

The Use of Internet Services by Postgraduate Students for Research in Francis Idachaba Library, University of Agriculture Makurdi

Jane Aba Ph.D (CLN)¹ Beetseh, Kwaghga² Ogban O. Ogban³
Monica E. Umogbai⁴

^{1,2,3}Francis Suleimanu Idachaba Library University of Agriculture Makurdi, Benue State-Nigeria

⁴Department of Business Administration University of Agriculture Makurdi, Benue State-Nigeria

Abstract: *In recent times, computer-based technologies have become dominant forces to shape and reshape the products and service that university library offers. The application of computer technologies has had a profound impact on the way library resources are being used. The study focused on the use of Internet service by postgraduate students for research in Francis Suleimanu Idachaba Library, University of Agriculture Makurdi. Descriptive survey was used as design of the study. A questionnaire titled Use of Internet Service by Postgraduate Students for Research Questionnaire (UISPSRQ) was used to collect data from a sample of 270 postgraduate students of University of Agriculture, Makurdi. The sample was drawn from the population of 2000 postgraduate students. The findings revealed that 37.78% had received Internet training from external sources. The Internet skill of 44.44% was rated average. Only 22% used the Internet daily and 87.41 % claimed that digital libraries had greatly enhanced their academic performance. Majority of 51.11% used Internet facilities outside the University mainly for research and education activities. Problems encountered included longtime to view or download web pages and insufficient computers. The study revealed that the use of Internet had led to decreased in the use of traditional library facilities but only 94 % were fully satisfied with the Internet facilities. A large majority of 92.96% were of the opinion that proper guidance of students in the use of e-resource was needed.*

Keywords: *Internet, Services and Research.*

I. Introduction

The Internet revolution led to a new generation of college students, where most of them grew with this technology. Internet resources ensure public, cooperative and self-sustaining facility that contain information or provide data processing capabilities accessible to hundreds of millions of people worldwide (Culver, 2009). This correlates with the educators' directions who considered the Internet as a new medium for education. In addition, institutions strongly encourage the instructors to adapt information technologies in their regular teaching. Therefore, the advancement of information technology and easy access of computers are changing educational platform, resulting in a widespread use of the Internet as an education medium by institutions for both online and traditions face-to-face learning. Furthermore, the growing use of Internet as a source of information has affected learning capabilities and research. Ebersole (2000) specifically stated that Internet is mostly used by university students for research, learning and communication. Similarly, Agboola (2003), stated that computers and the internet had affected the education sector as it is possible for a researcher in his office to access the full text digital contents of local and distant libraries and databases. The Internet offers students the possibility to acquire knowledge without time and space constraints. Nevertheless, the added value of Internet should not only be viewed in learning, knowledge and research but as instrument used to channel new contents and new concepts.

This study will examine the use of Internet for learning and acquiring knowledge for research. Determine the variables affecting postgraduate students self directional learning and conducting research. This study will also identify the variables that shape and influence students' likelihood to use Internet as a source of information, extract knowledge, and retain acquired knowledge, and then investigate whether there is a relationship between students' intention to use the Internet as a source of information and their actual learning and knowledge.

Historical Background

The Federal University Makurdi is a specialized university established by the Federal Government of Nigeria in 1988. The vision and mission is aimed at achieving its mandate of promoting human resource development in Agriculture, Science, Engineering and Technology through teaching, research and extension services. University of Agriculture, Makurdi is a major player in the process of national and global human

resource capacity building. The university main campus occupies approximately nine hundred (900) hectares of land located at North Bank Makurdi, Benue State. It has a campus annex located along south bank of River Benue with a student population of 14,428 and total staff strength of 2,498. The university has ten colleges, a postgraduate (PG) school, staff primary school and demonstration secondary school.

The university operates a collegiate system. It has ten colleges namely:

- ❖ College of science
- ❖ College of Engineering
- ❖ College of Food Technology
- ❖ College of Agronomy
- ❖ College of Agriculture and Science Education
- ❖ College of Animal Science
- ❖ College of Veterinary Medicine
- ❖ College of Forestry and Fishery and
- ❖ College of Agriculture Economic and Extension
- ❖ College of Management Sciences

All the colleges are located in the main campus except that of Management Sciences which is temporally located in the campus Annex. The Postgraduate programme of the university took off in 1991/1992 academic session but was finally established in 1996. Currently, the Postgraduate School (PGS) has students' strength of about 2000. The main library arm of the university was established on 1st January, 1988. It later metamorphosed into the University of Agriculture library, Makurdi, from the University of Jos Makurdi Campus and later renamed after the first Vice-Chancellor of the University; Francis Sulemanu Idachaba .

The library is housed in its ultra-modern building located around the ring road in the North Core of the University. It has a usable floor area for 1,250 readers. The University library has a centralized organizational structure.

The library which was planned to be built in three phases had only the first phase constructed and completed and is now fully occupied and utilized. It is located at the North-Core of the University with a total sitting capacity for 1,200 readers. Currently, the library can seat more than 600 users planned to be accommodated in the first phase of the building. As the heart beat of the university, the library serves as the educational life-wire of every serious user. In March, 2005, library services was brought to the doorstep of its users through establishment of eight (8) college libraries namely Science, Food Science and Technology, Engineering, Forestry, Management Science and Veterinary Teaching Hospital, Animals Science, Agronomy. However, Colleges of Agriculture Economics and Extension, Agronomy and Agriculture and Science Education are yet to have college libraries. Presently, the university library has about 40,826 volumes of books and 2,542 journals titles.

Technical Support for Electronic Sources in Francis Suleimanu Idachaba Library

Francis Idachaba Library has ICT unit with three centres namely: undergraduate electronic unit, postgraduate/staff electronic unit and electronic centre. The library has its own server and battery Inverters. Hence, library collections can be accessed even when there is no electricity. The university library has an e-library for students donated by National Rural Information Technology Development Agency (NITDA). It was established with Internet facility for E-learning and library automation. The e-library is a form of cyber café within the library where students can access the Internet and search for library materials. The university library subscribed to several databases such as AGORA, HINARI, OARE, AJOL, EBSCOhost, JSTOR, Encyclopaedia Britannica, EBSCOhost Professional Development, EMERALD; ACCESS, Science by McGraw Hill, GALE SCIENCE in context and Nigerian Virtual Library.

The university library has a website, which linked (7) universities and organizations abroad, namely: Cape Town University, South Africa, Arizona State University, USA, Capilano University, Canada, Higher Education Academy, UK, Yale University, USA, New Jersey Institute Of Technology, USA John Hopkins Bloomberg School Of Public Health, USA

Offline Virtual Resources

Recently added to the rich resources in the university library is TEEAL. This contains one terabyte (1TB) of information across Agricultural and related fields that are placed on a web server. The LAN is used to access these resources in the e-Library centre within the university library with 45 computer systems. Other downloaded offline resources of about one terabyte covering all educational fields are also available in the same network location.

II. Literature Review

The concept of Internet is traceable to Gibson (1989), as one of the constituents of Cyber space used to describe the world of computers and society that gather around it and all the information available over the Internet. According to Comer (2009), Internet is a computer-based global information system that composes of many interconnected computer networks. Each network may be linked to many computers for sharing of information. The Internet has made it possible for people to communicate with one another effectively and inexpensively. Internet facilities are essential tools required to provide information services effectively to meet the diverse needs of users. Internet access enables libraries to locate information stored in other computers around the world. With online search facilities, information stored at different locations can be easily retrieved. Through the use of web pages, e-mail, and CD-ROM, libraries can disseminate information easily (Tabor, 2010).

On the use of Web 2.0 technology by Malaysian students, Zakaria, Watson and Edwards (2010) opined that the integration of Web 2.0 tools into learning process was positive. Results showed that students preferred using e-mail to disseminate and share digital contents. Similarly, it was also found that for locating information relating to education, students prefer to use search engines instead of asking friends or teachers. On Internet usage in the University of Botswana Tella (2007) found that the students mostly use Internet for obtaining course-related information and electronic mail communication. Maharana, Biswal and Sahu (2009) also explored the use of information and communications technology used by medical students. It was that found 77% of the respondents were of the opinion that ICT should be included in their syllabus. Nearly all respondents expressed their desire to have a computer lab in their college. One hundred respondents out of 128 opined that medical education is not effective without ICT-based resources and services. Cisco Visual Networking Index reported that year 2013 to 2018 will witness additional 42 million Internet users in the region of sub-Saharan African countries including Nigeria. Nigeria's Internet user is estimated to be around 63 million connected to the Internet through the GSM. Globally, the study predicts that Internet traffic would grow more than 20 % by 2008. While the MEA region is expected to witness about 15.1% Internet growth, the region's IP traffic within the same period will witness fivefold growth and a 38% by 2018. The Cisco VNI Middle East and Africa (MEA) highlights have it that IP traffic will grow sevenfold from 2013-2018, a compared annual growth rate of 48%. Internet video traffic will grow eightfold and compared to annual growth rate of 50% (Adeyemi, 2014). Thus, these findings revealed that Nigeria and other countries recorded 15.10% increase in Internet growth.

Advantages and Disadvantages of the Internet:

The following advantages and disadvantages of sourcing for information from the Internet were enumerated by Bello (2011).

	Advantages of Internet	Disadvantages of Internet
1	Online resources can be accessed 24 hours a day, 7 days a week	guaranteed.
2	Websites can be constantly updated to provide breaking news and timely information	Has no system that can catalogue and organizes all resources
3	Internet offers a complete multimedia experience with text, video, interactive features, hyper links and graphs all in one place.	Uncertainty about accuracy and truthfulness of the information found.
4	The fraction of the world's total knowledge base represented on the Internet is increasing each day.	Create opportunity for people to plagiarize
	In some cases research papers appear via electronic publication before they appear in print.	Some electronic journals do not even bother with printed versions.
5	It is cheaper and better to read in the electronic medium.	Electronic information will be difficult to access if there is no access to the Internet.
6	It is simpler to store or delete in the electronic version.	Reading over a long period on the Internet affects the eye sight.
7	The Internet is a good supplement as it is in many aspects convenient for readers.	It might not be easy to fully concentrate while reading on electronic version.
8	Once a piece of media is stored in digital format, it can last unchanged for an indefinite period of time.	
9	interest and less time running about and copying information for later use.	
10	A great deal of information is available from all over the world via the Internet	This allows information seekers to gather their information from a single location.

The above advantages and disadvantages of the Internet require the expertise of librarians to organize and sift these resources in such a way that information seekers will access them with ease.

In studying faculty use of a Cybercafé for Internet Access in Michael Okpara University of Agriculture, Ugah and Okafor (2008) found that only 10% had received Internet training from the university. The Internet skill of a majority was rated average. Only 20% use the Internet daily and only 10% spent 10-20 hours a week on the Internet, while majority spent 2-4 hours a week. Majority of the respondents use Internet facilities outside

the university and mainly for research and education. Problems encountered included slow access speed and difficulty in finding relevant information. The use of Internet has led to decreased in use of traditional library facilities but only 20% were fully satisfied with Internet facilities. Majority of the respondents opined that Internet can never replace library. Kinengyere (2007) also stated that availability of information does not necessarily mean actual use. This showed that users may not be aware of the availability of such resources or they do not know how to access them or they do not know what they offer. The study suggested that these call for continued information literacy programme. Over the years, the Internet has become an all important technological tool in the production, marketing, and use of information worldwide.

Islam (2007) stated that the application of web-based information retrieval trends of researchers is ever increasing and the electronic material will eventually replace traditional library and users need not go there to find and collect information they need. Furthermore, Shahriza, Nor and Hasan, (2007) found that website is seen as an increasingly important reading source. Al-Ansari (2006) focused on Internet use by faculty including purpose of use, impact on teaching and research, Internet resources that they use and the problem faced while using Internet. It was discovered that majority of them have been using computer and Internet for more than five years. The Internet has helped them save time, find up-to-date information and compare with their colleagues. Genoni, Merrick and Willson, (2006) in their study indicated that research users are positive regarding the usefulness of Internet for research purposes and for expanding their scholarly community. In the study of Internet usage and satisfaction of students at the Federal University of Technology, Minna, Oyedum (2006) reported that only 30.8% of the respondents indicated that they were satisfied with the provision of general Internet services while 62.2% answered negatively.

Similarly, Ezomo (2006) reported that Internet is the gateway for libraries and information centers to electronic information era and provides information generated by different organizations, institutes, research centres, and individuals all over the world. With general poor funding of libraries, some cannot exploit electronic information resources in open access (OA) in the Internet. It is a twin-problem, as neither new printed resources nor access to current information provided to patrons is available (Nkanu, 2007). Libraries without Internet access may lose their relevance in the academic community. Most students, lecturers, and researchers are aware of what Internet provides, and they resort at a much greater cost to cybercafés to satisfy their information needs (Ajala, 2007).

Objectives of the Study

The main objective of this study is to determine the use of Internet service by postgraduate students for research in Francis Sulemanu Idachaba Library, University of Agriculture Makurdi. While the specific objectives are as follows:

- i. Identify Internet based services used by students.
- ii. Determine the extent of Internet utilization.
- iii. Determine the frequency of Internet use.
- iv. Determine Internet services frequently used.
- v. identify reasons for using the Internet
- vi. Assess satisfaction with Internet use.
- vii. Identify the problems that affect use of Internet by students.
- viii. Proffer solutions to problems that affect Internet Utilization.

Hypotheses

The study also investigated the relationship between students' intention to use Internet as a source of information for research and their actual learning and knowledge retention. Hence, the following hypotheses were formulated:

H1: Students do not have a negative attitude towards using the Internet as a source of information for research.

H2: Easy access to the Internet is negatively associated with the student's knowledge for research.

III. Methodology

A questionnaire (comprising 20-items) was designed and validated by two professional librarians. The questionnaire were distributed to 270 respondents and only 260 were returned and analysed which represent 96.29%.The study adopted descriptive survey and the target population was postgraduate students that use Francis Sulemanu Idachaba Library University of Agriculture Makurdi.

Table 1: Showing respondents' response on level of computer literacy

Response	Frequency (F)	(%)
Yes	260	96.30
No	10	3.70
TOTAL	270	100

Results in Table 1 revealed that 96.30% of the respondents were computer literate while 3.70% were not. This information implied that most respondents were computer literate or had knowledge of computer. According to Esse (2014), it is vital to establish computer literacy of respondents in order to determine their competency because one cannot access Internet without knowledge of computer skills.

Table 2: Showing respondents' means of Internet skill acquisition

Means of Internet Skill Acquisition	Frequency (F)	(%)
Self study/instruction	58	21.48
From colleagues/friends	40	14.81
Training from the university	70	25.93
External sources	102	37.78
TOTAL	270	100

The results in Table 2 showed that 37.78% acquired their Internet skill from external sources. 25.93% acquired training from the university while 21.48% acquired theirs through self- study/instruction and 14.81% acquired the skills from colleagues/friends. This implied that most respondents acquired their Internet skills from external sources such as cyber cafes and homes. This findings contradicted the study of Ugah (2008) that 55% of respondents acquired their Internet skills through self-study/instruction, while 36 (30%) learned from colleagues/friends. Only 10 (12%) acquired skills from the University. In line with Castino-Munoz (2010), Internet skill must be incorporated into the pedagogical framework of higher education to increase student knowledge.

Table 3: Showing respondents' responses on their Internet skill rating

Rating	Frequency (F)	(%)
Very high	50	18.52
High	70	25.93
Average	120	44.44
Low	30	11.11
TOTAL	270	100

Results from Table 3 revealed that 44.44% were on the average, 25.93% were rated as high while 18.52% rated Internet skills as very high, and 11% of the respondents' Internet skill rating was low. This implies that those who have average rating skills constitute the highest percentage.

Table 4: Showing respondent responses on their frequent usage of Internet facilities in Francis Idachaba Library

Duration	Frequency (F)	(%)
Daily	62	22.96
2-3 times a week	105	38.89
2-3 times a month	58	21.48
Once a month	45	16.67
TOTAL	270	100

Results in Table 4 revealed that 38.89% make use of Internet 2 to 3 times in a week, 22.96% use Internet facilities daily while 21.48% use it 2 to 3 times a month and a percentage of 16.67% make use of it once in every month. From the information elicited from respondents' responses on their frequency of usage, those that use these facilities in the library use it 2 to 3 times a week. The frequency of usage indicated that a lot have to be done to encourage Internet usage by respondents. These findings however contradicted Khan, Bhatti, and Khan (2011) that 64 (39.0%) respondents use Internet daily.

Table 5: Showing respondents' responses on their number of hours spent on the Internet per week

Time Spent per week	Frequency (F)	Percentage (%)
Less than 1 hour a week	63	23.33
2-4 hours a week	80	29.63
5-6 hours a week	48	17.78
7-9 hours a week	30	11.11
10-20 hours a week	21	7.78
More than 20 hours a week	28	10.37
TOTAL	270	100

Table 5 showed that 29.63% spend 2 to 4 hours a week, 23.33% spend less than one (1) hour a week on the Internet, 17.78% spend 5-6 hours a week, 11.11% spend 7 to 9 hours a week, while 7.78% spend 10 to 20 hours a week and 10.37% spend more than 20 hours a week. This implied that, those whose spend 2 to 4 hours a

week constituted highest percentage while the least percentage of respondents constitutes those that spend 10 to 20 hours a week.

Table 6: Showing respondents' response on their years of experience on Internet usage

Years of experience	Frequency (F)	Percentage (%)
Less than 1 year	68	25.19
1 year	53	19.63
1 – 2 years	102	37.78
2 years and above	47	17.40
TOTAL	270	100

Information on Table 6 revealed that 37.78% constitute those that had 1 to 2 years of experience. 25.19% had less than 1 year experience of Internet usage, 19.63% had 1 year experience, while 17.40% had 2 years and above experience on the usage of Internet. This implied that, those that had 1 to 2 years of experience on the usage of Internet constitute highest percentage of respondents while those that had 2 years and above of experience constitute the least percentage of respondents based on their responses.

Table 7: Showed respondents' responses on their reasons for using the Internet

Reasons	Frequency (f)	Percentage (%)
Research	138	51.11
Entertainment	12	4.44
Education	67	24.82
Communication	53	19.63
TOTAL	270	100

Results in table 7 revealed that 51.11% accepted research as one of their reasons for using the Internet while 4.44% were for entertainment reason, 24.82% were for education and 19.63% accepted communication as their reasons for using Internet. This implied that, research is the basic reasons while respondents use the Internet as they constitute highest percent while those that opted for entertainment as a reason formed the least percentage of respondents. Genoni et al (2006) in their study indicated that research users are positive regarding the usefulness of Internet for research purposes and for expanding their scholarly community.

Table 8: Showed respondents' responses on Internet services used at Francis S. Idachaba Library

Internet Services	Frequency (F)	Percentage (%)
E-mail	40	14.81
www	81	30
Search engines	17	6.30
FTP	25	9.26
Archive	19	7.04
List Service/discussion group	5	1.85
Bulletin board services	3	1.11
Frequently asked questions	10	3.70
Chatting	8	2.96
Internet Telephony	4	1.48
E-Journal	20	7.41
E-books	18	6.67
E-database	11	4.07
DVD/CD ROMS database	9	3.33
TOTAL	270	100

Results in Table 8 revealed that 30% use the world wide web (www), 14.81% use e-mail services; 9.26% use FTP services, 7.41% use archive 7.04% use e-journal, 6.67% use e-books, 6.30% used search engines while 4.07% use e-database and 3.70% for the frequently asked questions, 3.33% use the DVD/CD ROMS database services while 2.96% use chatting, 1.85% use list service/discussion group, 1.48% use Internet telephony and 1.11% use bulletin board services, This implied that majority of the respondents use www and e-mail services at Francis Suleimanu Idachaba Library. This corroborates Ugah 's (2008) findings that 60% of respondents use web resources, while more than one half use e-mail and more than one-third search engines.

Table 9: Showed the assessment of respondents' level of satisfaction of Internet usage

Level of Satisfaction	Frequency (F)	Percentage (%)
Satisfactory	255	94.44
Unsatisfactory	15	5.56
TOTAL	270	100

Table 9 revealed that 94.44% assessed their level of Internet usage as being satisfactory while 5.56% were unsatisfied. This finding agrees with Maharana et al (2009), whose study revealed that 100 respondents out of 128 opined that medical education is not effective without ICT based resources and services. Thus, the students were satisfied with Internet usage.

Table 10: Showed respondents’ responses on the problems that affect their Internet usage in Francis Sulemanu Idachaba Library

Problems	Frequency (F)	Percentage (%)
Slow Internet Access Speed	16	5.93
Long time to view/download web pages	44	16.30
Difficulty in finding relevant information	31	11.48
Privacy problems	9	3.33
Internet connectivity always off	20	7.41
Electricity failure	18	6.67
Data authenticity	13	4.81
High cost of accessing the Internet	3	1.11
Lack of computers	35	12.96
Low Internet bandwidth	17	6.30
Delay payment on host site	16	5.93
Lack of awareness on existence of specific e-resources	19	7.04
Lack of proper use of e-resources	14	5.19
Low level of ICT services for users	15	5.56
TOTAL	270	100

Results in Table 10 revealed that 16.30% identified longtime to view or download web pages, 12.96% identified insufficient computers to take care of the teeming users of the library, 11.48% identified difficulty in finding relevant information; 7.41% lack of awareness on the existence of specific e-resources, 7.04% identified fluctuations in Internet connectivity, 6.67% electricity failure, 6.30% identified low Internet band width, 5.93% slow Internet access speed, 5.93% identified delay in payment on host site; 5.56% identified low level of ICT services for users while 5.19% identified lack of proper use of e-resources; 4.81% were data authenticity, 3.33% were privacy problems and 1.11% were for high cost of accessing the Internet. Consequently, information deduced from the respondents revealed that longtime to view or download web pages constitutes a major problem that affects usage of Internet in Francis Suleimanu Idachaba Library and in relative terms, insufficient computers also constitutes a problem as available ones are inadequate for library users. Aramide and Bolarinwa (2010) corroborated prevalence of these problems at the National Open University of Nigeria (NOUN), Ibadan Study Centre where they found that “major constraints hindering the use of audiovisual and electronic resources include poor power supply, poor infrastructure, lack of adequate skill, high cost, and unavailability”.

Table 11: Showed respondents’ responses on the impacts of Internet usage.

Impact	Frequency (F)	(%)
Use of library/traditional library decreased	70	25.92
Dependence on the Internet/electronic library increased	133	49.26
Expedite the research process	45	16.67
Improve professional competence	22	8.15
TOTAL	270	100

Results in Table 11 revealed that 49.26% of the respondents disclosed that dependence on Internet/electronic library has increased, 25.92% use of library/traditional (paper based) library has decreased, while 16.67% responded that Internet expedites research process and 8.15% improved professional competence. This implied that most users prefer the use of Internet as against use of library or traditional library as it is easily accessible with the aid of electronic devices.

Table 12: Showing respondents’ responses on whether the use of digital libraries enhances academic performance.

Responses	Frequency (F)	Percentage (%)
Yes	236	87.41
No	34	12.59
TOTAL	270	100

Results in Table 12 revealed that 87.41% were that digital libraries had greatly enhanced academic performance while 12.59% disclosed that its use had not enhanced academic performance.

Table 13: Showing respondents' responses on solutions to the problems affecting Internet usage in Francis Suleimanu Idachaba library

Solutions	Agreed		Disagreed		Undecided		TOTAL	
	Freq (F)	(%)	Freq. (F)	(%)	Freq.(F)	(%)	Freq. (F)	(%)
Provision of strong antivirus	230	85.19	32	11.85	8	2.96	270	100
Constant scanning of the systems	235	87.04	29	10.74	6	2.22	270	100
Acquiring strong Internet network	240	88.89	27	10	3	1.11	270	100
Enforcing privacy laws	200	74.07	66	24.44	4	1.48	270	100
Adequate high speed Internet connectivity	234	86.67	31	11.48	5	1.85	270	100
Adequate subscription to e-resources through the Internet	208	77.04	55	20.37	7	2.59	270	100
Access to fast Internet services	218	80.74	36	13.33	6	2.22	270	100
Increased Internet band width for easy access	242	89.63	23	8.52	5	1.85	270	100
Provision of functional computers	250	92.59	16	5.93	4	1.48	270	100
Provision of steady power supply	257	95.19	10	3.70	3	1.11	270	100
Proper guidance on students in the use of e-resource	251	92.96	15	5.56	4	1.48	270	100
Organizing awareness programmes to sensitize students on the existence of specific resources	248	91.85	8	2.96	4	1.48	270	100

Results in Table 13 revealed that 95.19% provision of steady power supply 92.96% proper guidance on students in the use of e-resource, 92.59% provision of functional computers and 91.85% organizing awareness programmes to sensitize students on existence of specific resources were possible solutions that would solve the problems that affect their Internet usage in Francis Suleimanu Idachaba Library.

Table 14: chi-square (X^2) on the relationship between students' attitude towards using Internet as a source of information for research

X^2 (Cal.)	X^2 (Crit.)	df	Significant level (P)	Remark
2.78	5.99	2	.05	Not significant

Results in Table 14 showed that X^2 (Cal.) = 2.78 < X^2 (Crit.) = 5.99 at 2 df at .05 alpha level. Statistically, the relationship is not significant. Therefore the null hypothesis (H_0) which states that students do not have a negative attitude towards using Internet as a source of information for research is accepted while the alternate hypothesis (H_1) is rejected. This implied that students have positive attitudes towards using Internet as a source of information for research.

Table 15: Chi-square (X^2) on the relationship between students' access to Internet and their knowledge of research

X^2 (Cal.)	X^2 (Crit.)	df	Significant level (P)	Remark
23.86	5.99	2	.05	Significant

Results in Table 15 showed that X^2 (Cal.) = 23.86 > X^2 (Crit.) = 5.99 at 2 df at .05 alpha level. Statistically, the relationship is significant. Therefore, the null hypothesis (H_0) which states that easy access to the Internet is negatively associated with students' knowledge of research is rejected, while the alternate hypothesis (H_1) is accepted. By implication, easy access to Internet is positively associated with the students' knowledge of research.

IV. Discussion And Recommendations

The study showed that only 37.78 % had received Internet training from external sources. The Internet skill of majority was rated average. Only 22% use Internet daily and 87.41% claimed that digital libraries had greatly enhanced their academic performance. Majority of the respondents' use Internet facilities outside the University mainly for research and education purposes. Problems encountered included longtime to view or download web pages constitutes a major problem that affect usage of Internet and insufficient computers. The use of Internet had led to decreased in the use of traditional library facilities but only 94% were fully satisfied with Internet facilities. Majority of the respondents opined that easy access to Internet is positively associated with students' knowledge of research. Provision of steady power supply, proper guidance on student's use of e-resource, provision of functional computers and organizing awareness programmes to sensitize students on the existence of specific resources were possible solutions that would solve the problems that affect their Internet usage in Francis Suleimanu Idachaba library.

V. Conclusion

The provision of Internet services usage in Francis Suleimanu Idachaba library of Federal University of Agriculture, Makurdi for research still has room for improvement, thereby making its impact limited. Several problems were identified for this condition—longtime to view or download web pages constitutes a major problem that affects usage of Internet and insufficient computers among others; hindered the maximization of expected benefits.

Based on the conclusions above, it is recommended that:

1. Students need to be trained on how to use these facilities towards achieving academic excellence. This may be through continuous orientation and the inclusion of such courses like use of computer for Information retrieval, use of Internet/world wide web and IT applications.
2. Librarians should encourage the use of Internet facilities on campus, which will justify the returns on ICT investment spent on internet services.
3. Efforts should be made to increase the speed of Internet access and shorten the time to view and download web pages.
4. Librarians should provide proper guidance for students to use e-resources and organize awareness programmes to sensitize students on the existence Internet services.

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