

**ASSESSMENT OF UNDERGRADUATES STUDENTS' SATISFACTION WITH  
INTERNET ACCESSIBILITY AND SEARCH ACTIVITIES ON CAMPUS: A STUDY  
OF TAI SOLARIN UNIVERSITY OF EDUCATION.**

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## **ABSTRACT**

*Basically, technology is a very important tool, useful and indispensable part of life, effective and appropriate usage of it still needs to be improved in education. This study examined the level of satisfaction of TASUED undergraduate students with internet search activities, determined their level of accessibility to internet facilities on campus, and also examined their level of use as related to academics.*

*Survey research design was adopted for the investigation, research questionnaires were the main instrument for data collection, and purposive sampling technique was used to select 100 respondents each from the four colleges, making a total of 400 respondents in all, and cutting across all levels. The data gathered was statistically analyzed using frequency distribution, percentages and t-test for independent sample mean through SPSS package.*

*The findings have important implications on the roles of librarians and information professionals in the area of identifying the degree of internet literacy of the students, and also their level of familiarization with internet search engines.*

*Some of the recommendations that were made for efficient utilization of the internet and its search engines include: Introducing general courses on 'internet appreciation' to be taught by capable information professionals to all the students at the initial levels of study, as part of their compulsory courses, and provision of more affordable and easily accessible internet facilities on campus is also recommended. These efforts and more that are discussed in this paper will go a long way in making useful information retrieval as easy as possible for the students.*

**Keywords:** *Internet literacy, Internet search engines, Accessibility, Search activities, Undergraduate Students.*

## INTRODUCTION

The Internet is not a new phenomenon, It already has a long and involved history; in the real sense of it, its use has become a norm in this Information and Communication Technology (ICT) age. As each day passes, it is becoming clear that the internet already affects or will affect almost every possible area of our lives. Developing countries like Nigeria are not exempted from this trend. Internet is a loose amalgamation of computer networks interconnected worldwide through several backbone networks. It emerges as an educational tool, by being a good source of getting the right information and solution to problems in an academic environment. The internet has really made positive impact on the educational environment which has enabled easy access to many resources, thereby increasing information sharing (Adomi, 2008). University undergraduates are required to carry out assignments and research projects in the course of their studies in the university. One must also not fail to recognize the fact that they have a definite time period for studies and graduation. They are often in a hurry to access information. The use of the Internet (if maximized) plays a major role in helping undergraduate researchers' access large number of materials from different parts of the globe.

Little wonder, a number of Universities in Nigeria are now making emphatic moves to improve on their information and communication technology policies. The internet is known globally as a technology dominated by young people, and particularly students who are more inclined to exploit internet resources for education, social interaction and entertainment (Salako and Tiamiyu). Bon (2007) was of the opinion that the internet could substitute for expensive hardcopy libraries, by availing students access to scholarly information resources. Today, survival in academics without the internet is hardly imaginable.

Jackson et al (2011) remarked that the internet will level the educational playing field due to its availability to everyone, everywhere and anytime, irrespective of gender, race/ethnicity, income or other socio-demographic characteristics. Thus, the internet is a vital tool that will propel university education to greater heights as the world moves further into the knowledge-based economy. Due this endless nature of information resources on the internet, libraries are increasingly investing in provision of internet services and resources to enable their clients have better access to information. Academic libraries now run information literacy courses to educate students on skills to access, retrieve, and evaluate information resources from the internet. Therefore, the need to study the level of satisfaction of undergraduate students with internet search activities, to determine their knowledge of the search engines, and to examine their level of use is indeed not a luxury.

#### **OBJECTIVES OF THE STUDY**

1. To find out the purpose of use of the internet among TASUED undergraduate students.
2. To find out the level of awareness of TASUED undergraduate students with the availability of internet facilities in the University library.
3. To determine the frequency of internet usage by TASUED undergraduate students.
4. To determine their level of satisfaction with internet search activities.
5. To find out the problems hindering the students' search activities on the internet.

#### **RESEARCH QUESTIONS**

- i. What are the purposes of using internet among TASUED undergraduate students?
- ii. What is the level of awareness of TASUED undergraduate students with the availability of internet facilities in their University library?

- iii. What is the level of frequency of internet usage by TASUED undergraduate students?
- iv. What is the level of satisfaction of TASUED undergraduate students with the internet search activities?
- v. What are the problems hindering the students' search activities on the internet?

### **RESEARCH HYPOTHESES**

- i. There will be no significant difference between the level of awareness and availability of internet usage in the library among TASUED undergraduate students.
- ii. There will be no significant difference in the degree of satisfaction of TASUED undergraduate students with internet search activities.

### **LITERATURE REVIEW**

The internet was established in the early 1960s, and subsequently became a mainstream communication vehicle (Schneider et al, 2006). Since that time, there has been remarkable growth in the internet's functionality, capacity, accessibility, and convenience. These developments have encouraged more people to use it more often, and it has become a powerful application in modern society. The use of the internet in the educational environment has enabled easy access to many resources, and information sharing has therefore significantly increased. Moreover, the prevalence of this sharing has brought additional benefits in that these resources can be used in any location and anytime.

Schneider, et al (2006) defined internet as a massive computer-linked network system used globally to access and convey information, either by personal or business computer users. It is also used for communication, research, entertainment, education and business

transactions. Internet is an inseparable part of today's educational system. The academics increasingly depend on the internet for educational purpose. A majority of academic and research institutions provide internet services to students, teachers and researchers (Kaur, 2008). According to Onasanya (2009), information and communication technologies offer several opportunities in education. They can be used as a means of preparing the current generation of students for future workplace that is; providing tools for tomorrow's practices. Cheung and Huang, (2005) emphasized the effects of the internet as an effective teaching tool in University education and proposed that assignments should be given to students via the use of internet and lecturers should publish their course materials via the same channel. They suggested that it is insufficient for university lecturers and administrators to use the internet as a good teaching tool, and that students' internet use should be investigated.

Internet use, especially in education has been investigated, and many different studies exist in literature about the subject. Hanaver (2004) surveyed a diverse community college to access the use of the internet by the students. The survey showed that although all the students surveyed had free internet access through their community college, only 97% of the students reported that they have access to the internet. The survey showed that 83% of the students had access to the internet at their homes, and 51% of the respondents accessed the internet at their college or library. 81% of the students reported to access the internet mostly for assignments, and 80% for chat or e-mail.

Mishra, Yadav and Bishat (2005) conducted a research study to learn the internet utilization patterns of undergraduate students at the GB part University of Agriculture and Technology. The findings of this study indicate that the majority of the students (85.7%) used the internet. In the same vein, Oyedun (2007) conducted a study on the internet use in the library of Federal University of Technology, Minna and observed that most of the

respondents claimed that through the internet services in the library, they have improved considerably in their academic performance.

### **IMPACT OF INTERNET ON UNDERGRADUATE STUDENTS**

The Internet is very useful in obtaining information for research. Adegboji and Toyo (2006) in their study on the impact of the Internet on research, reported that the Internet contributed significantly to the ease of research through downloading materials. It is commonly believed that researchers and students in Nigerian higher education institutions are battling the problem of inadequate and out-of-date materials. The only way to pursue knowledge is through research and the Internet does have a profound impact on the research process and dissemination of information (Kamba, 2008). Lubans (2000) carried out a research on the experiences of graduate students teaching undergraduates where they were to rate the Internet's effects on their students' academic work. He observed that the Internet had positive influence on the number of sources found and quality of the students' written work. He further noted that the drawback observed in the study is the indiscriminate use of the Internet. Students are lured by easy access and often do not question the value or quality of material. The Internet is a chaotic' library because it displays no discernible order, classification or categorization. It therefore poses a challenge on the students' ability to distinguish between information from reputable scholarly journals available digitally and the digital equivalent of vanity press publications. Hence the use of the Internet is gradually becoming popular in Nigeria. Statistics show that Nigeria with an estimated population of 138,283,240 people has 10,000,000 Internet users, representing about 7.2 percent of the population (Internet World Status, 2009).

### **METHODOLOGY**

This study was conducted using descriptive survey research method whereby an ex-post- facto design was used. The target populations are the undergraduate students of Tai Solarin University of Education, Ogun state, all the four colleges of study in the institution were taken into consideration namely: College of Applied Education and Vocational Technology (COAEVOT), College of Social and Management Sciences (COSMAS), College of Humanities (COHUM), and College of Science and Information Technology (COSIT). Questionnaires were the main instrument for data collection; although, verbal interview was used where necessary to elicit information from the respondents. The content of the two page questionnaire was categorized into two sections with section A which sought response on demographic information of the respondents. It comprised items such as name of university, gender, college, department, level of study in the university. Section B comprised of items aimed at eliciting information on students' satisfaction with internet accessibility and search activities

Purposive sampling technique was used as the sampling technique procedure in this study. 120 questionnaires each were administered in each of the four colleges, after which 100 each were selected among the ones that were carefully filled, making a total of 400 questionnaires that were eventually used for the study.

The data obtained were analyzed using descriptive and inferential statistics of frequency count and percentages. The descriptive statistics was used for the analysis of demographic variables while inferential statistics; t test was used to determine difference between students satisfaction with internet accessibility and search activities in all the colleges.

## **DISCUSSION OF FINDINGS**

This section deals with the analysis of data as well as the presentation of findings. The analysis was carried out using the Statistical Package for the Social Sciences (SPSS). Frequency distribution as well as percentage distribution was derived from the output of the statistical analysis. These results were interpreted and used for the presentation of findings. The result is presented below:

**Table 1:**

**Demographic Information table showing the Frequency Distribution of Respondents by Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	220	55.0%
Female	180	45.0%
Total	400	100.0%

From the above gender distribution table, the number of males is 220(55.0%), while the number of females is 180(45.0%). The result shows that the male respondents constitute the highest in the study population.

**Table 2:**

**Summary Table showing the Frequency Distribution of Respondents by Educational Level**

<b>Level</b>	<b>Frequency</b>	<b>Percentage</b>
100 level	120	30.0%

200 level	72	18.0%
300 level	86	21.5%
400 level	122	30.5%
Total	400	100.0%

The above table result shows the frequency distribution of respondents' educational level. Those respondents who are in 100 level constitute a total of 112(30.0%), 200 level constitute a total of 72(18.0%), 300 level students constitute a total of 86(21.5%), while those in 400 level constitute a total of 122(30.5%). The result shows that the respondents in 400 level constitute the highest of the study population.

**Table 3:**

**RQ 1: What are the purposes of using the internet among TASUED undergraduate students?**

s/n	Statement	SD	D	A	SA	Mean	S.D
1	For academic purposes.	24 6.0%	48 12.0%	139 34.7%	50 12.5%	2.94	.86
2	For communication purposes eg social media.	49 12.2%	104 26.0%	125 31.2%	50 12.5%	2.86	.97
3	For commercial purposes.	74 18.5%	67 16.7%	140 35.0%	46 11.5%	2.81	.89
4	Others	40 10.0%	75 18.7%	98 24.5%	57 14.5%	2.76	.94

For academic purposes (Mean =2.94) was ranked highest by their mean score rating and was followed by communication purposes (Mean =2.86), the next to it is commercial purposes (Mean =2.81), and lastly by others (Mean =2.76) respectively. Although Internet has multipurpose uses, it first started as a communication tool, thus it has attracted users first for that purpose. Wellman, et al. (1996) posited that the various benefits of email over other communication media include its being an asynchronous, bidirectional, groupware medium,

that requires less social presence making it possible for users to have more control over when to read/respond, reply with equal ease to senders, reply to several others simultaneously, and interact with more diverse others than they would do in person.

**Table 4:**

**RQ 2: What is the level of awareness of TASUED undergraduate students with the availability of internet facilities in their University library?**

s/n	Statement	SD	D	A	SA	Mean	S.D
1	I am very much aware that internet facilities are available in the university library, and I do make use of it.	33 8.2%	43 10.7%	147 36.7%	86 21.5%	2.97	.92
2	I have sometimes heard that internet facilities are available, although I have not confirmed it.	38 9.5%	47 11.7%	142 35.5%	77 19.2%	2.90	.98
3	I am not aware of internet facilities in the University library at all.	30 7.5%	66 16.5%	120 30.0%	72 18.0%	2.88	.84

I am very much aware that internet facilities are available in the university library, and I make use of it (Mean =2.97) was ranked highest by its mean score and was followed by I have sometimes heard that internet facilities are available, although I have not confirmed it (Mean =2.90) and lastly by I am not aware of internet facilities in the university library at all (Mean =2.88) respectively. However, the study reveals that there is the need for the library to

develop and run awareness programmes regularly and provide training on how to use the digital tools and other online resources available in its collection.

**Table 5:**

**RQ 3: What is the level of frequency of internet usage by TASUED undergraduate students?**

s/n	Statement	SD	D	A	SA	Mean	S.D
1	I make use of the internet on daily basis.	29 7.2%	43 10.7%	143 35.7%	73 18.2%	2.93	.99
2	I make use of the Internet once in a week.	26 6.5%	33 8.2%	129 32.2%	68 17.0%	2.90	.89
3	I make use of the internet once or twice in a month.	26 6.5%	50 12.5%	108 27.0%	67 16.7%	2.88	.93
4	I make use of the Internet only occasionally.	38 9.5%	47 11.7%	122 30.5%	77 19.2%	2.84	.98
5	I do not make use of the Internet at all.	30 7.5%	66 16.5%	107 26.7%	72 18.0%	2.78	.84

I make use of the internet on daily basis (Mean =2.93) was ranked highest by their mean score and was followed by I make use of the Internet once in a week (Mean =2.90), I make use of the internet once or twice in a month (Mean =2.88), I make use of the Internet only

occasionally (Mean =2.84) and lastly by I do not make use of the Internet at all (Mean =2.78). Hence, the result shows that TASUED undergraduates have not been taking full advantage of the vast information on the Internet, because they lack adequate knowledge of its use. The result shows that students make use of internet daily for educational activities if they are referred to it by their lecturers or when they are specifically directed to do class assignments with materials from the Internet.

**Table 6:**

**RQ 4: What is the level of satisfaction of TASUED undergraduate students with the internet search activities?**

s/n	Statement	SD	D	A	SA	Mean	S.D
1	I get completely satisfied after surfing the Internet for Information.	36 9.0%	55 13.7%	147 36.7%	72 18.0%	3.48	.87
2	I am a bit satisfied, though not completely with the quality of information I get after surfing the internet.	24 6.0%	35 8.7%	130 32.5%	68 17.0%	3.36	.82
3	I am not satisfied at all, as I don't know how to get quality information from the internet.	19 4.7%	42 10.5%	116 29.0%	72 18.0%	2.99	.85

I get completely satisfied after surfing the Internet for Information (Mean =3.48) was ranked highest by its mean score rating and was followed by I am a bit satisfied, though not completely with the quality of information I get after surfing the internet (Mean =3.36), and lastly I am not satisfied at all, as I don't know how to get quality information from the internet (Mean =2.99) respectively. The students remarked in the study indicate that they used internet to search for academic materials and that most of them are satisfied with the information obtained through this source.

**Table 7:**

**RQ 5: What are the problems hindering TASUED undergraduate students' search activities on the internet?**

s/n	Statement	SD	D	A	SA	Mean	S.D
1	Epileptic power supply.	18 4.5%	34 8.5%	136 34.0%	62 15.5%	2.96	.82
2	Poor network issues.	20 5.0%	44 11.0%	123 30.7%	63 15.7%	2.90	.86
3	Non – familiarity with the search engines and their mode of operations.	20 5.0%	57 14.2%	106 26.5%	67 16.7%	2.88	.90
4	Others	28 7.0%	50 12.5%	104 26.0%	68 17.0%	2.82	.95

Epileptic power supply (Mean =2.96), Poor network issues (Mean =2.90), Non – familiarity with the search engines and their mode of operations (Mean =2.88) and others (Mean =2.82). However, the result shows that students encountered some hinderances in their use of Internet, the major ones being epileptic power supply, slowness of the server, limited institutional internet facilities, lack of maintenance culture, high cost of usage and other factors.

## Tested Hypotheses

**Table 8:**

**Summary table of t-test showing significant difference between the level of awareness and availability on internet usage in the library among TASUED undergraduate students.**

	Variable	N	X	SD	Df	T	P
Internet usage	Level of awareness	287	90.10	5.74	198	2.140	<.05
	Availability	113	67.80	3.04			

The result presented in the table above shows that high level of awareness and availability will significantly influence the frequency of internet usage by undergraduate students in TASUED library  $t = 2.140$ ,  $df = 398$ ,  $p < .05$ . This implies that level of awareness and availability is a determinant factor in determining internet usage among the undergraduate students of TASUED. Based on these results, the hypothesis was confirmed.

**Table 9:**

**Summary table of t-test showing significant difference in the degree of satisfaction with search activities by TASUED undergraduate students.**

	Variable	N	X	SD	Df	t	P
Searching on internet	High degree of satisfaction	195	70.31	4.21	398	2.376	<.05
	Low degree of satisfaction	205	99.57	6.08			

The result presented in the above table shows that students with high degree of satisfaction significantly exhibit high level of searching on internet than those students with low degree of satisfaction  $t= 2.376$ ,  $df = 398$ ,  $p<.05$ . This implies that high degree of satisfaction significantly influence searching of materials on internet among undergraduate students of TASUED. Based on the results, the hypothesis was confirmed.

## **CONCLUSION**

In conclusion, most students emphasize that they don't have proper training for Internet use. Others said they learnt it by themselves or with the help of their friends. Even though they were new users of the Internet, they had a very positive attitude towards learning through the Internet.

More so, they used the internet mainly for study purposes such as online databases, online dictionaries, online encyclopedias and online courses, course materials and assignments.. For search activities on the internet, Google search engine was the most popular search engine used by the students for retrieving information on the Internet.

## **RECOMMENDATIONS**

The following recommendations are considered as follows:

There is a need for development of ICT skills in our students and all Internet users at all levels. It behooves any user of computer to acquire skills needed to operate the computer so as to be able to navigate round to explore the avalanche of literature accessible through the Internet. Ours is no longer an age of information availability but that of accessibility. There is need for continuous training on ICT use and also training on the ability to formulate search terms for different research topics so as to control the quality and quantity of literature scattered on the Internet. In the light of this, a general course on ‘internet use’ could be introduced to the students as one of their compulsory general courses to be taught by capable information professionals at the students’ initial level of study.

Asides the media section at the University library, more provision of affordable and easily accessible internet facilities on the campus premises and its environs will also be a welcome development: Internet that is accessible will definitely be useful. For example, the Wireless Data Communication (Wi-Fi) that is presently available should be made buoyantly accessible to students alike for a fee which may be added to their bill and paid along with their school fees. This will in no small measure increase their accessibility to the internet, thereby encouraging its use

In the same vein, cybercafé managements should see the need to invest more funds, not only for opening such, but also for proper maintenance.

It is also important for us as information professionals to impart the skills on the students by the use of various instructional tools such as handouts for specific databases, targeted bibliographic instruction in the lecture rooms before students embark on research project, they may also be visit the library always to establish individual consultations with the librarians, who are saddled with the responsibility of providing useful help with research.

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