Impact of Internet Resources Utilization on Lecturers' Academic Activities in Tertiary Institutions in Yobe State, Nigeria

Aminu MANUWA

University Library, Federal University Gashu'a, Yobe State
Corresponding Author: aminumanuwa@gmail.com

Abstract

This study focused on the impact of Internet resources utilization on lecturers' academic activities in tertiary institutions in Yobe State, Nigeria. The purpose of this study was to examine the impact of Internet resource utilization on lecturers' academic activities, which include teaching, research, publication communication, and collaboration, among others. Lecturers were the targeted population of the study. A survey research design was adopted for the study. The study was guided by two (2) objectives, two (2) research questions, and one (1) hypothesis to achieve the primary purpose of this research,. A questionnaire was the main instrument used for data collection; five hundred and forty-four (544) copies of questionnaire were returned and considered usable for the study, out of which four hundred and forty-eight (448) of the respondents were males and ninety-six (96) of the respondents were females. Data collected were analyzed through frequency counts and percentage scores. Chi-square was used for testing the hypothesis. The findings of the study indicated the extent through which lectures were able to access the internet services and resources for their academic activities. The access was high, and it was through computer centres and other places within and outside the tertiary institutions. Also that the impact of Internet resources utilization on lecturers' academic activities is generally high, with many respondents indicating that Internet services and resources make teaching easier and Internet services and resources provide them with quick access to teaching materials. Finally, the study recommended that the management of these tertiary institutions should increase more internet units where the lecturers can access internet services and resources. This effort will make lectures to access internet services from their offices and at home conveniently for their academic activities. Also, the study recommended that there should be an increase on the impact of internet services and resources utilization for the lecturer's academic activities, the management of these tertiary institutions and other concerned stakeholders should intensify efforts on programs and frequent upgrading of the internet facilities for its full utilization in order to boost the lecturer's outcome.

Keywords: Academic Activities, Internet, Lecturers, Resources, and Utilization.

Introduction

Internet is the biggest world-wide communication network of computers, which refers to a global system of interconnected networks. It connects millions of computers with private, public, domestic, academic, business, and government networks of local to global scope linked by a broad range of electronic or wireless technologies that together carry many different kinds of services and resources for exchange globally. The term is sometimes called "the net."It is also a world-wide network of interconnected computers that connects universities, governments, and commercials from one country to another to share information. Furthermore, the internet opens doorways to a wealth of information, knowledge, and educational resources for communication, research, collaboration, education, and entertainment, among others, by lecturers in tertiary institutions. Amaoge and Igwebuike (2016) believe that the internet has increasingly become a fixed asset in education in terms of teaching, research, publication communication, and collaboration. The internet is a vast computer network linking together millions of smaller computers at numerous sites in various countries belonging to thousands of businesses, government, research, educational, and other organizations. To the Internet users, the internet is a global community-one with a very active life and plays a vital role in the teaching, research, and learning process in academic institutions. (Emeka & Nyeche,2016).

The internet has many benefits in the academic cycle, including the provision of access to a wide variety of services and resources globally and the ability to discuss and share the experience with other colleagues around the world. According to Fasae and Aladeniyi (2012), Internet services and resources available and accessible for use by the lecturers in tertiary institutions are; e-mail, search engines, chatting, World Wide Web (WWW), discussion groups, Frequently Ask Questions (FAQ), conference proceedings, database, e-books, reference works. The academic community uses e-journals, technical reports, theses, and dissertations for education, research, publication, communication or collaboration, and other activities. Internet services and resources are used for communication, education, research, collaboration, recreation, and entertainment, among others, by lecturers in Nigerian tertiary institutions and world at large. Furthermore, Fasae and Aladeniyi (2012) pinpointed that for the developing countries like Nigeria to grow and attain its economic and social status, such a country must be fully ready in strengthening and empowering her tertiary institutions, both in science and technological capacity. Hence, the lecturers' in their respective fields of specialization will need to utilize the Internet services and resources and an array of reliable and interactive means of accessing, retrieving, and full utilization of such services and information without wasting much time on their academic activities.

The Internet resources utilization on the lecturer's academic activities depends mostly on how much facilities are put to productive use for teaching, research, publication, communication, and collaboration among lecturers in the Nigerian tertiary

institutions. Accordingly, Bankole and Oludayo (2012) stated that tertiary institutions globally made huge investments on internet services and resources utilization which brings about timely production and promotion of knowledge; promotes multi-disciplinary research, foster cooperation, facilitates information sharing and exchange of ideas among lecturers from various institutions, regions or nations. This can be seen from the efforts and initiatives put in place by the Nigerian government through the National Universities Commission (NUC). The creation of Nigerian Universities Network (NUNET) and subsequently the National Virtual Library Project (NVLP) is a step towards the proper accessibility and utilization of Internet services and resources by the Nigerian tertiary institutions' lecturers for the enhancement of their academic activities. Ani (2012) confirmed that the NVLP was established to enhance access to the utilization of electronic services and resources in the tertiary institutions across the country. Moreover, some tertiary institutions already began the process of digitizing their local publications to be electronically accessed within and outside their country.

Problem Statement

Despite the infinite importance and purposes of these Internet services and resources utilization to lecturers' academic activities, preliminary observation shows that lecturers in the studied tertiary institutions in Yobe State, Nigeria do not seem to utilize the available Internet services and resources for their academic activities. This may be attributed to poor patronage of the lecturers, lack of adequate Internet facilities, poor Internet connectivity, irregular power supply, and pressure of work on them as a result of increasing students' population. However, it is for these reasons the researcher set out to find out the impact of utilization of Internet services and resources on lecturers' academic activities in Federal University Gashua, Federal Polytechnic Damaturu, and Federal College of Education (Technical) Potiskum in Yobe State, Nigeria.

Objectives of the Study

The objectives of the study are to determine the:
1. The extent of accessibility of Internet services and resources for the lecturers' academic activities in tertiary institutions in Yobe State;
2. Impact of the utilization of Internet services and resources on lecturers' academic activities in tertiary institutions in Yobe State;

Research Questions

1. To what extent are the lecturers able to access the Internet services and resources for their academic activities in tertiary institutions in Yobe State?
2. What is the impact of the utilization of Internet services and resources on lecturers' academic activities in tertiary institutions in Yobe State?

Hypothesis

1. **HO₁**There is no significant impact between Internet resources utilization and lecturers' academic activities in tertiary institutions of Yobe state.

Literature Review

There is no doubt that the internet can be a significant source of accessing current, relevant, and up-to-date information services and resources, and it is designed to reduce time spent and increase speed while searching for the information needed by individuals, institutions, or nations for lecturers' academic activities. In a study conducted by Omosekjimi, Ijiekhuamhen and Emuejevoke (2016) on accessibility and use of Internet facilities in University libraries revealed that 95.8% of the respondents admitted that they use the Internet services to access newly published Information resources, 100% for research and academic development, while 65.6% affirmed that they use it for their project work and article publishing respectively. Also, 65.9% admitted that they use it for assignment purposes, while 57.1% of them agreed that they use the internet for exchange of ideas among colleagues via social networks.

Most of the tertiary institutions where access to Internet services and resources are provided to lecturers either at the school premises, in their offices, or at home do perform far better in their teaching, research, publication, and collaboration than those who do not have access to the Internet services and resources. Tahir, Mahmood, and Shafique (2010) revealed that most of the respondents were found to have access to computers and the internet in offices and homes. Also, Okiki and Asiru (2011) asserted that the internet has made it possible for scholars and researchers to access e-books, e-journals, databases, search engines, and full-text digital content of local and distant libraries using computers with connectivity from their offices.

A study conducted by Chigbu and Dim (2012) stressed the importance of internet services and resource utilization in tertiary institutions for the lecturers' academic activities, the result of this study revealed that 53% of the respondents were given free access to Internet services and resources. This is a very encouraging step taken by the University management to enable the utilization of Internet services and resources to boost their academic activities Space. Another study confirmed that Internet services and resources utilization are capable of providing Nigerian researchers and scholars with the enabling environment to overcome the barriers of communication and collaboration and also provides scholars, researchers, individuals, and their organizations the advantages of presenting their research finding and ideas across the globe. (Ogunjobi & Fagbami, 2012).

Internet services and resource utilization has also made tremendous impacts in diverse ways on the lecturers' academic activities. Space Ajala, Adegun, Adetunji, and Oyewumi (2010)in a study on the impact of Internet use on teaching and research by academics in Ladoke Akintola University of Technology (LAUTECH) revealed that the

internet was found to be utilized for research activities, teaching as well as publication by the lecturers. Similarly, Bassi and Camble (2011) as cited in Tukur and Adamu (2017) highlighted that to facilitate access to internet services and resources utilization by all users in tertiary institutions; in 2000 the Federal Ministry of Education introduced the virtual library project, which pulled together resources electronically, connecting all academic libraries in Nigeria with the hub at National Tertiary Institutions Commission (NUC).

The role of lecturers in the Nigerian tertiary institutions' system is to teach and conduct research in their various fields of specialization and engage in community services. Consequently, with time they are involved in other academic activities, which include publication, communication, and collaboration with colleagues to expand the frontiers of scholarship and knowledge. With the emergence of access to internet services and resources utilization such as e-mail, search engines, chatting, discussion groups, online database, e-books, conference proceedings, e-thesis and e-journals among others, lecturers' academic activities can now be effectively carried out to enhance their performance and productivity within and outside the country.

Methodology

The researcher gathered data from Federal University Gashu'a (FUGA), Federal Polytechnic Damaturu (FEDPODAM), and Federal College of Education (Technical) Potiskum (FCE). A survey research design was adopted for the study. The data was gathered using the questionnaire. Six hundred and thirty-three (633) copies of the questionnaire were administered, and five hundred and forty-four (544) copies were returned and considered usable for the study. The data collected were analyzed through frequency counts and percentage scores. Chi-square was used to test the hypothesis.

Data Analysis and Interpretation

The response rate indicated that Six hundred and thirty-three (633) copies of questionnaires were administered to the lecturers, and the response rate recorded was five hundred and forty-four (544) copies representing 86%. All were adequately filled and found usable for the analysis. While 89 copies of the questionnaire were not returned, representing 14% as the non-response rate. The response rate of 544 (86%) is therefore considered to be adequate for the data analysis. Also, out of the five hundred and forty-four 544 respondents, 448(82%) of the respondents were males, and 96(18%) respondents were females. This indicated that male respondents were more in number than the females, as shown in Table 1.

Table 1: Classification of Respondents by Gender

Gender	Frequency	Percentage
Male	448	82%
Female	96	18%
Total	**544**	**100%**

Source: field survey, 2019

Table 1 shows that there were more males than females among the respondents who utilized the Internet services and resources for their academic activities.
The extent of accessibility of internet services and resources for the lecturers' academic activities in tertiary institutions in Yobe State.

Table 2: Extent through which Lecturers can Access the Internet Services and Resources

Access to Internet services and resources	VH		H		L		VL		NU		Remark
	F	P	F	P	F	P	F	P	F	P	
Cyber Café on the campus	147	27%	294	54%	103	19%	0	0%	0	0%	High
The university library	124	23%	106	20%	268	49%	39	7%	7	1%	Low
Offices within the university	143	26%	271	50%	116	21%	11	2%	3	1%	High
Campus quarters	78	14%	72	13%	262	48%	96	18%	36	7%	Low
Computer centres	158	29%	286	53%	62	11%	38	7%	0	0%	High
Others (Student Center) and the like	134	25%	291	53%	74	14%	45	8%	0	0%	High
Total	**784**	**143%**	**1320**	**243%**	**885**	**162%**	**229**	**42%**	**46**	**9%**	**High**

Source: field survey, 2019
Key 5= Very High, 4= High, 3= Low, 2= Very Low and 1= Not utilized

Table 2 shows the extent lecturers can access the Internet services and resources for their academic activities, with cyber café on campus 54%, offices within the university 50%, computer centres 53% and others (Student Center) and the like. 53% were high. In comparison, the accessibility of the Internet services and resources in the university library 49% and campus quarters 48% were low. The analysis revealed that the extent through which lecturers can access the Internet services and resources for their academic activities is great which indicated accessibility to the Internet services

and resources through cyber café on the campus and offices within the university as high responses. The findings agreed with the study conducted by Chigbu and Dim (2012) on connectivity and accessibility of the Internet in Nigerian university libraries. The authors established that majority of the respondents access the internet through private cyber café on the campus, mobile Internet providers, campus residential connection, departmental connections and the university cyber café. Similarly, Eiriemiokhale (2012) established from a study of 380 respondents representing lecturers from four Universities in Edo State, Nigeria. The survey confirmed the lecturer's use of Internet services or resources for research, acquisition of subject knowledge, and lecturers' preparation. Another study by Tahir, Mahmood, and Shafique (2010)on the use of electronic information resources and facilities revealed that most of the respondents were found to have access to a computer and utilized the Internet services and resources in their offices and at homes.

Findings also revealed that the extent through which lecturers can access the Internet services and resources for their academic activities through computer centres and other places within and outside the tertiary institutions was high (table 2). Similarly, Thanuskodi (2011) agreed that e-resources are convenient to use since users were able to access information from their libraries, computer centres, and cyber cafes or in the comfort of their offices or homes any time of the day. Furthermore, the findings revealed that the accessibility of Internet services and resources in the university library and campus quarters are low. This is contrary to Ani (2012) which stated that many studies in Nigeria have shown that commercial Internet cyber café of tertiary institutions campuses were the significant sources of Internet access by students and academic staff in Nigerian, though many tertiary institution libraries were not connected or if connected, connectivity/access was not reliable and sustained.

Table 3: Impact of the Utilization of Internet Services and Resources

Impact	VH.		H		L		VL		NU		Rem
	F	P	F	P	F	P	F	P	F	P	ark
Internet services and resources enhance my teaching skills	134	25%	296%	54%	92	17%	22	4%	0	0%	High
Internet services and resources improve on students learning and performance	148	27%	179	33%	116	21%	76	14%	25	5%	High
Internet services and resources	124	23%	268	49%	84	15%	53	10%	15	3%	High

Statement											
provide me with an effective method of teaching											
Internet services and resources make teaching more easier	263	48%	146	27%	108	20%	27	5%	0	0%	Very High
Internet services and resources improve my teaching abilities	194	36%	289	53%	61	11%	0	0%	0	0%	High
Internet services and resources provide me with quick access to teaching materials	296	54%	168	31	68	13%	12	2%	0	0%	Very High
Internet services and resources save much of my time in preparing lecture notes.	171	31%	282	52%	85	16%	6	1%	0	0%	High
Total	**1330**	**244%**	**1625**	**299%**	**614**	**113%**	**196**	**36%**	**40**	**8%**	**High**

Source: field survey, 2019

Key 5= Very High, 4= High, 3= Low, 2= Very Low and 1= Not utilized.

Table 3 shows the impact of utilization of Internet services and resources to lecturers' academic activities, with Internet services and resources make teaching more easier 48% and Internet services and resources provide me with quick access to teaching materials 54% was very high, while the influence of utilization of Internet services and resources on internet services and resources enhance my teaching skills 54%, Internet services, and resources improve on students learning and performance 33%, Internet services, and resources provide me with an effective method of teaching 49%, Internet services, and resources improve my teaching abilities 53% and Internet services and resources save much of my time in preparing lecture notes 52%,

The findings of this study revealed that the impact of Internet resources utilization on lecturers' academic activities is generally high, with many respondents indicating that Internet services and resources make teaching easier and Internet services and resources provide them with quick access to teaching materials (Table 3). Nwagwu, Adekannbi, and Bello (2009), in a study on the factors influencing the use of the internet, revealed that the internet serves as a source of information for literature review, authors search, subject search, and research. The internet provides us with the

means of carrying out research online by acting as the main engine for exchanging information, especially among researchers. Similarly, Ajala, Adegun, Adetunji, and Oyewumi (2010)in a study on the impact of Internet use on teaching and research by academics in Ladoke Akintola University of Technology (LAUTECH) revealed that the internet was found to be useful for research activities; however, it was not utilized for effective teaching and learning purposes.

The findings further revealed that the impact of internet resources utilization on lecturers' academic activities is demonstrated on high responses on internet services and resources enhance my teaching skills. Internet services and resources can improve on students' learning and performance, provided me with an effective method of teaching, improve my teaching abilities and save much of my time in preparing lecture notes as in Table 3. Generally, the finding corroborates to that of Ogunjobi and Fagbami (2012) in their study on the use of the internet by researchers in Agricultural Research Institutes in Ibadan, Oyo State, Nigeria, that Internet services and resources offer unprecedented impact on access to information in all kinds of formats, it brings advantages to its users in terms of searching for information, research, security, and other related needs. That is why some tertiary institutions and research centres establish one form of Internet service or the other, and those researchers utilize the Internet facilities regularly for their research work, communication, leisure, and discussions among others, and with the rapid development and use of the internet and web-based technology, publishing and distribution of information resources in digital format has become widespread

Hypothesis Testing:

The null hypothesis stated that: there is no significant impact between Internet resources utilization and lecturers' academic activities in tertiary institutions in Yobe State.

Data collected was analyzed using Chi-square (X, and the result obtained is presented in Table 4a and 4b.

Table 4a: A Cross-Tabulation of the Observed and Expected Frequencies of the Differences in the Impact of Internet Resources Utilization on Lecturers' Academic Activities in Tertiary Institutions of Yobe State, Nigeria.

S/N	Very High		High		Low		Very Low		Not Utilized		Total
	Fo	Fe	Fo	Fe	Fo	Fe	Fo	Fe	Fo	Fe	
1	134	190	296	232	92	88	22	28	0	6	544
2	148	190	179	232	116	88	76	28	25	6	544
3	124	190	268	232	84	88	53	28	15	6	544
4	263	190	146	232	108	88	27	28	0	6	544
5	194	190	289	232	61	88	0	28	0	6	544
6	296	190	168	232	68	88	12	28	0	6	544
7	171	190	282	232	85	88	6	28	0	6	544
	1330		**1625**		**614**		**196**		**40**		**3808**

Table 4b: Shows Chi-Square Contingency Table for the Test of the Difference in the Impact of Internet Resources Utilization on Lecturers' Academic Activities in Tertiary Institutions of Yobe State, Nigeria.

Options	VH.	H	L	VL	NU	Total	Df	X²	P-Value	Decision P < 0.05
Observed	190	232	88	28	6	544	5	362	7.234	S
Expected	108.8	108.8	108.8	108.8	108.8	544				

Significant: at 0.05 level of significance

Table 4b shows that the calculated X^2 is = 362, while the P-Value is 16.750 at 0.05 level of significance at 5 degrees of freedom. Since the calculated X^2 of 362 is higher than the P-Value of 16.750, the null hypothesis is therefore rejected. This finding implies that there is a significant impact of Internet resource utilization on lecturers' academic activities in Tertiary Institutions of Yobe State, Nigeria.

Conclusion

This study concludes that the impact of Internet resources utilization on lecturers' academic activities in tertiary institutions in Yobe State, Nigeria, is generally high. Majority of the means or places through which lecturers access the internet

services and resources were having the internet connectivity and are as a result of the conscious efforts made by the government and the tertiary institutions to make sure that the lecturers do utilize some of the vital internet services and resources available for their academic activities. It expected that the government and management of these tertiary institutions should do more to improve on the internet connectivity in their libraries as well as the campus quarters to enhance the lecturers' productivity for national development.

Recommendations

Based on the findings of the study, the following recommendations were made for improvement:

1. There is a need for the management of these tertiary institutions to increase more Internet units where the lecturers can access the Internet services and resources in their offices or at home conveniently for their academic activities.

2. There is a need to increase the impact of utilization of internet services and resources for the lecturer's academic activities, the management of these tertiary institutions and other concerned stakeholders should intensify efforts on programs and frequent upgrading of the internet facilities and its utilization to boost the lecturer's outcome.

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