

2-25-2013

# Internet Access and Usage by Undergraduate Students: A Case Study of Olabisi Onabanjo University, Nigeria

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Adekunmisi, Sowemimo Ronke; Ajala, Emmanuel Babatunde; and Iyoro, Abiodun Olaide, "Internet Access and Usage by Undergraduate Students: A Case Study of Olabisi Onabanjo University, Nigeria" (2013). *Library Philosophy and Practice (e-journal)*. Paper 848.

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## **Internet Access and Usage by Undergraduate Students: A Case Study of Olabisi Onabanjo University, Nigeria**

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### **ABSTRACT**

This study was carried out in order to determine Internet access and usage by the undergraduate students of Olabisi Onabanjo University, Nigeria. A review of literature was done on information and communication technologies (ICTs) and its importance in education. A description of Internet and its actual use by lecturers as well as students were also reviewed. Data was obtained from 200 undergraduate students of the institution with the use of a questionnaire. Information collected showed that majority of the cyber cafe around the university environment were privately owned and despite this, students accessed the Internet from their pocket money. It also revealed that majority of the respondents were Internet literate with 32.50% of the respondents browsing the Internet daily; 37.50% weekly, 13.00% fortnightly and 17.00% monthly. It further revealed that the most used Internet facilities are the e-mails, webpages, search engines and chatting facilities for communication (with friends, families, lovers, colleagues and lecturers), academic activities (doing assignment, research and preparation for examination) and for sourcing of information and knowledge. The benefits of Internet use and the various problems encountered from its use were also revealed. Suggestions and recommendations were proffered based on the findings of the study.

## Introduction

Information and Communication Technology (ICT) is the scientific, technological and engineering discipline and the management technologies used in the handling of information, processing and application related to computers. ICT is also defined as the term used to describe the tools and processes to access, retrieve, store, organize, manipulate, produce, present and exchange information by electronic and other automated means. These include hardwares, softwares and telecommunications in the form of personal computers, scanners, digital cameras, handheld/PDAs, phones, faxes, modems, CD and DVD players and recorders, digitalized video, radio and TV and programs like database systems and multimedia applications (Gwary, 1988). Of these, there are the traditional and modern technologies of disseminating information. The traditional ICT products are the printed page, radio, television, films and so on while the modern technologies include the Internet, e-mail, voicemail, facsimile technology, electronic bulletin board, cellular telephones, CD-ROMS among others. These different tools are now able to work together, and combine to form-networked world, which reaches into every corner of the globe (UNDP Evaluation Office, 2001).

However, the use of ICTs in education process has been divided into two broad categories: ICTs for Education and ICTs in Education. ICTs for education connotes the development of information and communication technology specifically for teaching/learning purposes while the ICTs in education involves the adoption of general components of information and communication technologies in the teaching learning process [Olakulehin, (2007) quoted by Tella, Tella, Toyobo, Adika and Adeyinka (2007)].

## Literature Review

The Internet is a globally interconnected set of computers through which information could be quickly accessed. Internet has become an invaluable tool for learning, teaching and research. Internet could be regarded as technology evolved in furtherance of the concept of paperless society. It is a super high wave invention, which is already advancing the cause of humanity of the greatest height especially in this millennium (Onatola, 2004). The Internet provides such facilities as Electronic Mail, Telnet, On-line Searching, Electronic Publishing, User Group/Listen, Usenet, Archie, Gopher, File Transfer Protocol, Veronica, Mosaic and World Wide Web (WWW).

The Internet sometimes simply called “the Net” is a worldwide system of computer network- a network of networks in which users at any one computer can, if they have permission, get information from any other computer (and sometimes talk directly to users at other computers). It was conceived by the Advanced Research Projects Agency (ARPA) of the U.S. government in 1969 and was first known as the ARPANET. The original aim was to create a network that would allow users of a research computer at one university to be able to “talk to” research computers at other universities (<http://searchwindevelopment.techtarget.com>).

Today, the Internet is a public, cooperative, and self-sustaining facility accessible to hundreds of millions of people worldwide. The Internet has broken down barriers of communication and information access from anywhere in the world. It is often referred to as “Information Highway” because of its capacity to transmit a vast amount of information to anybody anywhere in the world. It is fast, reliable and does not have much restriction on content, format or geographical location. It also has a wide range of facilities which assist users to access the almost infinite information on the net. It thus 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 companies, organizations, government, individual set-up as well as institutions especially libraries.

Adomi, Okiy and Ruteyan (2003) reported that the use of Internet has grown in most urban areas in Africa. Reporting further that as at 1966, 33 of the 54 African Nations have Internet public access services. Some of these countries include; Algeria, Angola, Central Africa Republic, Benin, Cote d’Ivoire, South Africa etc, while Nigeria had no live Internet public access services in her cities at that time. However, as at now every capital city and major towns in Nigeria now have Internet Public Access Services and as indicated by 2002 status report on the African Internet by Ojedokun (2001), the number of dial-up Internet subscribers was close to 1.7 million in Africa. Adomi et al (2003) further noted that there are now many thousands of cybercafes business centers in the major cities of Nigeria.

Though there is dearth of research on the use of Internet services in higher education in Nigeria, research elsewhere have indicated that various categories of the university community member are using Internet for various educational purposes. For instance, the works of Dyril (1994), Gallo and Horton (1994), Bruce (1995) and Fabry and Higgs (1997) who all studied different aspects of ICT implementation for educational purpose were of particular relevance.

Others like Cravener (1999) indicated that there is increasing faculty comfort with the use of ICT for instructional purposes, which have consequently improved effectiveness of online teaching. Bavakutty and Salih (1999) conducted a study at Calicut University, which showed that students, research scholars and teachers used the Internet for the purpose of study, research and teaching respectively. Laite (2002) surveyed 406 graduate and undergraduate students in his work, which revealed that 57.60% of the undergraduate students used the Internet 1–2 times per week and another 37.10% used

it 1-2 times daily. 54.70% of the graduate students used Internet 1-2 times per week and 37.70% used it 1-2 times daily. The findings further revealed that the most used Internet service was e-mail while 100.00% of the graduate and undergraduate students used e-mail services. Abdelraheen and Al Musawi (2003) found out that the Internet is an important tool in the creation of a collaborative professional culture among faculty members and also improved students' opportunities for interaction with staff.

In Nigeria, Jagboro (2003) evaluated the level of utilization of Internet for academic research among postgraduate students spanning art and science based programmes at the Obafemi Awolowo University, he revealed that respondents ranked the use of research materials on the Internet fourth (17.3%) and concluded that the use of the Internet for academic research would significantly improve through the provision of more access points at departmental and faculty levels. Aduwa-Ogiegbaen (2005) in this work on "Extent of faculty members' use of Internet in the University of Benin, Nigeria" found out that lecturers of this university popular Internet uses were in searching for journals to write and publish their research articles; word processing; searching for relevant instructional materials; accessing of reference materials and the use of Internet in course.

Similarly, a study conducted by Anasi (2006) at University of Lagos, Nigeria on pattern of Internet use by undergraduate students revealed that the level of Internet use is low among the respondents from the Faculties of Education and Law. The study further revealed that though majority of the students browsed the Internet, many of them cannot design search strategies even though their Internet use had very high impact on their academic or career related activities. In another study conducted at Hezekiah Oluwasami Library by Olufemi (2006), her findings revealed a high percentage use of the Internet among the undergraduate students even though the access point for them was through the commercial cyber cafes where they paid for access time through their pocket money but however concluded that their use of Internet had not affected their use of the library.

However, study by Kumar and Kaur (2006) revealed that Internet can only supplement library services as 1,243 (77.5%) of the respondents felt that the Internet cannot replace library service as both are sources of information but Internet is more effective, more useful and more informative and provides desired information in less time. Only 143 (22.5%) respondents felt that Internet can replace library services because they found it easier to locate the desired information on the Internet.

The realization of the advent of broad-based digital networks, the growth of distance learning within the nation and across international borders and the rapid application of information and communication technology in educational institutions are now challenging institutions, lecturers, libraries and information centers to adopt new policies and skills in order to meet with the educational ICT challenges.

### **Background Information about Olabisi Onabanjo University**

In the midst of these challenges, a multidisciplinary and constantly growing institution like Olabisi Onabanjo University (O.O.U) formerly known as Ogun State University cannot shy away from the global ICT consciousness. Established by the Ogun State Government in July 1982, the institution operates a multi-campus system in which it has eight (8) campuses spread within the state.

According to O.O.U Library Regulation (2002), it has eleven (11) faculties/colleges which run programmes at different levels like Pre-Degree Science, Degree Foundation, Diploma, Undergraduate and Post-Graduate programmes. These are the Faculty of Science at the Mini – Campus (Ago-Iwoye), Faculties of Law, Education, Social Sciences and Management Sciences at the Permanent Site Campus (Ago-Iwoye). Faculty of Basic Medical Sciences (Ikenne Campus), Faculty of Pharmacy and College of Health Sciences (Sagamu Campus), College of Agricultural-Sciences (Ayetoro Campus) and College of Engineering and Technology (Ibogun Campus). The University also has other units like the Institute of Education, Center for Sandwich Programmes (CESAP) and the Olabisi Onabanjo University Consultancy Services also offering academic courses at diploma and degree levels.

The University Library which serves as the information focal point of the university was established in January 1983. It has the main library located on the Mini-Campus, Ago-Iwoye where central administration of the library activities take place, and branch libraries located in each of these campuses serving the faculties they are meant for.

The university students population can be put at Forty-One Thousand, Nine Hundred (41,900) of which twenty thousand (20,000) are full time undergraduate and sub-degree students, twenty thousand and six hundred (20,600) are part-time students while one thousand three hundred (1,300) are post-graduate students (O.O.U. Newsletter, 2003, p. 2).

### **Objectives of the Study**

This study aims to determine Internet access and usage by the undergraduate students of Olabisi Onabanjo University, Ogun State, Nigeria. In view of this, the study is set out to:

- i. Determine the adequacy of provision and access to Internet by the undergraduate students of this institution.
- ii. Determine the frequency of use of the Internet.
- iii. Which of the Internet facilities are mostly being used.
- iv. Determine benefit of Internet use to these students.
- v. Determine what the undergraduate students are using the Internet for.
- vi. Identify and rank problems encountered by the students in their use of Internet.

## Methodology

The data collection instrument was the questionnaire. The questionnaire was designed by the researchers. The questionnaire consisted of two sections. The first section required demographic information while the second section consisted of questions directed to the study. This consisted of fourteen (14) open-ended and close-ended questions. The content and face validity of the questionnaire was carried out by senior colleagues and experts from the Department of Curriculum Studies and Instructional Technology from Olabisi Onabanjo University, Nigeria. Their corrections and constructive criticisms were very useful for the preparation of the questionnaire. A pilot study was conducted on fifty (50) identified undergraduate students of Lagos State University, Nigeria. A test-retest method was conducted after two weeks to the identified students in ascertaining the reliability of the instrument. The reliability co-efficient of the instrument was 0.90.

The population used in this study were the undergraduate students of Olabisi Onabanjo University, Nigeria randomly selected from all the faculties of the university. The Faculty of Science at the mini-campus (Ago-Iwoye), Faculties of Art, Education, Social Sciences and Management Science at the permanent site campus (Ago-Iwoye). Faculty of Pharmacy and College of Health Sciences at Sagamu, Faculty of Engineering and Technology at Ibogun and College of Agricultural-Sciences at Ayetoro of Ogun State. A total of two hundred (200) copies of the questionnaire were randomly administered to the randomly selected undergraduate students of this institution by the researchers. All the questionnaires were completed and collected back from the sampled respondents by the researchers giving a 100.00% response rate. All the returned questionnaires were found usable for the study. The researchers made use of frequencies and the simple percentages in analyzing the data collected.

## Findings and Discussion

**Table 1: Faculty Distribution of Respondents**

College/Faculty	Frequency	Percentage
Science	35	17.50
Social Sciences	30	15.00
Management Sciences	25	12.50
Engineering and Technology	20	10.00
Education	20	10.00
Law	20	10.00
Arts	15	7.50
Agricultural Sciences	15	7.50
Pharmacy	10	5.00
Medicine	10	5.00
<b>TOTAL</b>	<b>200</b>	<b>100.00</b>

Table 1 showed that 17.50% (35) of the respondents were from the Faculty of Science; 15.00% (30) were from the Faculty of Social Sciences; 12.50% (25) were from the Faculty of Management Sciences; 10.00% (20) were from the College of Engineering and Technology, Faculty of Education and the Faculty of Law respectively; 7.50% (15) were from the Faculty of Arts and College of Agricultural Sciences respectively while 5.00% (10) each were from the Faculty of Pharmacy and College of Health Sciences. This is an indication that all the faculties and colleges within the university were well represented in the survey.

**Table 2: Internet Search Literacy**

Internet search literacy	Frequency	Percentage
Yes	183	91.50
No	15	7.50
No response	2	1.00
<b>TOTAL</b>	<b>200</b>	<b>100.00</b>

Table 2 showed that 91.50% (183) of the respondents were Internet literate while only 7.50% (15) were not Internet literate and only 1.00% (2) did not respond. This showed that majority of the undergraduate students of O.O.U. were Internet search literate and thus able to browse/surf the net, e-mail friends, download materials etc from the Internet and communicate with their lecturers and loved ones.

**Table 3: Ownership of Cybercafes**

Type of ownership	Frequency	Percentage
Sole Ownership	17	73.91
Partnership	3	13.04
University	3	13.04
<b>TOTAL</b>	<b>23</b>	<b>100.00</b>

From the data, it was shown that only 23 Internet access points were available to these students in and around the university campuses environment as at the time of survey. Out of these, 86.95% (20) were privately owned while 13.04% (3) only belonged to the University. This is an indication that majority of the Internet in and around the university environments were established and owned by private entrepreneurs who established the Internet cyber cafes for economic gains and thus the services may be more expensive to that which were established by the University to promote teaching learning and research activities. One may infer that the provision of access to Internet by the university is inadequate. There is the urgent need to provide more Internet access point in all the university campus annexes in order to improve teaching, learning and research activities.

**Table 4: Access to Internet facilities**

Access	Frequency	Percentage
Yes	183	91.50
No	15	7.50
No response	2	1.00
<b>TOTAL</b>	<b>200</b>	<b>100.00</b>

The respondents were asked whether they have access to Internet facilities around them, their responses as depicted in Table 4 which showed that 91.50% (183) of the respondents had access to Internet facilities, 7.50% (15) do not have access to Internet while only 1.00% (2) did not respond. It can be inferred that despite the fact that the University does not provide much of the Internet facilities, the students still patronized and accessed Internet facilities through the privately owned cyber cafes in towns where the university annexes were located. It can also be rightly deduced (see Tables 2 and 4) that the students' Internet literacy is a factor of its accessibility and use (see Tables 5 – 8) as the percentage (number) that indicated that they are Internet literate also indicated that they have access to the facilities.

**Table 5: Frequency of Internet Use**

Frequency of Use	Frequency	Percentage
Daily	65	32.50
Weekly	75	37.50
Fortnightly	26	13.00
Monthly	34	17.00
<b>TOTAL</b>	<b>200</b>	<b>100.00</b>

Table 5 showed the respondents' frequency of use of the Internet. 32.50% (65) of the respondents browsed the net daily, 37.50% (75) surfed the net weekly, 13.00% (26) browsed fortnightly and 17.00% (34) browsed monthly. From this result, it could be seen that a good percentage of the respondents browsed the Internet regularly as 70% (140) used it weekly for sending e-mails, academic purposes and getting information. The cost of browsing may account for this (which is still high especially for many Nigerians students with limited resources) as majority of the Internet centers were privately owned by individuals whose aim were purely for profit. This findings in line with that of Laite (2000) who revealed that 57.60% of undergraduate students of Shippensburg University surveyed used the Internet for 1-2 times per week and another 37.10% used it 1 – 2 times daily.

**Table 6: Internet facilities used by the Respondents**

Internet facilities	Frequency	Percentage
E-mail	100	50.00
Web pages	92	46.00
Search Engines	70	35.00
Chat facilities	52	26.00
News group	40	20.00
Discussion group	20	10.00

The respondents were asked which Internet facilities are available for their accessibility. Their responses as shown in Table 6 indicated that 50.00% (100) made good use of e-mails, 46.00% (92) made use of web pages like those of academic materials and other University sites, 35.00% (70) made use of search engines, 26.00% (52) made use to chat facilities (as in yahoo chat facility), 20.00% (40) used newsgroups and only 10.00% (20) made use of discussion group facilities. One may infer that the most used of the Internet facilities was the e-mail, followed by webpages, search engines and chat facilities. Newsgroup and discussion group were the least being used.

**Table 7: Duration of Internet Use**

<b>Duration of Use</b>	<b>Frequency</b>	<b>Percentage</b>
0 – 1hr	85	42.50
2 hrs	80	40.00
3 hrs	7	3.50
4 hrs	8	4.00
5 hrs	6	3.00
6 hrs	2	1.00
7 hrs	4	2.00
Above 7 hrs (e.g. All-night Browsing)	8	4.00
<b>TOTAL</b>	<b>200</b>	<b>100.00</b>

Table 7 showed the duration of respondents' Internet search time. It was shown that 42.50% (85) of the respondents used the Internet for between 0 – 1hour; 40.00% (80) surfed the net for 2 hours; 3.50% (7) surfed the net for 3 hours; 4.00% (8) surfed the Internet for 4 hours; 3.00% (6) surfed the net for 5 hours, 1.00% (2) browsed the net for 6 hours; 2.00% (4) surfed the net for 7 hours while 4.00% (8) of the respondents indicated night browsing. Majority may not be able to afford long hours of Internet browsing probably due to economic reasons, the need to study for their academics and some other social reasons. This findings is in with that of Robinson (2005) who found out that 47% of the respondents surveyed spent an average of 2 hours per day online with a small percentage spending 5 – 6 hours per day on the Internet even though a majority of them used the net at school and or at work with only 49% using it at home.

**Table 8: Purpose(s) for Browsing**

<b>Purpose(s)</b>	<b>Frequency</b>	<b>Percentage</b>
Sending messages (e.g. E-mail)	120	60.00
Academic activities	89	44.50
Information/knowledge	84	42.00
News	45	22.50
Entertainment/Leisure	30	15.00
Distance Learning Programmes	20	10.00

Table 8 revealed respondents' purpose of browsing the Internet. The data showed that 120 out of the 200 respondents signified that they used the Internet to send e-mails probably to friends, parents, their loved ones, lecturers and colleagues; 89 of them used it for academic purposes; 84 used it in getting information or knowledge; 45 browsed to get or know current happenings all over the world; 30 signified that they used it for leisure or other means of entertainment while 20 signified it's use for distance learning purpose. It can be seen from the data that majority of the respondents browsed purposely for sending electronic mails or messages to their friends, relatives, loved ones, lecturers as well as colleagues (especially those using the Internet for distance learning purpose), academic activities as well as getting information for various reasons.

This findings is in line with that of Laite (2000) who found that the most used Internet services was the e-mail while 100% of the graduate and undergraduate students used the e-mail services.

**Table 9: Benefit of Internet Use**

<b>Benefit</b>	<b>Frequency</b>	<b>Percentage</b>
Other personal communications	190	95.00
Academic/research benefit	150	75.00
Leisure, Relaxation and Entertainment	120	60.00
Communication with lecturers	100	50.00
General Informant/knowledge	80	40.00
Receiving current news	40	20.00
Other Benefits.	40	20.00

Table 9 revealed the benefits respondents derived from the use of Internet. As shown from the data above, 190 out of 200 respondents signified other personal communication to friends, parents and their loved-one; 150 signified academic and research benefits; 120 signified leisure, relaxation and entertainment; 100 signified communication with lecturers; 80 signified benefit for knowledge and information; 40 signified receiving current news around the world and 40 signified other benefits like distance learning programmes, opportunity to know of and access information from foreign universities; pornographic sites etc. It can be deduced from these data that respondents used the Internet to communicate with their loved ones, parents, well-wishers, friends, colleagues and lecturers as well as for doing class work, assignment, forming lecture notes, research work and preparation of examination. All these are indices of academic activities which one may infer that respondents used the Internet for academic activities which may impact on the respondents' academic performance. Even though their responses showed that majority derived their best benefit on personal communication to friends and relatives while using the Internet, a good number of them have started to tap the educational benefit of

Internet use. Good skill of Internet browsing and accessibility will play a big role in this aspect. This is a challenge to lecturers, libraries as well as the educational policy makers of the University.

**Table 10: Problems of Internet Use**

Problem	Frequency	Percentage
Frequent loss of signal	140	70.00
Frequent black out/Power outage	132	66.00
High cost of browsing	120	60.00
Slow Internet access speed	100	50.00
Difficulty in judging relevant information	100	50.00
Too long to download/view webpages	100	50.00
Overload of information	100	50.00
Few cybercafe	40	20.00
Inadequate browsing skill	20	10.00

Table 10 showed the problems respondents usually encountered in the use of Internet. The data ranked in decreasing order revealed that Frequent loss of signal 70.00% (140); Frequent power outage 66.00% (132); High cost of browsing 60.00% (120); Slow Internet connection/access speed 50.00% (100); Difficulty in judging relevant information 50.00% (100); Taking long time to view or download webpages 50.00% (100) and Information overload 50.00% (100); Inadequate number of cybercafes (20%) (40) and Inadequate browsing skills(10.00%) (20) were factors limiting respondents use of Internet. One can infer that loss of signal, power outage, the high cost of browsing plus printing, the usual slow Internet connection/access speed; difficulty in judging relevant information, long time to view or download webpages and information overload were major factors that could limit the undergraduate students of O.O.U and likewise other undergraduate students in the Nigerian higher institutions of learning, the effective use of Internet.

### Summary of Findings

From the study, it was found that:

- I. Internet provision by the University was grossly inadequate.
- II. Majority of the Internet cybercafes in and around the university environment were privately owned by individuals or joint entrepreneurs who operate for economic gains and whose services may be too expensive and ineffective for academic activities to the students and which may not always encourage them to browse or surf the net as expected.
- III. Despite the fact that the University does not have much of the Internet facilities on its campuses, the undergraduate students of O.O.U still access the Internet regularly as majority 91.50% (183) had access to Internet at commercial cyber cafes and are also Internet search literate while 7.50% (15) did not have access and are not Internet literate.
- IV. A good percentage of the undergraduate students browsed the Internet regularly as 32.50% (65) browsed daily, 37.50% (75) surfed net weekly, 13.00% (26) browsed fortnightly and 17.00% (34) browsed monthly. All these are indication of use.
- V. Majority of the respondents used the Internet mostly for duration of between 0 – 2 hours. Few respondents used between 3 hours and over.
- VI. Majority of the respondents may not be able to afford long hours of Internet browsing probably due to economic reasons, the need to study for their academics and some other social reasons.
- VII. The most used of the Internet facilities were the e-mail having 100 respondents indicating it use followed by webpages having 92 respondents, search engines 80 and the chat facilities having 52 respondents. The least used were the News group (40) and discussion group (list serve) having only 20 respondents.
- VIII. Respondents main purpose(s) of surfing the Internet were to send electronic mails (to friends, family, well-wishers, lovers, colleagues and lecturers), for academic and research activities (doing class work, assignment, forming lecture notes, research and preparation for examination) and source for information or knowledge and happenings (news) around the world. Others were for entertainment and distance learning programmes.
- IX. The benefits respondents derived from the use of Internet listed in decreasing order with their frequencies were:
 

Effective Personal Communication	-	190
Academic and Research activities	-	150
Leisure/Entertainment	-	120
Communication with lecturers	-	100
General Knowledge and Information	-	80
Current News	-	40
Other Benefits ( <i>like distance learning opportunities, accessing information from foreign Universities, subscriptions to resources, etc</i> )	-	40
- X. The problems respondents encountered in the use of Internet as ranked in the order of importance are as listed as follows:
 

Frequent loss of signal	-	1 <sup>st</sup>
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Frequent power outage	-	2 <sup>nd</sup>
High cost of browsing	-	3 <sup>rd</sup>
Slow Internet speed	-	4 <sup>th</sup>
Difficulty in judging relevant information	-	4 <sup>th</sup>
Long time to view or download webpages	-	4 <sup>th</sup>
Information overload	-	4 <sup>th</sup>
Inadequate number of cyber cafes	-	5 <sup>th</sup>
Inadequate browsing skill	-	6 <sup>th</sup>

## Suggestions and Recommendations

It is glaring that Internet access provision at Olabisi Onabanjo University is grossly inadequate. The major source of Internet access comes through the private cyber café business centers around the University environment. This makes the cost of access very high and unaffordable to the students who usually pay through their pocket money for food and other provisions. As a multi-disciplinary, multi-campus university with a lot of interesting programmes at diploma, undergraduate and post-graduate levels, it is being recommended that the University Management:

- i. Equipped the Main Library and its branches in the different university campus annexes with Internet facilities and other accessories that will make the Internet services functional and operable for the university communities use, with standby high capacity generators and well-trained personnel.
- ii. Faculties and Departmental Libraries be equipped with the Internet facilities as well.
- iii. Faculty members' offices should also be equipped with the Internet facilities.
- iv. Faculty members, librarians as well as the university students should be trained in the use of Internet. This can be done by drawing up a calendar of training programmes for these groups of people.
- v. Efficient technical staff should be recruited and they should always be present where the Internet Access Point of the University are installed.
- vi. More computers with the latest specifications and multimedia kit should be installed so that the users can use Internet telephony, video-conferencing, chatting and other useful services of the Internet.
- vii. The service and timings of the Internet service should be made available round the clock so that the users can make maximum use of the Internet facilities.
- viii. Charges for the use of the Internet browsing with the cost of printing should be low when compared to the rates being charged by the commercial cybercafe operators. Such charges or profit derived should be used for upliftment of the Internet services in order to continue to survive and serve the university community.
- ix. The problem of slow connectivity should be overcome by using or subscribing to higher bandwidth connectivity.
- x. Printing facility should be provided so that the users can get printouts of their needed materials and other important documents at nominal rates.
- xi. Sites providing only entertainment or pornographics should be locked so that students should not unnecessarily use computers.

## Conclusion

The Internet has emerged as the single most powerful vehicle for providing access to unlimited information. The Internet is an inseparable part of today's educational system. The dependency on the Internet and its services is increasing on a daily basis and the university community are depending more and more on the Internet for their various educational purposes. The Internet facility has enabled the lecturers and students to enhance their academic excellence by providing them the latest information and access to the worldwide information. In order to make the Internet more beneficial, the library staff who have acquired a good deal of efficiency in the collection, organization and retrieval of information should feel duty-bound to see that the users are able to obtain right information at the right time. They should organize and classify the information on a website in such a way that the users are able to find easily the information they need for their studies and research purposes. The library services supplemented by Internet services can be of great assistance to the users in getting the right information at the right time.

There is a vast scope for future research in different types of users' behaviour and comparison of users' behaviour and attitude towards the Internet. Future research could also survey use of Internet by post-graduate students as well as lecturers in the various faculties of the university.

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