to be a positive relationship between self-ratings of academic performance with the amount of time spent per week on both the computer and the internet. Furthermore, the relationship between the times spent in after-school activities seemed to be positively related to both academic performance and time spent on the computer and the internet.

Matthew and Schrum (2003) in the report of their own study on high speed internet use and academic gratification among college students in America indicated that correlation exist between students perception of time using the internet for academic purposes. Similarly, the correlation between the student’s perception that their effort leads to good grades and their perception of internet helps with academic work is weak but statistically significant. The internet is very useful in obtaining information for research. Muniandy (2010) explored that approximately 30 % students have good internet usage skills. Mostly students use their own laptop and personal computers. Students use internet services at internet cafes, university or outside the university. The study shows that the use of internet for learning is slightly varied. Nearly 50% students have not use internet for communication with their teachers. 94.6% students are good internet information user but never up load any information to the internet. The study shows that Google and yahoo are the favorite search engine for searching educational material but the use of academic data bases like proquest, library web resources and university electronic resources is very low. All students know that they can use internet any time and mostly students admit that the quality of their work is improved; knowledge is up dated and increased due to usage of internet.

The direct link between the uses of ICT in students’ studies has been the focus of extensive literature during the last two decades. While some scholars believe that ICTs improve the students’ study habit, others do not support this view. In line with the above, Valasidou and Bousiou (2005) stated that students frequently use ICT resources especially internet for their studies, and that internet has huge impact in improving students’ study habits. Leuven et al. (2004) against this view, stated that there is no evidence for a relationship between increased educational use of ICT and students’ performance. In fact, they find a consistently negative and marginally significant relationship between ICT use and some student achievement measures. Still, in support of Valasidou and Bousiou (2005) Abdulla Y. Al-Hawaj, Wajeeh Elali and E.H. Twizell (2008) stated that ICT has the potential to transform the nature of education: where and how learning takes place and the roles of students and teaching takes place and the roles of students and teachers in the learning process. Karim and Hassan (2006) also noted the exponential growth in digital information has changed the way students perceive study and reading and in how printed materials are used to facilitate study.

Adegboji and Toyo (2006) in their study on the impact of internet on research reported that internet contributed significantly to the ease of research through downloading materials. It is commonly believed that researchers and students in higher education institutions are battling the problem of inadequate and out-ofdate materials. One of the ways to pursue knowledge is through research and the internet is having a profound impact on the research process and dissemination of information (Kamja, 2008). Aseni (2005) showed that all respondents were using the internet frequently because all faculties were well equipped with internet services. It was revealed that the researchers of the university were getting quality information through the internet. Fifty-five percent of respondents searched for scientific information through the internet because the university library has provided access to various databases and online journals for all the students and staff.

According to Carvin (2006) researchers noted that for the first six months of the study, Internet access appeared to have no effect on GPA. However, Internet usage did predict GPA obtained after one year of home access. This pattern continued through the end of the study, the researchers observing a correlation between home Internet access and higher grade points. They also correlated home access with higher standardized test scores in reading: More time online was associated with higher reading comprehension and total reading scores. They attributed these result to the text-heavy nature of Internet. Having access to the amount of information that the Internet provide help student’s complete homework and projects. Socializing tools help students study with their peers. Students already use this technology and if teachers starts to teach their students to use these tools to enhanced their education, then there will be a strong correlation between Internet access and GPA.

Ogedebe (2012) in his study found that 79% of the respondents accepted that their academic performance has been improved by using the internet, while 13% believed otherwise, 8% made no response to that question. The study also revealed that 65% of the respondents were computer literate, while 29% were not, 6% of the respondents neglected the question. The study further revealed that 8% of the respondents believed that their GPA has been improved remarkably as a result of the internet, 6% agreed that their GPA has been declining, 28% responded that it aids them in preparing better for CA and semester examination while 22% were indifferent about the options and therefore did not respond.

Awoleye, Siyanbola and Oladipo (2008) found that less than 10% (46, n=272) of the total students from some of the Universities studied, use the Internet on a daily basis. It also revealed that about 40% of the total respondents (n=272) use it on a weekly basis. It was also found that the students have more access to the Internet in the Cybercafés (90.8%). Jagdoro (2004) in his study asserted that 45.2% of students access the Internet at the cyber café in the university while only 8.2% use the library Internet facilities.

Anasi (2006) investigated the pattern of Internet use by students of the University of Lagos and found low use of Internet among students from Law and Education, though Internet use had very high impact on their academic career.

A study by Udende and Azeez (2010) reported that 311 (80.8%) of Students of the University of Ilorin, admitted that they mostly use the internet for academic purpose, while 54 (14%) used it mostly for mails, 19 (4.9%) used it most for fun, none for others. 100 (26%) of the respondents agreed that they used the internet daily, 178(46.2%) used the internet on weekly basis, while 107(27.8) used the facility ones in a while. The study also revealed that 38 (9.9%) respondents were of the opinion that the internet does not contribute towards their academic excellence, whereas as many as 347 (90.1%) held a contrary view that the internet help them in solving their academic problems

**2.7 Challenges Encountered in the Use of Internet Facilities**

Ibrahim (2004) in his study titled “use and user perception of electronic resources in the United Arab Emirates University (UAEU)” made an attempt to measure the use and perception of the UAEU faculty members of electronic resources. He found out that frequent use of electronic resources was low due to lack of time needed to focus on teaching; lack of awareness to electronic resources provided by library; ineffective communication channels and language barriers. Stratified random sample questionnaires were sent to the faculty. The questionnaires were self-administered. E-mail and phone calls were also made. 25% sample was drawn department-wise.

Mishra, Yadav and Bisht (2005) conducted a study to know the internet utilization pattern of the undergraduate students of GB Pant University of Science and Technology, Pantnagar. A majority of the respondents that is 83.1% male and 61.3% female respondents indicated that they faced the problem of slow functioning of internet connection. The use of internet has revolutionized the way and manner the global community source and use information. Studies on the use of internet by Jagboro (2004) showed that 38.24% and 22.06% of the university students use it on weekly and daily basis respectively. Also 11.76% use the internet monthly and bi-monthly basis. Many (39.7%) have 1hour as surfing time, which decreases from 25% for half an hour to 5.88% for 4hours. Though such high use was recorded, he discovered a low use of internet by students of Obafemi Awolowo University.

Ayoku (2001) also discovered that only 23% of his respondents at the University of Botswana use the internet at the time of his study. Also Ibegwam (2004) discovered in his study that many students were not using the internet in the College of Medicine at the University of Lagos. These findings confirm that students in the sub-Saharan Africa are not maximizing the use of internet. The main reason for such low use according to Cisse (2004) include inability to access the equipment, difficulty encountered in using the machine and such believe that erroneous information may be posted to the internet. Chifwepa (2003) identified lack of guidance, inability of use, inadequate internet facilities as some of the reasons for low use. There are problems associated with internet technology such as slowness of the server of its breakdown which Ibegwam (2004) described as constant disconnection due to poor phone-lines.

**CHAPTER THREE**

**METHODOLOGY**

# 3.1 Introduction

This chapter deals with the methodology or steps taken during the course of this study for the purpose of establishing the desired objectives issues like the type of design taken during the course of the study are stated. Research instruments, method of data administration as well as method of data analysis.

# 3.2 Research Design

To ensure the desired goals and objectives, a survey type of research was carried out because the study is concerned with the collection of data for the purpose of describing and interpreting existing conditions, prevailing practises and attitudes among other things.

# 3.3 Population of the Study

A population is any group of individuals that has one or more characteristics in common and that is of interest to the researcher. In other words it is a group of individuals with at least one common characteristic which distinguishes that group from other individuals (Best and Kahn, 2006, p.13). The population for this research is the entire undergraduate students of the University of Ilorin including 500 level law students which brings the population to fifteen thousand (15,000) students. See Table 3.1

# Table 3.1 Population of the Study

|  |  |
| --- | --- |
| **LEVEL OF STUDY**  | **POPULATION**  |
| 100  | 3,680  |
| 200  | 3,228  |
| 300  | 3,450  |
| 400  | 3,021  |
| 500  | 1,621  |
| **Total**  | 15,000  |

Source: University of Ilorin

# 3.4 Sample Size and Sampling Procedure

A sample size of 375 was picked using Morgan and Kaycie (1971) table for determining sample size from a given population.

# 3.5 Research Instruments

For the purpose of the study, questionnaire titled “use of internet services and students’ academic performance” (UISSAP) was self-administered to the respondents. The questionnaire was divided into two sections. Section A was on student bio-data, section B was on the use of internet and students’ academic performance. Respondents were expected to tick the right option that relates to each research question. Section B was further divided into 6 parts. Part 1 contains items that show responses on frequency of internet use, respondents are to tick the right option. Part 2 contains items that show responses on preferred location of internet usage, respondents are to tick the right option. Part 3 contains items that show responses on the purpose for browsing the internet; respondents were to pick the right option. Part 4 contains items that show the most used internet services; respondents are to tick the right option. Part 5 contains items that show the influence of internet on student’s academic performances, respondents were to pick the right option and part 6 contains items that show the challenges encountered by students in using internet facilities, respondents are to tick the right option.

# 3.6 Data Collection Procedure

The questionnaires were distributed to 375 respondents. The questionnaires were self-administered to the students at various levels. Some of the questionnaires were returned at the spot while others were returned on the day agreed by the respondents.

# 3.7 Method of Data Analysis

The study has to do with inferential statistics. Inferential statistics is aimed at summarizing the properties of a population from the known properties of the sample of the population. It also deals with inferences and generalisation about the characteristics of a population based on the behaviour of the sample. As a result of this, simple frequency and percentage was used for analysing the data because it will explain the phenomena under study.

**CHAPTER FOUR**

**DATA PRESENTATION, ANALYSIS AND DISCUSSION OF RESULTS**

# 4.1 Introduction

This chapter contains a detailed and precise analysis of the demographic data of respondents by virtue of the questionnaire distributed during the course of research. A total of 375 questionnaires were distributed and 200 representing 53% were collected back well responded to on which the analyses were based.

**4.2 Data Presentation and Analysis.**

**4.2.1 Analysis of Demographic Data of Students is presented in Tables 4.1 and 4.2.**

**Table 4.1: Students responses to questionnaire according to level of study.**

|  |  |  |
| --- | --- | --- |
| **LEVEL OF STUDY**  | **FREQUENCY**  | **PERCENTAGE (%)**  |
| 100 level  | 44  | 22%  |
| 200 level  | 45  | 23%  |
| 300 level  | 40  | 20%  |
| 400 level  | 36  | 18%  |
| 500 level  | 35  | 17%  |
| **Total**  | 200  | 100%  |

Source: field Survey 2013.

Table 4.1; shows that out of 200 questionnaires answered and returned, 44(22%) respondents were 100 level students, 45(23%) were 200 level students, 40(20%) were 300 level students, 36(18%) were 400 level students and 35(17%) were 500 level students. Based on this analysis, it could be concluded that all levels participated in the research.

**Table 3: SEX DISTRIBUTION OF STUDENTS**

|  |  |  |
| --- | --- | --- |
| **Level** |  **MALE**  | **FEMALE**  |
|  | **FREQUENCY** |  **PERCENTAGE****(%)**  |  **FREQUENCY** |  **PERCENTAGE** **(%)**  |
| 100  | 25  | 13%  | 19  | 10%  |
| 200  | 21  | 10%  | 24  | 12%  |
| 300  | 23  | 11%  | 17  | 8%  |
| 400  | 18  | 9%  | 18  | 9%  |
| 500  | 13  | 7%  | 22  | 11%  |
| **Total** | 100  | 50%  | 100  | 50%  |

Source: Field Survey 2013

From the table, 25(13%) of the sampled students are 100 level male students and 19(10%) are females. 21(10%) are 200 level male students and 24(12%) are females. 23(11%) are 300 level male students and 17(8%) are 300 level females. 18(9%) are 400 level male students and 18(9%) are females. 13(7%) are 500 level male students and 22(11%) are females.

**4.3 Answers to Research Questions.**

**4.3.1 Research Question 1: What is the Frequency of Your Internet Use?**

 **Answers to Research Question 1 are presented in table 4.3.**

**Table 4.3: FREQUENCY OF INTERNET USE.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FREQUENCY**  | **NUMBER** **RESPONDENTS**  |  | **OF**  | **PERCENTAGE** **(%)**  |
| Everyday  | 111  |  |  | 55%  |
| Once in a week  | 31  |  |  | 15%  |
| Once in two weeks  | 9  |  |  | 5%  |
| Once in a month  | 26  |  |  | 13%  |
| Occasionally  | 20  |  |  | 10%  |
| Never  | 3  |  |  | 2%  |
| **Total**  | 200  |  |  | 100%  |

Source: Field Survey 2013.

From table 4.3, results gotten from the research shows that 111(55%) of respondents use the internet every day, 31(15%) use internet once a week, 9(5%) use the internet once in two weeks, 26(13%) use the internet once in a month, 20(10%) use the internet occasionally while 3(2%) do not use the internet. The findings show that majority of students use the internet every day. This result collaborates with Waldman (2003) which said that 73% of the students accessed the internet daily.

**4.3.2 Research Question 2: What is your Most Preferred Location of Internet Usage?**

 **Answers to Research Question 2 are presented in table 4.4.**

**Table 4.4: MOST PREFERRED LOCATION OF INTERNET USAGE.**

|  |  |  |  |
| --- | --- | --- | --- |
| **LOCATION**  | **NUMBER** **REPONDENTS**  | **OF**  | **PERCENTAGE%**  |
| Personal home  | 108  |  | 54  |
| School library  | 19  |  | 10  |
| Cybercafé  | 43  |  | 21  |
| Others specify  | 30  |  | 15  |
| **Total**  | 200  |  | 100  |

Source: field Survey 2013.

From table 4.4, 108(54%) of the respondents preferred internet usage from their personal home, 19(10%) preferred it in the school library, 43(21%) preferred it at the cybercafé and 30(15%) of the students preferred internet location at different places not stated. The findings show that a greater number of the population 108(54%) preferred location internet usage was at their personal home. The result corresponds with Hanueur (2004) which said that 83% of the internet users had access to internet at their home.

**4.3.3 Research Question 3: What is your Purpose for Browsing the Internet?**

**Answers to Research Question 3 are presented in table 4.5.**

**Table 4.5: PURPOSE FOR BROWSING THE INTERNET.**

|  |  |  |  |
| --- | --- | --- | --- |
| **PURPOSE**  | **NUMBER** **RESPONDENTS**  | **OF**  | **PERECENTAGE (%)**  |
| Obtain course related information  | 90  |  | 45%  |
| Communication (E-mail)  | 43  |  | 22%  |
| Games and Music  | 16  |  | 8%  |
| E-books and journal downloading  | 30  |  | 15%  |
| Obtain non-course related information  | 21  |  | 10%  |
| **Total**  | 200  |  | 100%  |

Source: Field Survey 2013.

From table 4.5, 90(45%) of the respondents use the internet to obtain course related information, 43(22%) use the internet for communication (E-mail), 16(8%) use the internet for playing games and music, 30(15%) use the internet for E-books and journal downloading and 21(10%) use the internet to obtain noncourse related information. This findings revealed that 90(45%) of the students use the internet to obtain course related information. This finding collaborates with Paspatergious and Solomonidou (2005) which revealed that the majority of the undergraduate students, 73 out of 124 students (58%) searched the web for information about school courses while fewer of them engaged in communication activities via chat, e-mail or video conferencing and in web page creation.

**4.3.4 Research Question 4: What is your Most Used Internet Service?**

 **Answers to Research Question 4 are presented in table 4.6.**

**Table 4.6: MOST USED INTERNET SERVICE.**

|  |  |  |  |
| --- | --- | --- | --- |
| **INTERNET SERVICES**  | **NUMBER** **RESPONDENTS**  | **OF**  | **PERCENTAGE (%)**  |
| Google  | 143  |  | 72%  |
| Yahoo  | 29  |  | 14%  |
| Ask  | 18  |  | 9%  |
| Others specify  | 10  |  | 5%  |
| **Total**  | 200  |  | 100%  |

Source: Field Survey 2013.

From table 4.6, 143(72%) of the respondents use Google search engine, 29(14%) use the Yahoo, 18(9%) use the Ask, 10(5%) use other search engines. The findings revealed that more of the population i.e. 143(72%) use the Google search engine. These findings also agreed with Wirth and Colleagues (2007) which revealed that Google was the most popular search engine and most used by students.

**4.3.5 Research Question 5: What is the Influence of Internet on Student’s Academic Performance?**

 **Answers to Research Question 5 are presented in table 4.7. Table 4.7: INFLUENCE OF INTERNET ON STUDENTS ACADEMIC PERFORMANCE.**

|  |  |  |
| --- | --- | --- |
| **INFLUENCES OF INTERNET ON** **STUDENTS ACADEMIC** **PERFORMANCE**  | **FREQUENCY**  | **PERCENTAGE** **(%)**  |
| To aid research  | 117  | 59%  |
| Providing access to current information sources  | 67  | 34%  |
| To help to prepare for examinations and tests  | 20  | 10%  |
| To help in assignments  | 54  | 27%  |
| To aid communication between students and lecturers  | 10  | 5%  |

Source: Field Survey 2013.

From the table 4.7, 117(59%) use the internet to aid research, 67(34%) accept that the internet provides access to current information sources, 20(10%) use the internet to prepare for examinations and tests, 54(27%) said the internet helps in assignments and 10(5%) said the internet aid communication between students and lecturers.

The findings revealed that a greater proportion of students use the internet to aid their research. This agrees with Matthew and Schrum (2003) which revealed that students use the internet for communicating with professors through email. Also they use it to get materials (web links, notes, practice quizzes, hints for test).

**4.3.6 Research Question 6: What are the Problems Encountered by Students in Accessing Internet Services?**

 **Answers to Research Question 6 are presented in table 4.8.**

**Table 4.8: PROBLEMS ENCOUNTERED IN THE USE OF INTERNET SERVICES.**

|  |  |  |  |
| --- | --- | --- | --- |
| **PROBLEMS**  | **NUMBER** **RESPONDENTS**  | **OF**  | **PERCENTAGE (%)**  |
| Slow internet speed  | 111  |  | 56%  |
| Power failure  | 31  |  | 16%  |
| Poor computer skills  | 27  |  | 14%  |
| Paying for online services  | 45  |  | 23%  |

Source: Field Survey 2013.

From table 4.8, 111(56%) said they faced the problem of slow internet speed, 31(16%) said they faced the problem of power failure, 27(14%) said they had poor computer skills and 45(23%) said they had challenges in paying for online services.

From the findings, we can reveal that the major problem faced by students was slow internet speed. This finding agrees with Mishra, Yadav and Bisht (2005) which revealed that a majority of respondents i.e. 83.1% males and 61.3% females faced the problem of slow functioning of internet connection.

**4.4 Major Findings**

1. From the study, one can say that undergraduate student use the internet every day of the week.
2. A good number of University of Ilorin undergraduates have effective computer skills which results to frequent use of the internet.
3. The study also reveals that a greater number of University of Ilorin undergraduate students prefer internet usage from their personal homes. iv. The study also reveals that most of the students who use the internet use it to obtain course related information which helps to aid their research, prepare for assignments and get access to current information sources.
4. The study also reveals that the Google search engine remain the most popular search engine used by undergraduate students of the University of Ilorin.
5. The study also reveals that internet has great influence on the academic performance of University of Ilorin undergraduate students.
6. The study also reveals that the major problem encountered by students in accessing the internet services is the problem of poor internet speed.

**4.5 Discussion of Results**

The results from table 4.3 revealed that majority of the participants 111(55%) access the internet every day. This is followed by 31(15%) who access the internet once in a week. Moreover, 9(5%) access the internet once in two weeks. 26(13%) access the internet once in a month and 20(10%) access the internet occasionally. Only 3(2%) indicate they never use the internet. The results generally indicate that the majority of respondents access the internet every day of the week. This result corresponds with Jagboro (2003) findings in a similar study that showed that the majority of users access the internet for an hour per day, i.e. between 5-7 hours per week.

The results in table 4.4 revealed that majority of participants 108(54%) preferred location of the internet was their personal home. This is followed by 19(10%) whose location was the school library. Also 43(21%) location was the cybercafé and 30(15%) gave different locations as their preferred place of internet use. This result corresponds with Hanquer (2004) finding in a similar study that 83% of internet users had access to internet at their home and 51% of the respondents accessed the internet at their college library.

The results in table 4.5 revealed that 90(45%) of the respondents use the internet to obtain course-related information. 43(22%) use the internet for communication (E-mail.) 16(8%) use the internet for games and music and 30(15%) use the internet for E-books and journals downloading. However, 21(10%) use the internet to obtain non course-related information. The findings show that the internet is being used by respondents mainly to obtain course related information and it is least being used by respondents for games and music. These results collaborate with the findings of Livingstone and Bober (2005) who reported that students use the internet mainly for the purpose of obtaining course related information with 94% and 90% use the internet to do school work such as assignment. Similarly, Kumar and Kaur (2006) reported that students use the internet mainly for academic purposes which included obtaining course related information and communication by E-mail.

The results in table 4.6 revealed that 143(72%) have Google as their most used search engine. 29(14%) use Yahoo, 18(9%) use Ask. However 10(5%) specified other search engines. This result corresponds with Wirth and Colleagues (2007) which revealed that the Google was the most popular search engine and mostly used by students. However, it contradicts OCLC (2002) et al...That revealed in their research that E-mail service is the most used internet service.

The results in table 4.7 revealed that 117(59%) use the internet to aid research, 67(34%) accept that the internet provides access to current information sources, 20(10%) use the internet to prepare for examinations and tests, 54(27%) said the internet helps in assignments and 10(5%) said the internet aid communication between students and lecturers. The results in table 4.7 generally show that respondents strongly agree that it would be difficult to survive in their programme without access to the internet. These results agree with Comunale, Sexton and Voss (2002) who found evidence that that suggest that higher course grades are related to more frequent website use and the National Science Foundation (1997) which reported that time spent on internet significantly relate to academic performance. Also another survey by NCES (2001) also confirms this present result by revealing that most students (88%) indicate internet has helped them to do better in school. Ifeoma (2001) also revealed in accordance with the findings that internet has a major role in helping undergraduate researcher’s access large number of materials from different parts of the world.

The results in table 4.8 revealed that 111(56%) showed that their major challenge was slow internet speed, 31(16%) indicated power failure, 27(14%) indicated poor computer skills and 45(23%) indicated paying for online service as their problem. From the findings, the major challenge faced by students was slow internet speed. This collaborates with Mishra, Yadav and Bisht (2005) which revealed that a majority of respondent i.e. 83.1% males and 61.3 females faced the problem of slow functioning of internet connection. Also Ibegwam (2004) revealed that one of the problem faced by students was slowness of the server or its breakdown as a result of constant disconnection due to poor phone-lines. Results from the research also shows that 27(13.5%) still lack computer skills and this collaborates with Nwokedi (2007) which revealed that lack of searching skills is still hindering good use of the internet.

**CHAPTER FIVE**

**5.0 SUMMARY, RECOMMENDATIONS AND CONCLUSION**

**5.1 INTRODUCTION**

This chapter contains the summary, recommendations and conclusions of the research.

**5.2 Summary**

The study examined the issue of internet use and its implication on the academic performance of the undergraduate students of the University of Ilorin, Nigeria. The research went further to identify the frequency of internet use, most preferred location of internet usage, purpose for browsing the internet, the most used internet service and the challenges facing the effective use of the internet. The literature review of the work also had a detailed review of the concept of internet based on past research of other scholars. The results have so far demonstrated that the use of internet contributes immensely to the academic performances of students.

Finally to ensure that equal opportunity was given to the students, the research was conducted using a survey kind of research which gives room for effective studying of the populations. Samples were taken from the various levels. Simple frequency and percentage was used for analysing data. The major findings include slow functioning of internet servers, lack of computer skills among undergraduate students and problem of paying for online services.

**5.3 Recommendations**

i. There is a need for extensive training programmes organised at regular intervals so that all categories of users can improve their efficiency in the use of the internet.

ii. To solve the problem of slow functioning of internet connectivity, the university body should acquire high speed internet connection with maximum bandwidth.

iii. The cost of browsing should be reviewed downward so that student’s access to internet can increase. Students should be informed of possible resource websites via website guides which could be pasted on the notice boards at strategic places on campus and cyber-cafe to enable students know the websites that will fetch them relevant academic materials. This will reduce fruitless exercise experienced by students who claim not to get relevant materials when browsing and it can also help improve academic performance as a result of adequate research.

iv. Government should as a matter of necessity improve on the present state of power in the country. Internet can only be accessed when there is power to start up servers and computers. If there is constant power supply in the country, it will help boost student’s research by access to internet from personal homes.

v. Despite the short comings of the internet, its role as distinct from the use of textbooks and lecture notes should be emphasized by academic staff to help motivate students do research and increase and broaden their knowledge.

vi. Printing facility should be provided so that users can get print out of their study materials and other important documents.

**5.4 Conclusion**

The fact that internet and its services play an important role on the student’s academic performance cannot be over emphasized. This it does through constant exposure of students to up-to-date information and relevant information in their various fields of study. The number of hours spent on the internet will have an effect on the student’s academic performance. The study shows that the use of internet for study purpose and academic achievements are directly proportional to each other. It was revealed that majority of respondents access the internet every day.

Even though the access to internet services has been grossly affected by the level of poverty and degree of exposure amongst other factors, the reduction in rates charged at internet and computer education centres could go a long way to enabling students have more access to latest and useful academic materials. If this suggestion and other recommendations in this study are taken it consideration, it is assumed that the future of the internet use and its academic influence on students is bright.

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