INTERNET USE BEHAVIOUR OF THE FACULTY AND POSTGRADUATE STUDENTS AT BABCOCK UNIVERSITY, ILISHAN-REMO, OGUN STATE, NIGERIA

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ABSTRACT

The aim of this study was to identify the Internet use behavior of the Faculty members and Postgraduate students at Babcock University, Ogun State, Nigeria. Survey research design was adopted for the study. Population comprises 631 faculty members and post graduate students at Babcock University. Purposive sampling technique was used in selecting 180 faculty members and postgraduate students as respondents in the study. Questionnaire was the instrument used for data collection. Out of 180 questionnaire distributed to the respondents, 126 (70%) was duly completed and returned which was analyzed using descriptive statistics. The study established among others that both the faculty and postgraduate student make use of the Internet, however, their reasons and periods they use the internet differ. It was also revealed that the faculty spends more time in the use of the Internet than the postgraduate students. Further, it was discovered that the postgraduate students used the Internet resources more than the faculty. Next, it was shown that the faculty uses the Internet for their up-to-date knowledge and teaching while the postgraduate mostly use the Internet for article writing and for sending and receiving e-mail. In relation to their satisfaction level, it was revealed that the postgraduate students are more satisfied with the Internet use than the faculty. Further, it was also discovered that the faculty makes use of their laptops and the University's Internet facilities while the postgraduate students use only their personal laptops. Finally, the major difficulty experienced by the faculty was fluctuation in connectivity while the postgraduate stated low bandwidth (slow speed). It was recommended that the BU Administration look into and rectify those difficulties that could hinder or discourage the effective use of the Internet.

Key Words: Internet use; Behaviour; Faculty members; Postgraduate students

Introduction

Earlier in the history of mankind, the processes of communication and transmission of information was slow. Information and knowledge were passed on orally by word of mouth or through hand written formats or manuscripts. But gradually and steadily, the process whereby information is communicated and transmitted has so much improved. These days, information and knowledge are being passed to others in a very rapid form. Today and instantly, people pass on information to an infinite number of others through a number of technological media formats. One of these media technologies is the Internet among others.

The Internet began in 1969 as ARPANet (Advanced Research Project Agency Network) by the US Department of Defense. This was developed to enable them share military intelligence and research with university sources. According to Hinson and Amidu (2006), since the 1990s, the Internet has become a widely used tool by civilians for communication, research, entertainment, education, advertisement, etc. The Internet has been described as the worldwide publicly accessible network of interconnected computer networks that transmit data. Shitta (2002) claims that the Internet is a communication super highway which connects, hooks and focuses the entire world into a global village. Oketunji (2001) posits that the Internet gives access to an immense wealth of knowledge and access to tools that promote research. According to Bamigboye and Bamidele (2011), through the use of the Internet people could conduct remote classes. It also allows people to have access to remote libraries and, equally, the Internet creates an innovative environment as well as cooperative learning experiences.

For information retrieval, Odunewu and Olasore (2009) affirm that the Internet has become an important and reliable tool. With the Internet, academic researchers and students can, obtain information which previously would have required a trip to a specialist library (Lund 1998). He further observes that libraries which have been experiencing difficulties in meeting the rise in the cost of printed journals have found their burdens eased “by cheaper access to a vast range of electronic journals accessible on the Internet.” Furthermore, he adds that since the Internet was introduced, the growth of online courses have been steadily giving rise to the advent of “virtual University.” He concluded that the Internet is transforming the whole concept of distance education.

The Internet plays a vital role in meeting information and communication needs of academic institutions since it enables the users to access a wide range of updated information irrespective of one's location. Moreover, the Internet grants people the opportunity to have access to unlimited sources of information. The use of the Internet, Luambano and Nawe (2004) note, makes it possible for scholars and academic institutions to disseminate information to a wider audience around the globe. Anyira (2011) is of the opinion that the history of the Internet has long been linked to university education because it has intensified access to information and communication, in the provision of un-reserved access to e-mail messages, web boards, online services, e-publication and others.

Internet services became available at Babcock University in 2003 in the library for the use of the OPAC (Online Publication Access) and it was specifically for the library personnel. After sometime, additional Internet points were added for students use. But with the establishment of the Postgraduate studies, a reading room was created in the library to serve specifically the faculty members, Postgraduate as well as the medical students.

Statement of the Problem

The Internet has long been linked to university education for the fact that the adoption of the Internet in university system has alleviated the problem of information inaccessibility and thereby intensified access to information and communication. This is evidenced in the provision of an unlimited accessibility to e-mail messages, web boards, online services, e-publication and others. This view has caused many researchers to study Internet use by faculty, students, and researchers in order to ascertain the credibility of this claim. A lot of such studies have been conducted in some Nigerian Universities and also in libraries. This study, therefore, seeks to investigate the Internet use behavior of the faculty and Postgraduate students at Babcock University, Nigeria.

Objectives of the study

The study specifically seeks to discover this behavior through the following:

1. Determining the frequency of Internet use;
2. Finding out the most-used Internet resources and services;
3. Identifying the purposes or reasons for using the Internet;

4. Ascertaining difficulties in accessing the Internet;
5. Discovering the satisfaction level with Internet-based resources and facilities.

Research Questions

1. How frequent do you make use of the Internet facilities?
2. What Internet resources and services do you mostly use?
3. What are your search engines?
4. What is your point of Internet access?
5. For what purposes or reasons do you make use of the Internet?
6. How do you compare the rate at which you use the Internet and printed medium?
7. What difficulties do you experience in accessing the Internet?
8. To what extent are you satisfied in the use Internet and facilities?

Literature review

Researchers have conducted a lot of reviews in relation to the use of the Internet by different users. According to Gatenby (cited in Salaam and Adegbore, 2010) one of the greatest phenomenon that has taken place in recent times is the explosion of the Internet. This has led to various researches on this topic. Adika (2003) conducted a researcher on the Internet use of faculty members of Universities in Ghana. The study shows that in spite of the benefits of the Internet, its use among faculty is still very low. The study of Oyedun (2007) on the Internet use in the Library of Federal University of Technology, Minna revealed that most of the respondents claimed that they have improved considerably in their academic performance as a result of the Internet services in the library. The investigation of Bhatti, Asghar, Mukhtar, and Chohan, (2011) revealed that Social scientists in BahauddinZakariya University are "exploiting the Internet for teaching, research, doing MPhil and PhD, guiding research students, writing and submitting articles to journals and conferences."

Alshankity and Alshawi (2008) examined the gender differences in Internet usage among faculty members in Saudi Arabia and the result was that there is no gender difference in the use of Internet. In contrast, a study done by Nachmias, Mioduser, and Shemla (2000) on Israeli high school showed gender differences in the use of the Internet with males having a higher and more extensive usage for longer hours. Similarly, Dong's (2003) study of Chinese faculty, researchers

and students showed that men make use of the internet than the women do. In his study of Internet use – the purpose, the impact of Internet on teaching and research, Internet sources used and problems experienced the users - by the faculty members of Kuwait University, Al-Ansari (2006) found that the Internet is mainly used for communication, research and publication, finding up-to-date information. However, he noted that some of the major problems were slow speed, lack of time, and lack of access from home. Parameshwar and Patil (2009) note that many academic user studies have revealed that staff and students use the Internet mostly for emails, (Ojedokun and Owolabi, 2003; Applebee et al., 1997; Adele et al., 1995). The use of the Internet for emailing has led Marklein (cited in Parameshwar and Patil 2009) to conclude that using the Internet for email services by the US college students was so common for some of them that, "It is like picking up a phone." In evaluating the use of the Internet by the academics of the University of the South Pacific, Mamtora (2003) also discovered that a large majority of the respondents used email to communicate and WWW to seek information. In his survey at Shippensburg University, Laite (2000) found out that "57.6% of the undergraduate students used the Internet 1-2 times per week and another 37.1% used it 1-2 times daily. More than 50% of the graduate students used Internet 1-2 times per week and 37.7% used it 1-2 times daily. The survey showed that the most used Internet service was e-mail." The study of Chandran (2000) at Sri Venkateshwara University revealed that more than 25% of the respondents used the Internet 2-3 times a week while more than 56% used it for accessing information. Kaur (2000) studied Guru Nanak Dev University and Bavakutty and Salih (1999) conducted a survey at Calicut University. Their different studies portrayed that students, research scholars, and faculty members used the Internet for education and research purposes.

Dhanavandan,Saravanan, Esmail, and Nagarajan (2011) studied the Internet-based resources and services among librarians and discovered a "high rate of Internet use, but also significant problems such as slow response, lack of connectivity, and need for more training."

Methodology

This study used descriptive survey design. The target population of the study was the faculty (272) and Postgraduate students (359) at Babcock University, making a total population of 631. 180 respondents (postgraduate and faculty members) were selected purposively as sample size. Descriptive statistics of frequency count, percentage, mean and standard deviation were used to

describe responses on all the research questions, while Pearson's chi-square Correlation Coefficient was used to test the hypotheses.

Data Analysis

A total number of 180 questionnaire were administered and 126 (70%) were duly completed and returned.

Table 1: Respondents Distribution by Status

		Frequency	Percent
Valid	FACULTY	66	52.4
	POSTGRADUATE STUDENT	60	47.6
	Total	126	100.0

Table 1 above revealed that 66(52.4%) of the respondents are faculty members while 60(47.6%) are Postgraduate students. Hence most of the respondents are faculty members.

Table 2: Respondents Distribution by Gender

		Faculty Frequency	Postgraduate Frequency	Total Frequency (%)
Valid	MALE	41	24	65 (51.6%)
	FEMALE	25	36	61 (48.4%)
	Total	66	60	126 (100%)

Table 2 above shows that 65(51.6%) of the respondents are male while 61(48.4%) are female. This result indicates that most of the respondents are male.

Table 3: The frequency of internet facility usage in terms of hours per week.

		Faculty Frequency	Postgraduate Frequency	Total Frequency (%)
Valid	About 20-15 hours per week	13	17	30 (23.8%)
	About 15-10 hours per week	10	19	29 (23%)
	About 10-8 hours per week	29	8	37 (29.4%)
	About 6-4 hours per week	14	16	30 (23.8%)
	Total	66	60	126 (100%)

Table 3 above revealed the frequency to which Babcock University faculty members and Postgraduate students make use of the Internet facilities. From the table it shows that 30(23.8%) of the respondents use internet for a period of 15- 20 hours per week, 29(23%) use for a period of 10-15 hours per week, 37(29.4%) use it for a period of 8-10 hours per week while 30(23.8%) use the internet for a period of 4-6 hours per week**,** revealing that the respondents' internet usage is mostly within the period of 8-10 hours per week.

Table 4: Internet Resources and Services Mostly Used by Faculty Members & Postgraduate Students at Babcock University

Items	Faculty Frequency	Postgraduate Frequency	Total Frequency (%)	Mean	St.D
EBSCOHOST	51	52	103 (81.7%)	1.1825	.38783
E-journals	40	43	83 (65.9%)	1.3413	.47603
E-books	20	24	44 (34.9%)	1.6508	.47862

NATIONAL VIRTUAL LIBRARY	16	25	41 (32.5%)	1.6746	.47039
Online abstracting & indexing services	16	24	40 (31.7%)	1.6825	.46735
THE FREE LIBRARY	22	16	38 (30.2%)	1.6984	.46078
DOAJ	16	17	33 (26.2%)	1.7381	.44143
JSTOR	8	24	32 (25.4%)	1.7460	.43702
E-dictionaries	11	16	27 (21.4%)	1.7857	.41196
AGORA	9	17	26 (20.6%)	1.7937	.40630
LPP	15	8	23 (18.3%)	1.8175	.38783
AJOL	10	8	18 (14.3%)	1.8571	.35132
BOOKBOON	7	8	15 (11.9%)	1.8810	.32514
HINARI	6	9	15 (11.9%)	1.8810	.32514
PLOS	7	8	15 (11.9%)	1.8810	.32514
OARE	2	8	10 (7.9%)	1.9206	.27139
MEDICINETE.COM	0	0	0	2.0000	.00000
ONLINE WORKSHOPS	0	0	0	1.6746	.47039

In the table above, among all the internet resources stated, the most used is EBSCOHOST as this has the highest frequency value – 103 (81.7%) and this is followed by E-journals, with 83(65.%) and E-books with 44(34.9%). OARE is the least. MEDICINETE.COM and ONLINE WORKSHOPS are not used at all by the respondents.

Table 5: Search Engines Mostly Utilized By the Respondents

Items	**Faculty Frequency**	**Postgraduate Frequency**	**Total Frequency (%)**	**Mean**	**St. D**
Google	62	60	122 (96.8%)	1.0317	.17602
Yahoo	61	43	104 (82.5%)	1.1746	.38114
Ask.com	24	32	56 (44.4%)	1.5556	.49889
The Internet Archive	20	8	28 (22.2%)	1.7778	.41740

MSN	6	19	25 (19.8%)	1.8016	.40040
Webopedia	15	8	23 (18.3%)	1.8175	.38783
Bing	3	8	11 (8.7%)	1.9127	.28340
DuckDuck Go	4	0	4 (3.2%)	1.9683	.17602
Dogpile	4	0	4 (3.2%)	1.9683	.17602
Mahalo	0	0	0	2.0000	.00000
Yippo	0	0	0	2.0000	.00000

Table 5 revealed the most used search engines by the respondents. From the result, it indicates that Google is the most used search engine by the respondents with 122(96.8%), this is followed by Yahoo with 104(82.5%) and Ask.com Ask.com with 56(44.4%). Mahalo and Yippo are not used at all by the respondents.

Table 6: Available internet access for the respondents

Items	**Faculty Frequency**	**Postgraduate Frequency**	**Total Frequency (%)**	**Mean**	**St. D**
Personal laptop	51	52	103 (81.7%)	1.1825	.38783
University's Internet facility	31	16	47 (37.3%)	1.6270	.48554
Library facility	27	16	43 (34.1%)	1.6587	.47603
Friends/colleagues laptops	7	8	15 (11.9%)	1.8810	.32514
Cybercafé	3	8	11 (8.7%)	1.9127	.28340

Table 6 above it is revealed that, among all the stated access, the most available internet access to the respondents are personal laptops103(81.7%), followed by University Internet Facility with 47(37.3%). Library facility, Friends/colleagues laptops wile Cybercafé are the least available internet access points to the respondents.

Table 7: Purposes or reasons for the use of Internet

Items	**Faculty Frequency**	**Postgraduate Frequency**	**Total Frequency (%)**	**Mean**	**St.D**
For Research for article writing	54	56	110 (87.3%)	1.1270	.33428

For Developing up-to-date knowledge	55	46	101 (80.2%)	1.1984	.40040
For Sending and receiving emails	32	48	80 (63.5%)	1.3651	.48337
For Teaching	38	24	62 (49.2%)	1.5079	.50193
For Communicating with colleagues and relations	29	33	62 (49.2%)	1.5079	.50193
For Personal purposes	33	24	57 (45.2%)	1.5476	.49971
For Submitting research papers to journals online	28	28	56 (44.4%)	1.5556	.49889
For Networking purposes	14	27	41 (32.5%)	1.6746	.47039
For Health information			35 (27.8%)	1.7222	.44969
For Job search	10	17	27 (21.8%)	1.7857	.41196
For Chatting	12	8	20 (15.9%)	1.8413	.36688
For Sports	4	4	8 (6.3%)	1.9365	.24482

Table 7 revealed the perception of the respondents on their reasons for the use of internet. From the result, research for article writing is the major reason for the use of internet as it has the highest frequency value 110(87.3%); the next reason for the use of internet is to develop up-to-date knowledge, 101(80.2%); followed by sending and receiving mails, (63.5%) From the result it is revealed that the least reason for the use of internet is sports. This result is placed in the order of most to least reasons why the respondents use the internet.

Table 8: Respondents satisfaction rate with Internet vis-à-vis printed sources

		Faculty Frequency	**Postgraduate Frequency**	**Total Frequency (%)**	**Mean**	**St. D**
Valid	**Very Highly satisfied**	15	22	37 (29.4%)	1.8333	.62929
	Highly satisfied	35	38	73 (57.9%)		
	Averagely satisfied	16	0	16 (12.7%)		

		Faculty Frequency	Postgraduate Frequency	Total Frequency (%)	Mean	St. D
Valid	**Very Highly satisfied**	15	22	37 (29.4%)	1.8333	.62929
	Highly satisfied	35	38	73 (57.9%)		
	Averagely satisfied	16	0	16 (12.7%)		
	Total	66	60	126 (100%)		

Table 8 shows that 73(57.9%) are highly satisfied with internet facility, 37(29.4%) of the respondents are very highly satisfied, while 16(12.7%) are averagely satisfied, indicating that most of the respondents are highly satisfied with the internet vis-à-vis printed source.

Table 9: The difficulties the respondents usually encounter in using the internet.

Items	Faculty Frequency	Postgraduate Frequency	Total Frequency (%)	Mean	St. D
Fluctuation in connectivity	40	25	65(51.6%)	1.4841	.50174
Low bandwidth (slow speed)	19	41	60(47.6%)	1.5238	.50143
Lack of time (Overworked)	27	27	54(42.9%)	1.5714	.49685
Frequent power outage	29	24	53(42.1%)	1.5794	.49563
Slow speed	30	15	45(35.7%)	1.6429	.48107
Overload (too many people using a network at a time)	10	23	33(26.2%)	1.7381	.44143
Unavailability of Internet facility in the departments	14	16	30(23.8%)	1.7619	.42762

System breakdown	11	16	27(21.4%	1.7857	.41196
Lack of awareness of the availability of materials	10	14	24(19%)	1.8095	.39424
Lack of knowledge about Internet information retrieving techniques	15	6	21(16.7%)	1.8333	.37417
Information scattered in too many sources	4	9	13(10.3%)	1.8968	.30540
Shortage of computers			12(9.5%)	1.9048	.29472
Shortage of latest e-books	6	2	8(6.3%)	1.9683	.30819

Table 9 revealed the difficulties the respondents encounter in the course of internet usage. Based on the outcome of the result, these difficulties are placed in the order of their prominence. It is therefore deduced that the most difficult challenge the respondents encounter is fluctuation on internet connectivity with 65(51.6%); and this is followed by low bandwidth (slow speed) with 60(47.6%). Shortage of latest e-books is seen as the least difficulty they encounter in the course of internet usage.

Table 10:The respondents' level of satisfaction with the use of the internet.

		Faculty Frequency	Postgraduate Frequency	Total Frequency	Mean	St. D
Valid	**Very highly satisfied**	20	14	34 (27%)	2.0794	.82562
	Highly satisfied	25	27	52 (41.3%)		
	Averagely satisfied	17	19	36 (28.6%)		
	Lowly satisfied	4	0	4 (3.25%)		
	Total	66	60	126 (100%)		

Table 10 above shows that 52(41.3%) are highly satisfied with the use of internet, 36(28.6%) are averagely satisfied, 34(27%) of the respondents are very highly satisfied with the use of internet,

while only 4(3.2%) are lowly satisfied, indicating that the rate of satisfaction is higher than the other options.

Discussion of Findings

As stated earlier, the majorobjective of this study is to ascertain the Internet use behavior of the Faculty members and Postgraduate students at Babcock University, Nigeria. What has emerged from the study is in line with the literature, that both faculty and Postgraduate student make use of internet facilities.

When the respondent were asked to averagely indicate the frequency of their Internet use, a higher percentage indicated10 – 8 hours per, this I will admit is reasonably enough. When asked how often on the average they use the Internet per week, majority of them (33.3%) agreed that they use internet 2-3 times per week. This finding is similar to the findings of Chandra (2000) who found out that some of his respondents used the Internet 2 -3 times a week….

The respondents were requested to indicate the mostly used Internet resources. EBSCOHOST (81.7%) was found to be the most used internet resources. In relation to their search engines, most of the respondents (96.8%) said that they use Google; followed by Yahoo with 82.5%; while 44.4% used Ask.com. This confirms the study of Brazin (2004) who discovered that librarians use Google in their searches. None of the respondents used Mahalo and Yippo for search. Probably, they are not very familiar with these search engines.

When asked to indicate their point of Internet access, majority (81.7%) reported personal laptops, which could be attributed to convenient. The study also revealed that both the faculty and the Postgraduate students (87.3%) indicated that they use the Internet for research purpose and article writing, while (80.2%) stated that they use the Internet for developing up-to-date knowledge. These findings agree with the finding of Bhatti, Asghar, Mukhtar and Chohan (2011) who found out that Social Scientist in BahauddinZakariya are "exploiting the Internet for teaching, research, writing and submitting articles to journals and conferences,…" The studies of Al-Ansari (2006), Singh (1998) revealed similar findings in the use of the Internet for research activities. While Mamtora (2003), Parameshwar and Patil (2009), Ojedokun and Owolabi (2003), Applebee et al. (1997) Adele et al. (1995) however found that staff and students use the Internet for email messages.

In response to their Internet satisfaction in comparison with printed sources, greater proportion of the respondents (57.9%) said they are highly satisfied. When asked of the difficulties and problems experienced when accessing the internet, fluctuation of connectivity and (slow speed) were found to be the major constraints the respondents face in using the internet resources. This finding corroborates with the findings of Dhanavandan, Saravanan, Esmail, and Nagarajan (2011) who established that slow response, lack of connectivity and need for more training are the major problems of the respondents to the use of internet. Regarding the level of satisfaction with the use of the Internet, majority of the respondents said they are highly satisfied. This is to say that the internet offer faculty members and the postgraduate students at Babcock University the information they need.

Summary and Conclusion

The study has succeeded in uncovering the Internet use behavior of the faculty and Postgraduate students. The study has established the fact that the faculty and Postgraduate students make use of the Internet and the reasons for their use of internet differs as well as period of use. Secondly, the faculty members spend more time on the internet use than the Postgraduate students. It was however, discovered that the Postgraduate students use the internet resources more than the faculty. Thirdly, observation is that the faculty mostly uses the internet to develop their up-to-date knowledge and teaching while Postgraduate students mostly use the internet for article writing. Fourthly, this research portrays that the faculty members mostly use their personal laptop and University's internet facilities whilethe Postgraduate mostly usetheir personal laptops. Lastly, the respondents are mostly faced with the challenge of fluctuation in connectivity and low bandwidth (slow speed).

In conclusion, Anyira (2011) states that the history of the Internet has long been linked to university education because it has intensified access to information and communication, in the provision of un-reserved access to e-mail messages, web boards, online services, e-publication and others. The Internet plays a vital role in meeting information and communication needs of academic institutions since it enables the users to access a wide range of updated information irrespective of one's location.

In view of the foregoing, the researchers recommend that every faculty and Postgraduate students of Babcock University should continue to make use of the Internet. This is the trend in the contemporary world today.

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