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2013

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Otunla, Aderonke O., "Internet Access and Use among Undergraduate Students of Bowen University Iwo, Osun State, Nigeria" (2013). *Library Philosophy and Practice (e-journal)*. 964.
<https://digitalcommons.unl.edu/libphilprac/964>

INTERNET ACCESS AND USE AMONG UNDERGRADUATE STUDENTS OF BOWEN UNIVERSITY, IWO, OSUN STATE.

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Introduction

Internet allows wide range of materials to be accessed by people across the globe irrespective of their location. Internet is an information resource medium that allow access to a wide range of materials from around the world to a local machine. It is also a publishing medium which allows access to a large pool of information which was not possible in the past, thereby reducing the information gap between the students in developed and developing countries. It is user friendly, fast and enable access to information from anywhere around the world with no time limitation. Apart from using internet to obtain academic information, it also allows students to socialize with friends and family. Today, internet has become a device that many students cannot do without because they can read and listen to news, watch video, chat with family and friends, send and receiving mails and do many other things. The issue of internet access may no longer be a problem to undergraduate students, as many mobile phones operator now provide access via mobile phones or modems that can be connected to laptops. With various means of accessing the internet, what exactly do undergraduate do on the internet. The aim of this study is to determine the internet access and use among undergraduate students of Bowen University Iwo, Osun state.

Background Information on Bowen University Iwo, Osun State, Nigeria

Bowen University, Iwo of the Nigerian Baptist convention is one of the private Universities in Nigeria established on 17th of July 2001. The University commenced her academic activities on 4th November 2002 with three faculties namely; Faculty of Agriculture, Faculty of Science and Science Education and Faculty of Social and Management Sciences. College of Health Sciences, Faculty of Humanity and Faculty of Law were added in 2008, 2011 and 2012 respectively. As of the time this research was conducted the student population is 4,500 and staff population is about 600. At the inception of the University, internet facilities were provided by private owned cyber café which allows students and staff to access internet for a fee.

In 2005, the University established a digital centre with the aim of providing internet access to the staff and students in order to support teaching and learning programmes of the University. The centre has 150 systems connected to the internet; there is provision for internet room in each of the faculties. All students have two hours free access to the internet per week because of limited number of space. However, students pay for additional hours spent on the internet at the digital centre. Since the establishment of digital center, the private owned cyber café were no

longer operating on campus except outside the campus which is a bit far from where the university is located. There is also a place designated as e-library within the University library with 30 Systems connected to the internet mainly for searching information. The use of internet in the e-library is regulated because of limited numbers of system. Apart from academic staffs that have free access to e- library, only the final year students were also allow to access internet from the library. This is because they will engage in research activities more than other students. As the University provides internet facilities for use of both students and staff, it is pertinent to find out the purpose of use among students of the University in order to justify the investments committed to the acquisition of the facilities.

Many studies have been conducted on internet access and use by undergraduate students in various Universities in Nigeria but none has been conducted on Bowen University undergraduate students. Therefore, the purpose of this study is to investigate the internet access and use among undergraduate students of Bowen University Iwo, Osun state, Nigeria.

Objectives of this study

The objectives of this study are to:

- i. determine the frequency of use among undergraduate students;
- ii. find out where undergraduate students access the internet;
- iii. determine the time spent on the Internet by undergraduate students;
- iv. ascertain undergraduate students' experience in the use of Internet;
- v. determine the purpose of internet use by undergraduate students;
- vi. obtain information on undergraduate students' perception of internet use;
- vii. identify constraints to use of internet by undergraduate students if any.

Literature Review

The use of internet is now popular among undergraduate students. Internet offers many benefit which includes access to information 24/7 which was not possible before; enables one to work from any location; availability and accessibility of diverse resources that one cannot find in a library; up-to-date information, fast and more convenient than the library; a good supplement to library resources, to mention a few. Many studies have found out that Internet use is beneficial to undergraduate students, among them is Hong, Ridzuan and Kuek, (2003) who found out that most students had positive attitudes towards using the internet for learning. A study on internet access and use by undergraduate students of Nigerian University by Ani (2010) shows that internet is extensively used by undergraduate students in Nigerian University. Also, Omotayo (2006) findings show that 89.9% of the students in Obafemi Awolowo University, Ife are using the internet. Awoleye, Siyanbola and Oladipo (2008) study also shows that about 92% of undergraduate students have embraced the internet and are using it consistently.

Jones and Madden (2002) also found out that 79% of college students agreed that internet use had a positive impact on their college academic experience. Also, 73% said that they use the internet more than the library for information searching while only 9% use the library more than the internet. Similarly, Kumar and Kaur (2005) conducted a study on internet and its use in the Engineering Colleges of Punjab, their findings revealed that above 70% of respondents feel that the internet is more useful, more preferred, more informative, easy to use, less expensive and time saving.

Many studies have shown that undergraduate students used internet for various purposes. For instance, Gagnon and Krovi (2000) carried out a survey of internet usage among undergraduate management science and operations management courses and found that mostly reported applications on the internet were searching the internet for information/data gathering, retrieving articles, reading and downloading information, e. t. c. Jagboro (2003) study on internet usage in Obafemi Awolowo University, the result shows that 53.42% of students used the internet for research materials and 39.71% for course material. Similarly, Kumar and Kaur study reveals that 69.4% use internet mainly for educational purposes and 34.7% use internet for entertainment purposes. Udende and Azeez (2010) conducted a study on internet access and use among students of University of Ilorin and found that 80.8% respondents admitted that they mostly use the internet for academic purpose, 14% used for mails while 4.9% used for fun. In the same vein, Awoleye, Siyanbola and Oladipo finding reveals that 70% of students use the internet mostly for e- mail, 65% use it for information search and 20% use for on-line chatting; all of which were found to have a significant impact on their academics and social life. Anasi (2006) study on internet use pattern of undergraduate students at the University of Lagos showed that internet use has very high impact on the academic/career related activities of the students

Studies have also shown the hour spent on the internet by undergraduate students. For example, Korgen, Odell and Schumacher (2001) study show connection between study habits and internet use. Students who dedicated more hours per week studying are also logging more hours on-line than those who devote less time to their academic work. For instance, those who study for 25 hours per week have the highest mean score of internet hour of 11.29 while those who studies for 5 hours per week have internet hour mean score of 4.85. Tella (2007) findings revealed that majority of the respondents used internet between 1-5 hours per week. Awoleye, Siyanbola and Oladipo study also shows that students used an average of 3-5 hours per week on the internet.

On internet experience, Bankole and Babalola (2012) found out that 34.8% of undergraduate students have been using the internet from 5 -6 years. Similarly, Fasae and Aladeniyi (2012) also reported that 65% had more than 3 year's internet experience while in Awoleye, Siyanbola and Oladipo study shows that students have about 4 years internet usage experience.

Constraints to use of internet have also been identified in many studies. Irregular power supply, high cost of internet access, lack of time, slow access speed and delay in screen loading, etc has been a major constraint. For example, Bankole and Babalola finding shows slowness of the server as the major constraint, Fasae and Aladeniyi found slow access speed with 96%

respondent. Kumar and Kaur also found that delay in retrieving relevant information is the major problems faced by 69.4% of the respondents.

Methodology

The study attempts to examine the internet access and use by undergraduate students of Bowen University Iwo, Nigeria. The study employed the descriptive survey research design. The total population as at the time this study was conducted in 2011/2012 academic session was 4, 800 undergraduate students. 300 undergraduate students were randomly selected. Questionnaires instrument were used to elicit information from the respondents. The questionnaires were distributed among undergraduate students in the library, lecture halls and computer center for the period of three weeks. The response rate shows 300 (100%), this was achieved because respondents fill the questionnaire and return immediately. Out of 300 returned, 298 (99.3%) was found useful and analyzed.

Analysis of Data and Discussion

Data were analyzed using descriptive statistics frequency counts, simple percentage, mean and standard deviation presented in tables.

Respondents Profile

Table 1 shows the demographic variables of the respondents. The distribution of the Faculty shows that majority of the respondents came from Faculty of Social and Management Science with 116(38.9%) which is the largest Faculty in the University and the least is from Faculty of Law with 11(3.7%). Ninety-one (30.5%) of the respondents were in 100 level, 200 level, 59(19.7%); 300 level, 84(28.1%); while 64(21.4%) were in 400 level and above. Respondents age shows that 251(84.2%) were between 16 and 20 years while 47(15.8%) were between 21 and 25 years. Gender distribution shows that 117(39.3%) were male while 181(60.7%) were female.

Table 1: Profile of respondents

Variables	Frequency	Percentage
1. Faculty		
Agriculture	28	9.4
Humanities	53	17.8
Law	11	3.7
Medical Sciences	13	4.4
Science and science Education	77	25.8
Social and Management Science	116	38.9
Total	298	100.0
2. Level of Study		
100	91	30.5
200	59	19.7
300	84	28.1
400 and above	64	21.4
Total	298	100.0
3. Age		
16-20	251	84.2
21-25	47	15.8
Total	298	100.0
4. Gender		
Male	117	39.3%
Female	181	60.7
Total	298	100.0

Internet Access

Table 2 revealed that all respondents have access to internet. A total of 298(100%) respondents indicated yes when asked if they have access to the internet.

Table 2: Distribution of the Respondents by Internet Access

Internet Access	Frequency	Percentage
Yes	298	100
No	0	0
Total	298	100.0

Source of Internet Access

Question on where undergraduates access the internet were asked and the findings are depicted in Table 3. The finding shows that 154(52.7%) of the respondents access internet through their mobile phones, 101(33.9%) access through their laptops, 24(8.1%) access from home, 19(6.4%) access from University digital centre while none of the respondents access from the library. This finding shows that only few undergraduate access internets from University Digital Centre. This

may be as a result of number of available systems at the centre, none access from the University Library may also be as a result of Library Policy on use which allowed only undergraduate students who were on their final year to access the internet for research purpose only. This may also be the reason why majority access internet through their mobile phones and laptops.

Table 3: Distribution of the respondents' source of internet access

Location and access to internet	Frequency	Percentage
Via my mobile Phone	133	44.6
On my laptop	101	33.9
Home	24	8.1
University digital Centre	19	6.4
University Library	0	0
Total	298	100.0

Use of Internet

Respondents were asked to state whether they use the internet or not. This is to determine if undergraduate students actually use the internet. Table 4 shows that 298(100%) of the respondents are using the Internet.

Table 4: Distribution of the respondents by the use of the internet?

Use of internet	Frequency	Percentage
Yes	298	100
No	0	0
Total	298	100.0

Frequency of internet use

Respondents were asked to indicate how often they use the internet. Table 5 shows that 205(68.8%) of the respondents used the internet daily, 60(20.1%) use it monthly, 19(6.4%) use it Bi-monthly while 14(4.7%) use it weekly. This shows that quite a number of Bowen undergraduate students use internet daily. The finding agrees with Ani (2010) study on internet access and use by undergraduate students of Nigerian University that internet is extensively used by undergraduate students. Similarly, Awoleye, Siyanbola and Oladipo (2008) study shows that about 92% of undergraduate students have embraced the internet and are using it consistently.

Table 5: Distribution of the respondents by frequency of use of the internet

Frequency of use	Frequency	Percentage
Daily	205	68.8
Monthly	60	20.1
Bi monthly	19	6.4
Weekly	14	4.7
Never	0	0
Total	298	100.0

Hours spent on internet

Table 6 reveals that 124(41.6%) of the respondents spent 7-9 hours a week, this is followed by 2-4 hours a week with 83(27.9%), 55(18.5%) spent 5-6 hours a week, 19(6.4%) spent less than 2 hours a week, 13(4.4%) spent 10-20 hours a week while only 4(1.3%) spent over 20 hours a week on the internet. This finding corresponds with Lubans (1999) who found that a majority of respondents used internet from several times a week to often.

Table 6: Distribution of the respondents on the average hours spent on the internet weekly

On the average how many hours do you spend on the internet in a week?	Frequency	Percentage
Less than 2 hours a week	19	6.4
2-4 hours a week	83	27.9
5-6 hours a week	55	18.5
7-9 hours a week	124	41.6
10-20 hours a week	13	4.4
Above 20 hours a week	4	1.3
Total	298	100.0

Experience of Internet Use

Table 7 shows that 115(38.6%) have been using the internet above 5 years, this is followed by 70(23.5%) of the respondents been using it since 3-4 years, 66(22.1%) have been using it for 1-2 years, while 47(15.8%) of the respondents have been using the internet for less than a year. The finding revealed that some of the respondents have been using the internet before they enter the university, as result they have internet experience. This agrees with Bankole and Babalola (2012) that 34.8% of undergraduate students have been using the internet from 5 -6 years. Similarly, Fasae and Aladeniyi (2012) who reported that 65% had more than 3 years internet experience.

Table 7: Distribution of the Respondents on Experience on the Internet

Since when have you been using the internet?	Frequency	Percentage
Less than a year	47	15.8
1-2 years	66	22.1
3-4 years	70	23.5
Above 5 years	115	38.6
Total	298	100.0

Purpose of Internet Use by Undergraduate Students

Table 8 shows the mean score of the purpose of use of internet by undergraduate students. The result of the analysis shows that Academic purposes (Mean =3.40) ranked highest by the mean score rating and was followed by Online chatting (Mean =3.24), E-mail (Mean =2.89), Entertainment (Mean =2.66), Social media (Mean =2.20), Sport activities (Mean =2.13), Reading Newspaper (Mean =2.02), Discussion forum (Mean =1.82), Looking for advertisements (Mean =1.81), Internet banking (Mean =1.79), Online shopping (Mean =1.70) and Others (Mean =1.99). It is clear from this finding that undergraduate students use internet for various purpose and this shows that internet has lots of benefit for undergraduate students irrespective of their purpose of use. Also, it is evident from the findings that Bowen undergraduate students use internet mostly for academic purposes. This is in agreement with the findings of Fasae and Aladeniyi (2012) which shows that 89% of the science students use the Internet for educational purposes. Also, Kumar and Kaur found that students used the internet mainly for academic purposes. However, the finding disagree with the study conducted by Bankole and Babalola (2012) which found that 90.6% of the students used internet mostly for communication while 43.5% doing class assignments.

Table 8: Mean Score of Purpose of Using the Internet

s/n	Statements	Very Often	Often	Sometimes	Never	Mean	S.D
1	Academic purposes	167 56.0%	88 29.5%	37 12.4%	6 2.0%	3.40	.78
2	Online chatting	153 51.3%	78 26.2%	53 17.8%	14 4.7%	3.24	.91
3	e-mail	104 34.9%	81 27.2%	89 29.9%	24 8.1%	2.89	.98
4	Entertainment	91 30.5%	64 21.5%	93 31.2%	50 16.8%	2.66	1.08
5	Social media	53 17.8%	59 19.8%	80 26.8%	106 35.6%	2.20	1.11
6	Sport activities	53 17.8%	56 18.8%	67 22.5%	122 40.9%	2.13	1.14
7	Reading Newspaper	36 12.1%	39 13.1%	118 39.6%	105 35.2%	2.02	.98
8	Discussion forum	28 9.4%	34 11.4%	93 31.2%	143 48.0%	1.82	.97
9	Looking for advertisements	29 9.7%	33 11.1%	87 29.2%	149 50.0%	1.81	.98
10	Internet banking	31 10.4%	42 14.1%	58 19.5%	167 56.0%	1.79	1.04
11	Online shopping	20 6.7%	33 11.1%	82 27.5%	163 54.7%	1.70	.92
12	Others	48 16.1%	52 17.4%	46 15.4%	152 51.0%	1.99	1.15

Use of Internet for Various Academic Activities

The responses on how often undergraduate students use internet for various academic activities and their mean scores are shown in Table 9. Searching for information on my assignment (Mean =3.60) ranked highest by the mean score rating and was followed by finding information for my research work (Mean =3.16), finding books on the internet (Mean =2.92), searching for information to supplement the note given by the lecturers (Mean =2.61), download software for academic use (Mean =2.56), finding journals articles on the internet (Mean =2.41), e-mail friends and colleague on academic related matter (Mean =2.29), e-mail lecturers on academic related matter (Mean =1.96) and lastly by searching for information on universities (Mean =1.77). This finding is in agreement with Jagboro (2003) study on internet usage in Obafemi Awolowo University, the result shows that 53.42% of students used the internet for research materials and 39.71% for course material. Similarly, Tella (2007) finding shows that internet was mainly used by respondents for the purpose of obtaining course related information with the mean score of 7.68, followed by communicating by e-mail with the mean score of 7.06 and to do school work

with the mean score of 6.95. Also, Udende and Azeez (2010) found that 80.8% respondents admitted that they mostly use the internet for academic purpose.

Table 9: Mean score of Use of Internet for Various Academic Activities

s/n	Statements	Very Often	Often	Sometimes	Never	Mean	S.D
1	Searching for information on my assignment	226 75.8%	41 13.8 %	16 5.4%	15 5.0%	3.60	.81
2	Finding information for my research work	143 48.0%	89 29.9 %	36 12.1%	30 10.1%	3.16	.99
3	Finding books on the internet	120 40.3%	76 25.5 %	61 20.5%	41 13.8%	2.92	1.08
4	Searching for information to supplement the note given by the lecturers	86 28.9%	67 22.5 %	88 29.5%	57 19.1%	2.61	1.10
5	Download software for academic use	57 19.1%	97 32.6 %	100 33.6%	44 14.8 %	2.56	.96
6	Finding journals articles on the internet	67 22.5%	70 23.5 %	80 26.8%	81 27.2%	2.41	1.11
7	e-mail friends and colleague on academic related matter	54 18.1%	65 21.8 %	91 30.5%	88 29.5%	2.29	1.08
8	e-mail lecturers on academic related matter	47 15.8%	26 8.7%	93 31.2%	132 44.3%	1.96	1.08
9	Searching for information on universities	34 11.4%	39 13.1 %	50 16.8%	175 58.7%	1.77	1.06

Perceptions on Use of Internet

Table 10 shows the statistics on level of agreement of undergraduate students' perception of use of internet on a scale strongly agree; agree; strongly disagree; disagree; and undecided. Pooling together 'strongly agreed' and 'agreed', also strongly disagreed and disagreed. The result shows that a total of 265(88.9%) agreed that access to information on research activities is now easy with the internet, 24 (8.1%) disagreed while only 9(3%) were undecided. Two hundred and seven (81.6%) of the respondents agreed that internet has positive impact on their academic work, 39(13.1%) disagreed and 16(5.4%) were undecided. Two hundred and forty -two (81.2%)

agreed that it is easy to access information on the internet than on the library shelf, 41(13.8%) disagreed while 15 (5%) were undecided. Also, 231(77.5%) agreed that they used internet information for their assignment than the library, 45(15.1%) disagreed and 22(7.4%) respondent were undecided. One hundred and seventy-one(57.3%) responded that they will rather use their time studying than wasting it on social activities like face book, twitter, you tube, 84(28.2%) disagreed and 43(14.4%) were undecided. Also, 162(54.3%) respondent agreed to the statement that they cannot do without using the internet on daily basis, 104(34.9%) disagreed while 32(10.7%) were undecided. One hundred and sixty-five (55.3%) agreed that the advantages of the internet outweigh the disadvantages, 89(29.9%) disagreed and 44(14.8%) were undecided. A total of one hundred and fifty representing 54.8% respondents were in agreement with the statement that they used internet mostly for social activities like face book, you tube, twitter more than searching for academic information, 102(34.2%) disagreed with this statement while 46(15.4%) were undecided. Also, 150(50.3%) agreed that too much of internet use affect academic performance, 90(30.2%) disagreed and 58(19.5) were undecided. Seventy-nine which represent 26.5% of respondents agreed that internet is a bad influence on undergraduate, 126(42.2%) disagreed with this statement and 93 (31.2%) were undecided. Fifty-four (18.2%) were in agreement that internet provide information that is mainly of poor quality, 139 representing 18.6% disagreed and 38 (54%) were undecided.

From the findings it is clear that undergraduate students perceived that internet has positive impact on their academic performance. Corroborated this finding is Anasi (2006) study which shows that internet use has very high impact on the academic/career related activities of the students. Also, Jones and Madden (2002) found out that 79% of college students agreed that internet use had a positive impact on their college academic experience. On using the internet more than the library, Bankole and Babalola (2012) found out that 67.1% of the respondents preferred internet over the library. Jones and Madden also found out that 73% used the internet more than the library for information searching. Kumar and Kaur (2005) findings revealed that above 70% of respondents feel that the Internet is more useful, more preferred, more informative, easy to use, less expensive and time saving.

Table 11: Undergraduate students' perceptions on the use of internet

s/n	Statements	SA	A	SD	D	UD
1	Access to information on research activities is now easy with the internet	216 72.5%	49 16.4%	14 4.7%	10 3.4%	9 3.0%
2	Internet has positive impact on my academic work	104 47.0%	103 34.6%	29 9.7%	10 3.4%	16 5.4%
3	It is easy to access information on the internet than on the library shelf	143 48.0%	99 33.2%	33 11.1%	8 2.7%	15 5.0%
4	I used internet information for my assignment than the library	137 46.0%	94 31.5%	24 8.1%	21 7.0%	22 7.4%

5	I rather use my time studying than wasting it on social activities like face book, twitter, you tube	91 30.5%	80 26.8%	38 12.8%	46 15.4%	43 14.4%
6	I cannot do without using the internet on daily basis	88 29.5%	74 24.8%	26 8.7%	78 26.2%	32 10.7%
7	The advantages of the internet outweigh the disadvantages	71 23.8%	94 31.5%	48 16.1%	41 13.8%	44 14.8%
8	I used internet mostly for social activities like face book, you tube, twitter more than searching for academic information	70 23.5%	80 26.8%	29 9.7%	73 24.5%	46 15.4%
9	Too much of internet use affect academic performance	58 19.5%	92 30.9%	36 12.1%	54 18.1%	58 19.5%
10	The internet is a bad influence on undergraduate	29 9.7%	50 16.8%	32 10.7%	94 31.5%	93 31.2%
11	It provide information that is mainly of poor quality	16 5.4%	38 12.8%	45 15.1%	94 31.5%	105 35.2%

Constraints and Limitation to the use of internet

Table 11 shows constraints and limitation to the use of internet by the respondents. Although all respondents used the internet yet they indicated one constraint or limitation to the use. The major constraint was non availability of internet connectivity around the campus as indicated by (53%) of 298 respondents. The other main constraints are slow connectivity and downloading with (51.7%), constant breaking down of internet services in my institution (51.3%) and irregular electricity supply (33.9%), respectively. Bankole and Babalola finding also shows that slowness of the server is one of the major constraints facing internet use among Olabisi Onabanjo undergraduate students. Fasae and Aladeniyi also found that 96% indicated slow access speed as the leading problem.

Table 11: Respondents' Constraints and Limitation to the use of internet (multiple responses possible)

S/N	Statements	Frequency	percentage
1	Non availability of internet connectivity around the campus	158	53.0%
2	Lack of access in personal laptop	86	28.9%
3	The money paid for browsing is expensive	74	24.8%
4	Lack of time	72	24.2%
5	I do not know how to use the internet	33	11.1%
6	Irregular electricity supply	101	33.9%
7	Constant breaking down of internet services in my institution	153	51.3%
8	It wastes too much time	86	28.9%
9	Slow connectivity and downloading	154	51.7%

Major Findings

- All respondent accessed and used the internet.
- Major access to the internet are through their mobile phones, with 52.7% of the respondents, 33.9% access from their laptop using modem, 8.1% from home, only 6.4 % access through the University Digital centre while none access through the University Library.
- Frequency of use showed that 68.8% used the internet daily, 20.1% monthly, 6.4% used bi monthly and 4.7% used weekly.
- On hours spent on the internet, 41.6% spend between 7-9 hours a week, 27.9% spend between 2-4 hours a week, 18.5% spend between 5-6 hours a week, 6.4% spend less than 2 hours a week, and 4.4% spend between 10-20 hours a week. while 1.3% spend above 20 hours a week.
- Respondents experience on the internet shows that 38.6% have been using the internet since 5 years and above, 23.5% used between 3-4years, 22.1% used between 1-2 years while 15.8% used for less than a year.
- The purpose of using the internet by the respondents is mainly for academic purpose with the highest mean score of 3.40; meanwhile on line shopping is the least purpose of use with the mean score of 1.70.
- On using the internet for various academic activities, respondents used internet mainly for searching information on their assignment with the mean score of 3.60 followed by finding information for their research work with mean score of 3.16. The least is searching for information on universities with the mean score of 1.77.
- Perception of Undergraduate students on internet used shows that 88.9% agreed to the statement that access to information on research activities is now easy with the internet. This is followed by 81.6% agreed that internet has positive impact on their academic work. Two hundred and forty-two (81.2%) agreed that it is easy to access information on

the internet than on the library shelves, 77.5% agreed that they used internet information for their assignment more than the library and 18.2% agreed that internet provide information that is mainly of poor quality.

- Undergraduate encountered various constraints in the use of internet, the major ones being non availability of internet connectivity around the campus, slow internet connectivity and downloading, constant breaking down of internet services on campus and irregular electricity supply.

Conclusion and Recommendation

The study examined the internet access and use among undergraduate students of Bowen University Iwo. The result shows that undergraduate students are using the internet daily and access between 10-20 hours weekly with majority having over 5 years internet experience. The purpose of use is mainly to obtain information on academic activities which can greatly contribute to their academic performance. The study revealed that the University Digital Centre does not provide adequate facilities and that was why access from the centre was very low. If there are adequate facilities on campus, it will take care of some of the constraints identified by the respondents and undergraduate students will have more access to the internet. Based on the findings, it is recommended that:

- the University Management should as a matter of urgency provide adequate facilities to allow students have access to the internet and increase the hours of free access from two hours to seven hours a week to enable those who cannot afford to pay for browsing access internet for at least an hour a day.
- upgrade the infrastructure at the University Digital Centre to improve access and speed. Also, access points should be provided in students hostels to enable them use the internet whenever they want to.
- the University Library should not restrict access to final year students alone as currently being practiced. More facilities should be provided in the library to enable all student access and use the internet irrespective of their level of study. Also, access point should also be provided to enable students with personal laptops connect to the internet as it is being practiced in other Universities library overseas.
- allow private ownership of cyber café to operate on campus in order to increase internet access by the students and the cost of browsing should be regulated.
- since majority of the undergraduate students use internet for academic purposes, Librarian should organize training on search strategies to enable them obtain high quality academic information on the internet.

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