THE INFLUENCE OF THE INTERNET ON INFORMATION ACQUISITION AMONG STUDENTS OF BAYERO UNIVERSITY, KANO

BY

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DECLARATION

I, Abubakar Sadiya hereby declare that this thesis entitled “The Influence of the Internet on Information Acquisition among Students of Bayero University, Kano (2012-2013 session)” is the product of my endeavour, written by me and it is a record of my research work. It has not been submitted in any previous application for a higher degree. All quotations are indicated and the sources of information are duly acknowledged by means of references.

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CERTIFICATION

This is to certify that this thesis titled "The Influence of the Internet on Information Acquisition among Students of Bayero University, Kano (2012-2013 session)" written by Abubakar Sadiya MA/ARTS/30109/2012-2013 meets the regulation governing the award of the degree of Masters in Development Communication, from the Department of Theatre and Performing Arts, Faculty of Arts, Ahmadu Bello University, Zaria and it is approved for its contribution to knowledge.

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DEDICATION

This work is dedicated to God for being so faithful to me; my parents Mr & Mrs Abubakar Bello Hassan for their prayers and support, my siblings for their unquenchable love towards me and lastly to all my friends that believed in me and encouraged me to pursue my dreams.

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ABSTRACT

The use of the Internet in education is gradually gaining prominence in our higher educational institutions. As students are active users of the Internet, it is believed that they utilize the Internet for their academic pursuit. This study explores and investigates the Influence of the Internet on Information Acquisition among Students of Bayero University, Kano during the 2012-2013 Academic Session. However, as the Internet is seen to be a somewhat troublesome media, Social Cognitive Theory underpinned this study giving prominence in understanding how students can self-regulate the use of new media especially the Internet and perform a particular cause of action at a time. Furthermore, the study investigated the extent to which the Internet influences the students of Bayero University, Kano and what use the information from the Internet is put to. The qualitative and quantitative research methods were used in gathering data and conclusions for this study based on frequencies and their equivalent percentages. The sample size for this study was 376, out of which 47 respondents were drawn non-proportionally from 8 sampled departments. Data collected shows that most students have frequent access to the Internet but via Cyber cafes in the institution. Different purposes informed their respective use of the Internet with the greatest number using the Internet for academic purposes. On this basis, the study recommends that universities should provide adequate Internet facilities and an enabling study environment for students at Universities.

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CHAPTER ONE
GENERAL INTRODUCTION

1.0 Background to the Study

There is growing concern about the potential effect of Internet use on students. Studies on Internet use and reading variables among students are not commonplace. The rapid growth of the Internet over the years has emerged as the foremost source of disseminating information quickly to a large audience, transcending the limitation of time and space. Basically, one could logically argue that the Internet offers two main benefits: Communication and Information. Information disseminated via the Internet has implications for how it is used in education. Since students are among the popular users of information from the Internet, the development of the Internet would be meaningless if it is not used appropriately in tertiary institutions. However, in spite of the benefits of the Internet for education and learning, there is a growing concern as to whether the increasing number of hours spent by students who surf the Internet, limits the amount of time and effort devoted to the actual reading and studying of the materials obtained from or outside the Internet.

Communication is today more sophisticated and efficient with the advancement of technological support in the world. Pierce (1972) opines that communication is not the only essence of being human but also a vital property of life: Meanwhile, Fleming (2014) defines Communication as the act of conveying information for the purpose of creating a shared understanding. The word "communication" comes from the Latin word "communis," meaning "to share," and it includes verbal, non-verbal and electronic means of human interaction. Humans convey information through a variety of methods: speaking, telephones, email, blogs, Television, art, hand gestures, facial expressions, body language and even social contexts. Communication can occur instantaneously in closed, intimate settings or over great periods of time in large public forums, like the Internet. However, all forms of communication require the same basic elements: a speaker or sender of information, a

message, and an audience or recipient. The sender and recipient must also share a common language or means of understanding each other for communication to be successful. This has further helped the human society in solving its numerous problems, especially that of mutual co-existence.

Technological advances in communication shape the society and make its members more interdependent. Therefore, when a society identifies its problems and an attempt is made to look for solutions, development is gradually being achieved. The online domain for research and academic purpose has transformed the way students study today. The availability of such opportunities like online journals, blogs, data bases and web sites or portal for use by modern day students has greatly impacted on their research and study capabilities and kept them in pace with modern trends. It is assumed that the number of people, especially students connected to the Internet is increasing at an astonishing rate. Despite the undoubted benefits offered by the Information and Communication Technologies (ICTs), there are notable barriers and effects of their use on the knowledge acquisition culture in developing countries. This current trend in information acquisition is a subjugation of cultures of developing nations by the 'popular culture' (i.e. the Western communication philosophy that every information from them is superior, thus the rest of the world must absorb them hook sinker and line). There is no doubt therefore, that Information Communication Technologies are largely responsible for the transmission of new ideas, practices, philosophies and beliefs.

Global Internet usage is reshaping the way we access information and services online. Currently, more than 2.92 billion people worldwide access the Internet. The majority of global Internet users are located in North America, with Europe following in second place. Hurtele (2002) asserts that the Internet which is a borderless network of networks is growing at phenomenal rates of fifteen percent every month and it is changing the way people do

business, learn, promote ideas, communicate, shop, manage, exercise hobbies…etc. Currently, more than 11 percent of worldwide Internet users access the web from North America. As at February 2014, China had 354.6 million Internet users, the United States was ranked second, as 194.7 million Americans aged 15 years and above accessed the Internet, India had 80.1 million Internet users, Japan 73 million Internet users, Brazil 68.1 million Internet users, Russian Federation 66.8 million Internet users, Germany 52.6 million Internet users, France 42.4 million Internet users, United Kingdom 39.4 million Internet users, Italy 30.5 million Internet users, Africa having the highest number of 2.5 billion Internet users and Nigerian having 32.5million Internet users (www.Internetworldstats.com/stats.htm).

Internet penetration in Africa has seen a 5% growth in the past years and increases from 13% to 18% according to Internet world statistics. This is in comparison to a global Internet penetration of 35% making up 2.5 billion people. It should be noted that Internet data from Africa is limited and hence the growth in Internet penetration in Africa may be greater. Nigeria leads the way with the highest number of Internet users, despite South Africa having higher Internet, and mobile penetration. Despite advances in technological reach and growing digital awareness, statistics shows that Africa still has a long way to go in excelling in International New Media and Communication markets. Out of a total population of 1,125,664,947 people living on the African continent, only 18% are Internet users, 7% are active on social Networks and 67% have active mobile subscriptions. While global Internet usage has grown 35% in the last year, Africa has only seen 5% growth, from 13% to 18%. Regions with the highest growth are North America with 81% and Western Europe with 78%. Though mobile usage in Africa has developed substantially, it is still on the lower end of the global scale at 67% in comparison with Central and Eastern Europe (www.africa'sdigitalpenetration2014 and www.sreenafrica.com). The mere exposure to a technology does not guarantee its effective usage; as such, the existence of the Internet does

not assure its use in acquisition of knowledge. Many students and researchers still rely on the traditional means of getting information and gathering materials. Therefore, it seems there is a reluctance to embrace the drastic technological changes with regards to acquisition of knowledge via the Internet (Ibenne & Obi, 2001).

To consider today's role and use of the Internet and the print library raises the question of its place in the modern Nigerian setting and particularly in tertiary institutions. Forecasts of the demise of the printed books and the associated changes in the academic library have fostered valid questions about the continuing place of reading in tertiary institutions which according to *Deekle* (1995), highlights the increasing interest paid to information technology by higher education and the competition from radio, television, motion pictures, video and a changing campus culture. He recognizes a nearly universal expectation among information searchers and users of immediate gratification of a need for answers rather than in-depth understanding of issues that may surround the answers.

Reading is an attempt to absorb the thought of an author and know what the author is conveying *(*Leedy, 1956 as cited in Unoh, 1968): Meanwhile, according to Allington (2014), reading is the process of extracting meaning from written or printed text. Many activities of ordinary life require the ability to read and acquire knowledge. It is mostly through reading intellectual books that people obtain knowledge. The library is an institution for collection of books and other informational materials made available to people for reading, studying or referencing. The print library is provided to enrich students' understanding of how language is used thereby improving their spoken and written ability. It also enriches readers' intellectual abilities and provides insight into human problems. This of course depends on reading the right type of books.

Today, the role and the use of the Internet among Nigerians, especially students in tertiary institutions continue to generate divergent opinion among scholars and analysts either in the negative or positive form. Liman, (2014) and Idongesit, (2014) are good examples of the academic studies in this regard. Modern societies stretch further and further across space and time using mass media and interactive media. The world is seen as a "global village". Globalization can be defined as the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa (Giddens; 1990). Globalization has encompassed many norms that govern our lives, including thousands of technical standards and universal human rights.

The Internet has been integrated into New Media in some fields of study such as mass communication. As a result of the evolution of New Media technology like the Internet, globalization occurs. Globalization is generally stated as 'more than expansion of activities beyond the boundaries of a particular nation state'. Globalization shortens the distance between people all over the world by the electronic communication (e-mail) (Thompson, 1995). On the other hand, cultural globalization which refers to the transmission of ideas, meanings and values across national borders seems to be a necessary distraction to students. This process is marked by the common consumption of cultures that have been diffused by the Internet, popular culture, and international travel. Cultural globalization involves the formation of shared norms and knowledge with which people associate their individual and collective cultural identities and increase interconnectedness among different populations and cultures.

With respect to the emergence of any new medium, one can at least recognize the Internet as a medium in its own rights on the basis of its extensive diffusion reach. It began primarily as a non-commercial means of inter-communication and data exchange between

professionals. Though the term 'Internet and World Wide Web' are usually used interchangeably, they do not mean the same thing (Alexis, 2003). The Internet is described as the "Mother of Networks" according to Baran (1999). The World Wide Web is a network of computerized information. It is the multimedia part of the Internet. Multimedia documents are documents that contain a combination of texts, photos, audio and videos. Baran (1999) says that the World Wide Web (www) is the fastest growing part of the Internet. With the advent of the 'www' the Internet has made available a world of information, much of which is freely accessible and available 24 hours daily. The Information may be of varying quality, but the diversity of available information is extraordinary, spanning across different subjects and areas of today's modern world.

Students are among the top users who surf the Internet for information and research materials. Today, it is almost required that students should use the Internet for research, for the purpose of gathering materials. The Internet has become one of the biggest sources of research, as it is one of the most common things that the Internet is used for. With the introduction of search engines in 1990, almost any subject can be searched with varying results made available (Alexis, 2003). Its more recent rapid advance has been fuelled by its potential as a purveyor of goods as well as alternative to other means of interpersonal communication. The rate of adoption of the Internet exceeds that of all technologies before it as it is used for communication, publishing and research. Internet has impacted many sectors in the society ranging from commerce and industry, sports, agriculture, politics, health, mass communication and education, amongst others.

Alexis (2003) opines that the evolution of the Internet in the educational system created a big impact and learning progress for students. It also provides greater access to education, improves curriculum, quality of instructions and increases productivity of

academic publications. The Internet technology has created a new education domain, because it serves as a multipurpose and it is interactive in nature. The hyper text browser which serves as a learning environment extends beyond the wall of traditional classrooms. The Internet unlimited resources such as the electronic mail is a powerful tool which can propagate to multiple recipients, transfer graphics, execute computer programmes and download pre-recorded audio. The Internet also provides a fascinating spectrum of study sites, where students acquire skills, knowledge, experience assets. Students are becoming increasingly less skeptical about the benefits of Internet learning activities. Yet, there is greater need for deeper understanding of its implication for current use for education purposes.

Furthermore, Cliff Missen (1990) states that the Internet has created learning environment which is redesigned to provide wealth of information which are neither time nor place bound. Degrees are being offered via the Internet; classes are held anywhere, anytime as long as the individual is connected to the Internet. New collaborative capabilities abound for students' communication, group discussion (chat rooms and online conference), team work, links with the outside experts and professionals and obtaining "real world skill". Students' accessibility to the Internet continues to increase their sense of human thinking and enables them to become collaborative and co-operative in their society. However, the purpose for its use and materials available on the Internet has brought about ease in information dissemination and gathering in the last couple of years, going by the current information flow in higher institutions. This is basically the reason for this study that students of Bayero University, Kano (BUK) could possibly be using the Internet for acquisition of academic knowledge effectively.

Most people claim that the Internet exposes individuals to new and innovative ideas. Everett M Rogers in his book Diffusion of Innovation (1962) defined innovation as an idea, practice or object that is perceived as new by an individual or other unit of adoption. He also

gave four main elements that influence the spread of a new idea which are the innovation itself, communication channels, time and a social system which functions in five stages which are knowledge, persuasion, decision, implementation and confirmation stages. From the above, it is obvious that the spread and the adoption of innovation will be through the communication channels over a period of time among members of a social system. Hence, the social system could be schools, a firm, an association, a community or a society at large.

As an academic institution, within the purview of Rogers' definition, Bayero University, Kano (BUK) provides an orientation programme for new students every session to enhance the communication activities within offices and members of the university. After the establishment of BUK in 1976, the Centre for Information Technology was established over two decades ago with the aim of providing computing services to the University (another advanced form of communication). The Center has a pivotal role to play in promoting the academic and research programmes undertaken by the University in robust and effective communication atmosphere; and as a result, staff and students are now able to use the wireless network for both academic and social interaction but more of the former. Thus, as the Information Technology (IT) revolution rapidly unfolds, this role is likely to become even more complex and important for all forms of communication by students.

Contemporary knowledge and education is greatly affected in negative and positive ways by the Internet exposure. This is due to its wide range boundaries, which is the basis of this research. Internet has been perhaps the most outstanding innovation in the field of communication in the history of mankind. As with every single innovation, the Internet has been mankind's greatest means of communication yet, newer innovations are only making it faster and more reliable (Pakhare, 2013). The Internet creates new ways for people to communicate, congregate and share information of social nature. It is obvious that the Internet exposures have and will continue to change the way we live. This view has since

been asserted by Alexis 2003 which has also been built upon by Pakhare 2013. There is therefore, a need to find out the level of exposure and utilization of the Internet on information acquisition culture for academic knowledge of Bayero University students.

Brief History on Bayero University Library and Center for Information Technology (CIT)

The central part of Bayero University, Kano, came into being in January 1960 when Ahmadu Bello College was established and located at the school of Arabic studies (close to the palace of the Emir of Kano). In October 1962, the first university to be established in northern Nigeria, Ahmadu Bello University, was founded in Zaria. This made a change of name for the Ahmadu Bello College in Kano to Abdullahi Bayero College necessary to avoid confusion. In January 1964, the collage moved to a temporary site at the old Kano Airport Hotel with its first set of ten students admitted for a B.A. degree programme of Ahmadu Bello University. At the time of Alhaji Hamidu Alkali's (second provost of the college) arrival, the library complex which up to 1999 was the main library of the university was at the foundation. He supervised the building of the library and other buildings. In March 1968, the Abdullahi Bayero College moved to its permanent site due to the civil war that started in July 1967 and the British High Commissioner in Nigeria, Sir David Hunt, commissioned the library complex on 26th April 1969.

There are other branches of the library which include: the law library, medical library and old campus library which now takes care of science, law and medical students. One of the services of the university library is that, at the beginning of each session, an orientation programme for new students is arranged. The library also maintains a reference section to help the students in providing ready reference and information services. Readers using branch libraries are also free to use facilities of the main library because the main university library maintains a union of catalogue of all books located at different units of the library system.

In 1977, the federal government of Nigeria made all the university colleges in the country full-fledged Universities. This made Abdullahi Bayero College to become simply "Bayero University", with Dr. Mahmud Tukur as the first vice-Chancellor of Bayero University. Together with a dedicated team, Dr. Tukur shouldered the responsibility of establishing the foundation of the University.

Quite early after the establishment of Bayero University Kano in 1976, the need was felt for a computer centre that would provide computing services to the university community. The establishment of the center for information technology took a turn for the better in September 1999, when the then new vice-chancellor, Professor Musa Abdullahi, had the vision that Bayero University deserved a befitting computer center. The major role played by the centre for information technology is in promoting the academic and research programmes undertaken by the university. Bayero University, which started as a College and a Faculty of Ahmadu Bello University, Zaria, has developed in the last four decades into a full-fledged University with eight faculties and four centers located on it two campuses (old and new campuses) and outside. Provost and vice-chancellors who headed the institution to date, together with staff (both academic and non academic) and students, laid the foundation and consolidated the physical and academic development of the university into one of the most respected universities in Nigeria today (Bayero University, Kano Students HandBook, 2012/2013).

1.1 Statement of the Research Problem

In trying to discover the influence of the Internet and the way it is pervading every aspect of our lives, it is important to note its effect on education and its influence on information acquisition. The Internet and the social media have dramatically changed both teaching and learning. In fact, most students' (an incredible 93 percent) first instinct, when confronted with a research problem, turn to Google or Bing to get information rather than

going to the library (either print or electronic library), and despite the efforts made to discourage its excessive and inappropriate use, Wikipedia tends to make browsing for information very easy. However, it is not only students that are turning to the web, but also researchers and scholars, one can logically conclude that the Internet has had a strong influence on the how, where, and what students are studying.

The standard of education is falling drastically and part of the fall is attributed to lack of books and up-to-date information in our Nigerian libraries (most especially libraries in higher institutions). Now, with the advent of ICT, there is a rapid revolution and breakthrough in learning but this does not come without its attendant problem of computer literacy, access to Internet facilities, conducive learning environment, access to computers etc. Even with online learning being as widespread as it is, it is believed that not all students seize the opportunity to acquire knowledge. Though, one in three academic scholars considers the Internet to be inferior to face-to-face instruction or teaching. However as the Internet revolution rapidly unfolds, time will tell whether the Internet education or the information retrieved from the Internet can compete with traditional learning models.

It is pretty obvious that the Internet has had a huge impact on education, but just how has the Internet changed education most especially in information acquisition? Even though most undergraduate students can pride themselves as being computer literate, the fact remains that some are yet to know how the Internet works. Irrespective of their status, the need for them to exploit the Internet for one purpose or the other cannot be underemphasized. Against this backdrop, the researcher intends to establish the extent to which students use the Internet to acquire information, the specific purposes students use the Internet, its influence on them, and what the information gotten from the Internet are used for.

1.2 Aim of the Study

This study is primarily aimed at examining the influence of the Internet on information acquisition among undergraduate students of some chosen Departments in Bayero University, Kano and its implications for their studies.

1.3 Objectives of the Study

The specific objectives are:

(i) To determine how often students use the Internet.

(ii) To reveal why students use the Internet.

(iii) To establish the relationship between students' use of the Internet for information acquisition and their academic performance.

(iv)To suggest ways in which the negative use of the Internet if any, can be mitigated as the Internet has become an "information superhighway".

1.4 Research Questions

This study shall be guided by the following research questions:

(i) What is the level of Internet exposure among students of BUK?

(ii) For what purpose do students use the Internet most?

(iii) Is there any relationship between students' use of the Internet for information acquisition and their academic performance?

(iv) In what ways can students' negative use of the Internet be addressed and reduced?

1.5 Significance of the Study

With the provision of wired and wireless connections, if properly used, the Internet can effectively serve students by improving their knowledge about events happening around them, improve their study culture, improve readership with students utilizing the e-library and various search engines made available via the Internet. Students are active participants of Internet applications; it could be via their mobile phones or laptops.

Similarly, with mobile technologies going a step further in providing Internet applications and with students being active participants, there are bound to be changes in the area of networking which is the norm for many students these days. The social networking sites such as 'Face book', 'Twitter', '2go', 'Skype', 'Whatsapp', etc. and the 'taunt' that go with it is becoming a cause of concern because of the numerous atrocities that are committed through these networks such as the case of Cynthia Osokogu who was lured by her 'Facebook' friend to Lagos where she was drugged, raped, robbed and finally killed; the opening of fake 'Facebook' account are just a few and not forgetting the gradual addiction of students to these social networks (Idongesit, 2014). The buzz and beep sounds as chat messages, text messages enter these devices makes students restless and distracted even to the extent of student chatting during lectures. Digital technologies are like the "breath that students take'; they make it their everyday companion. An individual does not have to own a very expensive phone to be connected 24/7 to the Internet; with the provision of data plan, provided by network providers such as Etisalat, MTN, GLO, Airtel etc., the point of concern is how much time is spent on the digital device browsing relevant and irrelevant contents.

The data and information gathered in the course of this research will help the following bodies: the ministries of education, policy makers in the education industries as well as research institutes, administrative management of educational institutions, university libraries, centers of Information and Communication Technology (ICT), lecturers/staff of educational institutions and also parents and students at all levels. It will serve them by providing them with information on Internet usage and its influence on acquiring information and why there is a need for easily accessible Internet links on-line. It will also provide more enlightenment to students and social members at large on the opportunities the Internet interactivity offers in the quest for information acquisition.

This study will also benefit the above mentioned bodies in academic planning and provision of quality and updated facilities for students learning; and also in understanding the potential impact of the use of the Internet in improving the literacy level of Nigeria students. It will reflect a capacity to create required knowledge support for the implementation policies for intellectual development in the society. Finally, the study will be of immense benefit to students and scholars from diverse disciplines.

1.6 Scope of the Study

This study deals with the influence of the Internet on the information acquisition among students of BUK in the 2013/2014 academic session. The departments in the University were randomly selected using the systematic sampling technique criteria. Thus, the scope of this study was drawn from the undergraduate students of eight (8) departments within six (6) Faculties, namely: Faculty of Education, Agriculture, Arts and Islamic Studies, Law, Technology, and Medicine in the University and as such, inferences will be drawn from the 2013/2014 session of the academic calendar of undergraduate students. The reason for this choice is to be able to generalize findings in the university since it has many departments and also to provide an intensive and close study of small units in selected departments.

1.8 Operational Definition of Terminologies

(1) Internet

Internet is a computer-based global information system. It is composed of many interconnected computer networks. Each network may link tens, hundreds, or even thousands of computers, enabling them to share information.

(2) **Technology**

It refers to the collection of tools, including machinery, modifications, arrangements and procedures used by humans. Engineering is the discipline that seeks to study and design new technologies. Technologies significantly affect human as well as other animal species' ability

to control and adapt to their natural environments. The term can either be applied generally or to specific areas: examples include construction technology, medical technology and information technology

(3) Information Acquisition

Information acquisition typically refers to the process of acquiring, processing, understanding, and recalling information through one of a number of methods. But for the purpose of this work, the phrase ‘Information Acquisition’ is defined as the way students acquire information in order to meet their academic needs via the Internet. Information acquisition typically details how people acquire new information, how that information is used, and for what purpose that information was retrieved.

(4) Influence

In the context of this work, ‘Influence’ refers to the power to sway somebody from his/her primary reason for doing something (e.g using the Internet for academic research). The effect of influence could be positive or negative.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter reviews literature related to the research. It involves a review of existing books, articles, journals and papers which are related to the research and also entails the interrogation of comments, critiques and issues revised by researchers/scholars on and about the Internet, its use in education and its influence on information acquisition among students. It also provides information that are central to effective understanding of the issues which necessitate the undertaking of this research, putting into cognisance the views and postulations of people across various fields of studies. Thus, it deals with a balance of arguments for or against quoted comments and eventual position of the researcher.

2.1 The Internet

The word 'Internet' is an abbreviation for *International Network*. This network results from a collection of computer networks that connect computers around the world. Internet has also been described as the 'Information Super Highway' which consists of computers of various sizes, design and number. Computers in countries and regions of the world are linked through telecommunication systems. The Internet is about connectivity, interactivity or communication compatibility among the subsystems of the network system (Agbaje, 2002 in Madu 2008). The Internet uses the standard Internet Protocol Suite (TCP/IP) to serve billions of users worldwide: as explained by Roda (2007), it is the computer networking model and communication protocols used by the Internet and similar computer networks. The TCP/IP is commonly known because it is the most important protocols, and they were the first networking protocols defined in this context. It is occasionally also known as the DoD (Department of Defense) model, because the development of the networking model was

funded by DARPA (Defense Advance Research Projects Agency), an agency of the US Department of Defense (Mark, 2007). The TCP/IP provides connectivity specifying how data should be formatted, addressed, transmitted, routed and received at different destination. It carries a vast range of information resources and services such as the interlinked hypertext documents of the World Wide Web and the infrastructure to support electronic mail.

Thus, the Internet is an information carriage using different computer networks. In the light of this, Adegoke (2009) affirms that, "Indeed, the Internet is a virtual library which is seen as virtual space containing a vast amount of information and documents including books, pictures, video, graphs and musical sounds that can be consulted." The Internet as we all know today is a function of a direct effort by U.S. defense researchers, who tried to communicate and link up with the use of computers (Mark, 2007). In 1960, a psychologist and computer scientist Joseph Licklider published a paper titled 'Man-computer symbiosis', which articulated the idea of networked computers providing advanced information storage retrieval.

Precisely, the Internet started in 1969, under a contract by the Advanced Research Project Agency (ARPA), whose major objective then was to connect four major computers at universities in the South-West to the United States. These first four computer network was up and running in December 1969 (Huston, 2009). The core problem in creating a network then was how to connect separate physical networks without tying up network resources for constant links. The technique that solved this problem is known as packet switching and it involves data request being split into small chunks (packets) which can be processed quickly without blocking communication from other parties; this principle is still used to run the Internet today. This determination is as a result of the cold war between the East represented

by Russia and the West represented by the United States of America. It was a calculated effort through research to ensure dominance over the East (Geoff, 2009).

Retrospectively, understanding the budding process of the Internet will help this research attempt the link between its historical development and the essence of communication in all human endeavors. While it is not yet certain the conflicting versions of the origin of the Internet, it is most likely a fact that the origin of the Internet is linked with the Cold War era. The Air Force in 1962, wishing to maintain the military's ability to transfer information around the country even if a given area was destroyed in the enemy attack, commissioned leading computer scientists to develop the means to do so (Baran, 2009). One would logically say that from the very beginning, the Internet has grown like an 'octopus' to affect different spheres of human endeavour. The Internet provides superfluous information via networking globally to affirm what McLuhan tagged 'Information Superhighway' (Severin & Tankard, 2001). Reddick & King (2001) aptly capture this thus:

> Clearly, there is a lot of information out there too much to catalog. In fact, nobody knows exactly what is available online and where it is. The growth represents both an opportunity and a hazard....The opportunity is that, sitting at your desk, you can access information that you may not have been known existed. The hazard is that you waste a lot of time looking at information that is not relevant to the projects on which you are working (2001:41).

From the above, there is no doubt that students will come across information of personal interest that may not be relevant to their educational activities thereby neglecting the primary aim of surfing the Internet for knowledge acquisition. This, therefore, is one of the reasons why this work will be exploring the influence of the Internet on the information acquisition culture among students of Bayero University, Kano.

In another development, specific uses of the Internet have been itemized to include but not restricted to e-mail, mailing list, twitting and chat rooms. It is, however, uncertain to

estimate the number of Internet users worldwide casually. Over 30,000 networks are said to be connecting more than 10,000,000 computers and some one billion users are connected globally (www.internetworldstats.com/stats.html). Current best estimates of the Internet users indicate that in Africa, there are at least 2.5 billion Internet users while users from Nigeria constitute 32.5million of this figure (www.Internetworldstats.com/stats.htm). Meanwhile, the younger a person is, the greater the likelihood he or she will have access to the Internet (Kim, 2004 in Baran, 2009). Surely, then, there is a high tendency that students constitute the Kim's category of the Internet users based on age index.

Most traditional communication media including telephone, music, film and television have been reshaped or redefined by the Internet, giving birth to new services such as Voice Over Internet Protocol (VOLP) and IPTV. Newspapers, books and technology are reshaped into blogging and web feeds. Amazingly, Ayo (2001) describes the Internet in a manner that will help establish further the argument for relevance of this research to contemporary quest for better university education through the integration of the Internet for learning in Nigeria:

> ….A prowling collection of computer networks that span the globe, connecting government, military, educational and commercial institutions as well as private citizens to a wide range of computer services, resources and information; thus reducing the world to a global village (2001:82).

The Internet is thereby said to have revolutionalised the very existence and life of the global community in all facets. Apart from transacting businesses of different kinds through the Internet, its usefulness seems to have manifested greatly in the academic circles, where students and lecturers are arguably presumed to utilize the Internet for research and relaxation. The Internet is therefore bound to become an inseparable part of all educational system. In fact, in some systems, like the American educational system, the Internet has become an indispensable part without which the educational system cannot function any

more (Behrouz, 2003). Udende & Azeez (2010) advances thus: There seems to be an assumption that progress at all levels, individual, national and international, can be hindered if there is no adequate use of the latest technology. Idongesit (2014) reflected on the submissions of other researchers where she submits that:

> The advent of a wide range of new communication technologies results in an information society or information age also described as knowledge society (Drucker, 1994), a network society (Change, 1995), the third wave of civilization (Toffler, 1995), the intelligent state (Corner, 1993), the infomedia age (Koelsch, 1995), cyberspace (Time, special issues, 1995) and cybersoceity (Jones, 1995). This denotes changes the society is tagged with as media evolves thereby influencing society (2014:48).

From the above submission, one may conclude that 'without the Internet and advancement in communication technology, contemporary learning may be a bit difficult and context restricted'. By implication, this means the development and advancement of every given society is purely the ability to utilize new communication technology such as the Internet. Nationally and globally, progress is being judged against the level of the use of the electronic media.

With the successful implementation of the military objectives in the advent of the Internet and in the realization of the benefits therein, various networks were inter-linked so that researchers, scientists, governments and students could communicate and exchange ideas across the network (Ayo, 2001). Subsequently, other countries started using the Internet. Nigeria, like every other country in the world on its first encounter with the Internet had struggled to understand its seemingly overwhelming power. But then, observers and experts who have keenly watched the country take its first baby steps in this direction say the growth so far had been phenomenal (Madu, 2008). In 1995, a year before these companies were registered, a body known as the Nigeria Internet Group (NIG) had been conceived as a Non-Governmental Organization with the aim of promoting and facilitating full access to the Internet in Nigeria. Four years later, in May 1999 the Nigerian Communication Commission

(NCC) in collaboration with the Nigerian Internet Group (NIG), organized an Africa Internet Summit (AFRINET "99), hosted by the Federal Ministry of Communications. The summit which took place at the ECOWAS secretariat, from 11-13 May 1999 focused on the sustainable development, and utilization of the Internet in Africa and sought to create a common forum where African Internet practitioners can come together and discuss policy issues peculiar to Africa (www.internetinnigeria.com.html).

Unlike the advanced societies like the United States of America and the United Kingdom, the Internet is considered infant in Nigeria (Udende & Azeez, 2000). Okoye (2010) corroborates this by saying, "owning a computer in Nigeria is still considered an achievement, but in the US, students do their homework at home and send it to their lecturers by E-mail." This statement holds some truth due to the fact that as at today, most Nigerian students also do their assignments from home/hostels and send it to their lecturers via e-mail and lecturers on the other hand give assignments via e-mail. Examples abound in the Department of Theatre and Performing Arts (ABU) where lecturers and students utilize the e-mail by sending and receiving assignments. That notwithstanding, many Nigerian students and other users are briskly adapting the new technology. For example, the Joint Admissions and Matriculation Board, JAMB, is widely noted for exploiting the potentials of the Internet by setting up a site and mandating prospective students to check their centers, results, postings and now offers for admission from the site. Through this, JAMB has been able to make about 200 million Naira annually (Udende & Azeez, 2010). In his findings, Ologbo & Ori (2005) reiterate:

> In order to check their results, students need to buy scratch cards for 200 Naira. In the first week of announcing the site, 500 thousand scratch cards were sold... an estimated 1 million cards were sold and each card costs around 200 Naira to produce and students can only use each card five times on the site. 200 Naira multiplied by 1 million equal 200 million Naira. No one could have thought this would be possible in Nigeria (2005:19).

When discussing whether or not the Internet is utilized in Nigeria by students, one may simply take a look at how JAMB is utilizing it. Though, most students visit the cybercafé in order to check their results (www.vanguardngr.com/2014/04/parents-cry-n1500-jamb-result-scratch-card/).

The heightened interest as demonstrated by users of the Internet for admission processes through the JAMB is, however, limited by fundamental infrastructure like availability of power, network failure, absence of a deliberate policy to encourage users, and poverty, which has been an endemic problem among the average Nigerian students (Udende & Azeez, 2010). Thus, the Internet is allowing greater flexibility in working hours and location, especially with the spread of high-speed connections and web application. The Internet in general and the world wide web can now be accessed almost anywhere by numerous means especially through mobile Internet devices like mobile phones, data cards, hand held game consoles, cellular routers etc. Thence the influence of the Internet on students can be determined through the examination of students' exposure to it. Hence, there is a need to explore the percentage of students that are, 'Internet slaves' and those that are not as regards information acquisition.

2.2 Benefits of Internet

According to Katz (2001), there are three major issues on the social influence of the Internet. They are education, healthcare, and rural development even though many more exist. For the reason of this work, only the first variable would be discussed which is 'Education'.

It may appear to be in place for one to opine that education is a critical priority for every country. It is an essential tool for raising standards of living, reducing poverty, and improving the quality of life for the citizens. Imparting education through the Internet involves multimedia learning resources combined with CD-ROMs and workbooks; it is also

an attempt to explore the fundamentals or the essential concepts of a course by tapping the full academic power of multimedia (Katz, 2001). It is observed that many educational websites use different features such as interactive examples, animation, video, narrative etc for their web pages, though most of these educational websites carry some attractive adverts that may distract students from concentrating on the reason why they are on the web page at first.

Nevertheless, the Internet has the potential to improve access to education and quality of education in multiple ways, and can be applicable to a broad spectrum of countries. For example, for countries where access to basic education is a problem, Internet-based self-learning initiatives can be used to supplement the school system. Such systems work by providing terminals that students can use outside of class room hours, and control both their inborn curiosity and a system of peer-supported learning. Studies suggest that such approaches improve academic results and help spread literacy, and, in fact, increase the level of engagement and desire to learn.

Thousands of schools across the world have integrated the traditional way of instruction with the learning through the Internet. Students often surf through sites for supplementing information available in the textbooks, to read extensively on the topics that interest them and also to aid project works they are required to do. There are many surveys on the use of the Internet, and nearly all find that Internet usage is most prevalent amongst younger, more educate people (Haoffman, Novak, & Schlesser, 2000). Studies on the use of the Internet in Africa included that of Jagboro (2003), who stated that among the majority of undergraduate and postgraduate students of Obafemi Awolowo University, the Internet is ranked fourth among the sources they use to search for materials. Experts on education feel that computer technology and the Internet are brilliant means and they should not be made the end.

2.3 Influences of the Internet on Students

Life has distinctly undergone some very dramatic changes ever since the dawn of the Internet era and with each passing day, there is a growing dependence on it. Those who are used to it would know the helplessness experienced when deprived of riding on this superhighway of information. Though some writers like Adesina (2006) still believe that with the lots of benefits the Internet offers, it also features new problems. Also, Suhail and Bargees (2006) supported this view by distinguishing between healthy and unhealthy Internet use, positing that "excessive time spent on the Internet in purposeless activities can often take people away from their actual goals". This means that, there is likely the possibility that the Internet might distract students from focusing on their studies or time will be wasted on purposeless activities such as pinging, chatting, and twitting rather than purposeful activities such as browsing the Internet to acquire knowledge. Hence a need to know how much time they spend surfing the Internet.

In recent times, the Internet is very popular amongst students. Most of them spend a lot of time surfing the Net. They believe, think, and feel that the Internet has brought numerous advantages; but the Internet influences students positively and negatively (Brabazon, 2001). It may be appropriate to argue that the Internet has good influence in improving student's knowledge because it keeps them informed. More so, as students use the Internet to search information for their study, they also can learn much about other personal things through abundance search engines on the Internet.

Meanwhile, researches have established three negative influences of the Internet on students. First, the over utilization of computer brings bad physical effects. Some people harm their eyes by sitting in front of the screen for a long time without rest. Other diseases such as stomachache, headache and back pain are easy to suffer [by Internet users] (Wolff,

2000). Furthermore, the Internet seems to be separating students from the real world, although they are usually updated with trendy news and current affairs, but their face-to-face communications is seldom very poor; they communicate with each other through Yahoo Messenger, Blackberry Messenger, Whatsapp, Myspace, WeChat etc., instead of going out with family or meeting friends (Wolff, 2000). According to Bargh and McKenna (2004), Internet, mainly through e-mail, has facilitated communication and thus closed ties between family and friends, especially those too far away to visit in person on a regular basis.

The influence of the Internet has caused a change in the way students communicate and learn. Before the advent of the Internet on a general domain, everyday tasks such as reading, banking, paying bills, and shopping took place manually and outside the home. As the Internet becomes instrumental to education, the e-mail gradually allowed messages to be conveyed within the fraction of few seconds around the world unlike when letters took weeks or months to arrive receiver's destination. Thus, the first exposure of students to the Internet use in education was mostly through the sending of e-mail and receiving of lecture content through same. The first generation of the use of the Internet in education was essentially independent correspondence study.

Many universities began offering courses in the early part of the 20th century, and many still do; students study learning material at home and mail assignments to their instructors for marking and comments (Bullen, 2003). Computer connectivity between nations has allowed a new form of correspondence to evolve and this, though seldom noticed, has changed people's daily lives including students all over the world. Academics now send more words to others, more often, than ever before. While the bureaucratization of the university has contributed to an increase in 'busy work' of all kinds (including memoranda and correspondence), e-mail seems to have exacerbated the effects of this trend. E-mail has

conferred some wonderful advantages. It is now possible to communicate easily and rapidly with people thousands of miles away. E-mail has become a seemingly indispensable part of people's lives which includes students, and correspondence by post seems tedious and slow by comparison. Perhaps because e-mail, in removing previous barriers of geography and distance, reduces some of the perceived burdens of the old paper and post systems, it is used almost incessantly. As time went on, there was a second generation of the Internet use in education (which added mass broadcast media such as television and radio to this independent correspondence study).

In the third generation, asynchronous and synchronous interactive technologies such as audio, video and computer-mediated conferencing were deployed, and, more importantly, there was a move away from independent study to more collaborative and group learning (www.influenceoftheInternet.com). Examples of this can be seen in most new distance education courses offered by conventional Canadian universities and the National Open University of Nigeria. Meanwhile, the understanding of these 'Internet-in-education' generations will provide a safe landing platform for this study via the analysis of the influence of the Internet on the students of BUK. Just like the telephone and the television changed the way people interact socially, computers have transformed communication and at the same time created new norms for students. The heightened individual capacity that actually is a driving social force have raised concerns by many that the Internet is further fragmenting the community, making people spend their time in front of their computer instead of reading books from the library (Benkler, 2006).

Empirical studies (like the one cited above) have shown, however, that students are using the Internet at the expense of television, and that it is an exchange that has been promoting social ties. There are now thousands of Internet 'home pages' which serve as

information sources for institutions and organizations. Most universities, polytechnics and colleges of education throughout the world have established their presence on the Internet, thereby making it possible for researchers to access past and current research publications. Prospective students can also access information on courses being offered by Institutions and as well as their admission requirements. There are also numerous individual home pages, where people construct a site either as a means of expressing their creativity or for a very limited range of potential visitors (Bullen, 2003).

Accordingly, the Internet is arguably one of the most significant technological developments of the late 20th century. However, despite the added benefits of this tool to learning, teaching and research, a number of problems still plague Internet connectivity and usage in the Nigerian University system. The Internet's appearance in higher education was used as a tool for researchers to communicate and share project data. Today the '.edu' domain is still one of the largest contributors to the Internet. Conversely, the Internet is unorganized and Web sites appear, disappear, move or mutate on daily basis. While the Internet is difficult to search, it is even more difficult to search it well.

Moreover, the information found on the Internet has both the useful and the useless co-existing (Singh, 2002). Despite these drawbacks, the Internet has a few advantages: it is relatively fast, it is accessible 24 hours a day, and seven days a week and students can use it from their personal computers. More and more students are doing their research exclusively on the Internet. While this phenomenon is a sign of the times, it is important for researchers and students to recognize that not everything is available on the Internet. The Internet can be conceived as a rich, multi-layered, complex, ever-changing textual environment. The Internet provides several opportunities for the academia. It is a mechanism for information dissemination and a

medium for collaborative interaction between individuals and their computers without regard for geographic limitation of space (Leiner et al., 2000; Singh, 2002). Content created on the Internet ranges from simple e-mail messages to sophisticated 'documents' (sites) incorporating sounds, images and words. Evans, (1996) asserts that the Internet is a 'live', constantly 'moving', theoretically borderless, potentially infinite space for the production and circulation of information. The Internet is arguably one of the most significant technological developments of the late 20th century that has influenced learning.

To some students, studying is limited to examinations, assignments and projects. Studying is very essential, it builds students academically and otherwise. Students that do not have computers patronize the cyber café more than those that own one. Those with computers patronize wired and wireless connections for Internet materials where they can get unlimited access to materials on various subjects and source less materials from the library or phone. This is as a result of the rise of cyber culture which is gaining prominence amongst students even though there is rise in plagiarism, it could be curbed with students being taught the proper use of materials from the Internet.

Accordingly, studying is now taking a downward slope in favor of Internet related activities especially social networking as opposed to the findings from students. Active studying can be boosted as rightly suggested by lecturers interviewed, that these networking sites, for example, facebook, makes provision for group application whereby there is provision to upload materials, documents, pictures. Also, the ‘twitter’ handle where people ask and respond with different ideas. This medium can be taken advantage of by students using this platform to ask, share, and discuss intellectual issues and students could possibly go to the extent of forming study groups online. There is also ‘Listserve’ an educational forum whereby people from similar fields can join and participate in educational discussion. The Internet has made studying a lot easier that students no longer take plagiarism into

consideration. The copy and paste momentum amongst students who thrive on lifting materials from the Internet without contribution their quota is quite alarming. The implication of doing this is that students who prefer shortcuts to academic excellence, instead of improving and gaining insights from unlimited exposure to materials from different scholars and perspectives, will end up being academically backward. The world is revolving, sooner or later, one's academic qualification or class of degree will no longer matter, what will count is what that individual can bring to the 'table'. You cannot bring anything to the 'table' if you are not objectively exposed to the Internet.

Peters & Lankshear (1996) assert that while printed materials have a certain fixity and finitude, texts published via the Internet have a much more fluid character. With texts no longer housed between library or bookshop walls, it becomes impossible to 'pin down' all or even most of the available materials in given subject areas for archival and classification purposes. The Internet might thus be described as a 'sea of information', subject to the ebb and flow of various forces (political, corporate, institutional, etc.), creating an ever-shifting shoreline. From the foregoing, it is therefore necessary that this study looks at the influence of the Internet on the information acquisition culture among students of BUK.

2.4 Technological Advancement and the Influence on Communication

Usually, all communications are presumed to be technologically based. Over the past two decades, technology has transformed communication by making it more and more pervasive. Advances in computer and telephone technology have created an explosion in the ways we can reach each other: by fax, cell phone, e-mail, text message, blog, LinkedIn and Facebook (Blackwell, 2011). Written language is in itself a kind of technology, humanity experimented with varying forms of technology to record their thoughts; from the stone tablet to parchment to the printing press to computers, our methods of written communication have

continued to change, although several remain in use simultaneously. Ciboh (2007) affirms that "modern media of communication, first the printed word, then radio and television and motion pictures, and now the Internet, have taken the place of the traditional systems of communication" through which valuable information can be obtained. Similarly, we've come a long way from Edison's inventions of the phonograph and telegraph in the 1870s, Alexander Graham Bell's invention of the telephone in 1876 and 1969 the commercialization of the Internet.

Despite the long existence of the Internet, many students are presumed not to use the Internet for academic purposes appropriately. Hence, this research may want to ascertain this claim. To effectively fit in the global arena, organizations and institutions such as the universities, have the Internet as a veritable tool. As we were approaching a new millennium, the Internet was revolutionalising our society, our economy and our technological system. In many respects, with the proliferation of communications technologies (both old and new), it increasingly falls on each individual to choose which of these technologies he/she will utilize. After all, it's not as if there is a shortage of technological gadgetry out there for use; in our age of abundance, it's as much of a philosophical choice as a practical or economic one. No one knows for certain how far, or in what direction, the Internet will evolve, but no one should underestimate its importance (Kahn & Cerf, 1999). According to Livingstone (2006);

> Information and communication technologies and their associated contexts incorporate the artifacts/ devices that enable and extend our abilities to communicate, the communication activities/practices we engage in to develop and use these devices and their social arrangements/ organizations that form the devices and practices (2006:111).

In establishing the above argument and that of Kahn and Cerf (1999), one may think that the determinant of how far, or what direction the Internet will evolve is the ability to communicate. However, today the Internet is still revolving with the invention of many new

search engines to aid academic performance and information gathering. Udende & Azeez (2010), in their work: 'Internet access and use among students' is a good example in this regard. The question here is, how have the students of BUK been able to utilize the available search engines for information acquisition?

Communicating via technology occupies a unique middle ground between using spoken and written language for communication. Electronic discourse, such as that used in e-mails, text messages, or Internet chat rooms, often reads as if it were being spoken. Some researchers have termed this form of language "written speech" or "spoken writing" (Crystal, 2006). It has been suggested that this form of "netspeak" may represent an entirely new language register (Greenfield & Subrahmanyam, 2003). By implication, if students are increasingly communicating in an alternative language form, this may have implications for their communication and literacy skills, as it may be encouraging the development of new skills or leading to the loss of others.

For any new innovation within communications technologies, old, or 'legacy,' technologies still persist (Silverman, 2011). A massive amount of data is transmitted through fiber optic cables and stored on hard drives, yet older tape drives and even-older telephone wires still have their uses. Mechanical technologies can remain as useful, or cheap, as electronic technologies such as mobile phones that have Internet facilities. Other new forms of communication create as many problems as they solve. Another concern about the ever-increasing amount of communication over the Internet is that it represents the triumph of quantity over quality. Such forms of communication may well contribute to an overall 'dumbing-down' of conversations and the ascendance of impersonal updates over personal interactions. Chris Meyer & Stan Davis in their book *Blur: the Speed of Change in the Connected Economy*, opines that thriving in the new, communication-based economy means

learning how to filter all the information we receive in a more efficient manner. Electronic communication encourages users to be more aware of the need to provide contextual information (Watt, 2010).

The relevance of Social Cognitive Theory to this research is established in its concept of self regulation. Having been recognized that the Internet is an invention of necessity, BUK, aspiring not to be left behind, had to embrace the New Media of Communication in 1999. Students and staff have come to grapple with the fact that in order to effectively communicate and transfer information for academic purpose in the university, the Internet is an indispensable tool.

Internet usage arguably goes beyond lecturers using the facility for academic and other allied works, it ensures the mandatory use of students to register online, to check official correspondences and to form discussion groups that facilitate teaching and learning process, thus instituting a paperless society and aiding technology advancement. Examples abound in the work of Udende & Azeez (2010), describing how students are becoming active users of the Internet to aid technological development in Nigerian universities; as a mark of evidence that students are engrossingly using the Internet, a final year Computer Science student, Falana Sunday Oladimeji, recently showcased his potentials and capabilities by designing a web page for the 2009/10 graduating students (Unilorin Bulletin). Tagged "Let's Catch up Again", his feat is to re-unite all students in the graduating class when they might have passed out. There is yet to be a similar instance in BUK. One can now consider the possible effects that communication technology may have on a student's literacy skills. A key assumption of many concerns is that the time spent using technology may be displacing other activities of greater developmental value (Johnson, 2006), such as sports and social activities.

It is therefore important to consider whether evidence-based research findings show that there is developmental value in computer-mediated communication.

There seems to be a standing principle of using the Internet which appears to be simple. Whether as an individual, organization or institution, what needs to be done is to secure a web site. For instance, Ahmadu Bello University has its site as www.abuportal.edu.ng. Irrespective of whoever owns it, what is paramount is that every site is a reservoir of immense information in different fields. The moment you visit the website of your choice, 'search engines' are there to facilitate the sorting out of the required information the moment you issue a command. Internet is free for all. No inhibitions in the form of conventions, laws and regulations are placed for its use. Nevertheless, Lawal (2008) claims (without substantiating the claim) that some countries have tried to restrict some aspects of it or some information via the 'net' from citizenry, though it has proved very difficult. Despite this, access and use for whatever purpose are a function of one's capability to possess a system, media literacy and other institutional factors like power stability, connectivity and smooth flow of network service (Udende & Azeez, 2010). Irrespective of any students' status the need for them to exploit the Internet for one purpose or the other cannot be under-emphasized. It remains almost certain that even though most undergraduate students can pride themselves as being computer literate, the fact still remains that some of these students are yet to know how the Internet effectively works, though this work is yet to come to a logical conclusion in this regard.

2.5 The Role of Internet in Education

The Internet provides an excessive amount of information across various disciplines, including education. Internet usage has the potential to improve the quality of education. This is supported by Laurillard (1992) who postulated that "computer base learning can increase understanding of theoretical and critical concepts". The value of the Internet for educational

purposes was further stressed by Muniandy (2010:173), who stated that "the Internet brought about positive changes to teachers and instructors, who taught students to learn, work, communicate and play". This is to say in other words that, Internet revolution is not just limited to finding information but also to fostering relationships, that brings people together.

In order to keep pace with developments in the present era, computer literacy especially in higher education is a necessity. Acquiring the skills is one thing, being able to self regulate its use, and also use it for acquiring knowledge is another. It may be argued that of all the various uses the Internet can be put to, academic purpose occupies the highest enviable position as far as students are concerned. However, they may face a lot of challenges using the Internet for academic purpose. According to Udende & Azeez (2010), they hold that such challenges include high level poverty which does not avail students to acquire a laptop they can always use at will. Not only that, incessant power outage, the disgusting network failure and limited number of cyber cafe' are also not helping matters at all. Thus, it is yet to be ascertained if the above pose any challenge amongst the students of BUK.

Muniandy (2010:173) in his research findings on the academic use of Internet among students outlined the following functions of Internet in Education:

i. Store house of information
ii. Communication without boundaries
iii. Online interactive learning
iv. Electronic/online research
v. Innovation in the new world
vi. Improve interest in learning
vii. Global education and
viii. information catalogues

I. Store House of Information

The Internet is described as 'sea of information' containing texts which are not housed between libraries or bookshop wall and subject areas span across all fields of knowledge. It is believed to contain information from all fields of Endeavour's which students from all academic fields can have access to at anytime. This is supported by Edem (2010:3) who posit that the Internet has greater potential for desirable information, is a faster means of accessing information, provides access to a wider range of information; provides access to electronic journals, enables access to multiple files at once; provides access to information from home, and gives more satisfactory answers to queries than library staff. Websites like the 'all academic.com' is a site where all kinds of academic information are stored to enable both students, teachers, lecturers and even researchers to have access to whatever type of information they need. Being that the students of BUK are active users of the Internet, it is yet to be ascertained if they use the Internet more for academic research or otherwise.

II. Communication without Boundaries

The Internet is a mechanism for information dissemination and a medium for collaborative interaction between individuals and their computers without regard for geographic limitation of space. According to Ureigho et al (2006:54), the Internet is a 'live' constantly 'moving', theoretically borderless, potentially infinite space for the production and circulation of information. As an effort to make communication global without the limitation of space, Google the leading search-engine provider then in December 2004 as revealed in Campbell (2006), made an astounding announcement, "As part of it effort to make offline information searchable online, Google Inc. (NASDAQ: GOOG) today announced that it is working with the libraries of Harvard, Stanford, the university of Michigan and the University of Oxford as well as the New York public library to digitally scan books from

their collection so that users worldwide can search them in Google". From the above, these therefore may be said to provide the web with a substantial authoritative record which will enable students including teachers and lectures from all academia to have access to academic libraries across the globe for their assignments, research works, lecture notes etc. Thus, the percentage of students who use Google as a very effective search engine will be discussed in the cause of this work.

III. Global Education

Today, many colleges and universities are now offering undergraduate and postgraduate programs online with the help of the Internet. This allows time flexibility and greater access to students who do not need to relocate to get an education. Pandit (2010) in his publication on the advantages of the Internet in education posits that Internet in education is the onset of distance education or online learning (example of such is the Nigerian Open University which is located in almost every part of Nigeria). According to him, with the help of online learning, people from any part of the world can gain knowledge on different subject, complete courses, etc. Ureigho et al., (2006) further supported the view that "the Internet is one of the greatest recent advancement in the world of information technology and has become a useful instrument that has fostered the process of making the world a global village". University of Liverpool is an example of one of the institutions that is currently offering online degrees.

IV. Innovation in the New World

There are many methods in which people are able to get formal education through the Internet. There are many schools and also colleges that are placed in remote areas of the world where there are no adequate infrastructure availability (Muniandy (2010). Objectively, other than the lack of infrastructure, one could also argue that there seems to be more to it, for instance, a dearth of quality teachers in these places; this makes it imperative for the presence

of the Internet for these people in such remote place to learn. In view of this, David (2010) in his article "The role of Internet in the Education of people" cited in http://www.writearticles.org, posit that the presence of the Internet through improved communication facilities in every nook and corner of the earth has been a great plus instead of classroom teaching; the children have teaching through the Internet where they are able to ask questions to their teachers in faraway places. All this he added, has made education to reach places unreached and has improved the quality of education.

This argument was further supported by Omatayo cited in the *International Information and Library Review* (2006:215). To her, the Internet is fast changing the method for accessing and using information and research activities thus, introducing new concepts of teaching process and is recasting the roles played by the participants of the educational process.

V. Electronic Online Research

The Internet can be most useful for completing projects in schools and colleges. As the Internet is an ocean of information, covering nearly all subject known to man, one can literally find information, research work etc required for one's projects. Going through the information on the Internet is definitely faster than reading an entire book on the subject. Also, latest news is constantly updated on the Internet on different news sites. Students learning politics and development communication for example can have access to all current developmental news, issues in development and/or underdevelopment, communication strategies and efforts made by governmental and non-governmental organization to tackle developmental problems, at home or at any other place.

Historical accounts like speeches, biographies, etc are also easily available on the Internet in detailed and accurate version. Almost every coming day researches on medical issues become much easier to locate. Numerous web sites available on the net are offering

loads of information for people to research diseases and talk to doctors online at sites such as, America's Doctor. During 1998, over 20 million people reported going online to retrieve health information (www.healthinfo.com/html).

VI. Information Catalogue

As digital libraries began to be developed, librarians initially applied manual means to "catalog" digital resources because of the need to make more object on the web addressable. But since cataloging was no longer an adequate description, the digital resource addresses came to be known as 'metadata' (Campbell 2006). Students are now able to access information with ease. Within the web environment, however, new organizing principles have emerged and unlike cataloging, these new principles were no longer necessarily applied best by manual means, nor were they necessarily created from the same elements. It enables people to share information worldwide through what is known as Online Public Access Catalogue (OPAC).

2.6 The Relationship between the Internet and other means of Information Acquisition among Students

Before the advent of the Internet, there was the library where students obtain information and data for academic purpose. Internet usage has the potential to improve the quality of education as supported by Muniandy (2010:173), who stated that "the Internet brought about positive changes to teachers and instructors, who taught students to learn, work, communicate and play". The value of the Internet for educational purposes was further supported by Laurillard (1992:164), who postulated that "computer-based learning can increase understanding of theoretical and critical concepts". The university library (print and electronic), is also seen as the academic heart of the university system and its basic purpose is

to provide university staff, students, and other researchers with materials assistances and an enabling environment that would facilitate teaching, learning and research.

Oyewusi and Oyeboade, (2009:2) affirmed this by positing that "academic library resources are considered a good measure of an institution's excellence and quality". Popoola (2008) also confirmed that the information resources and services available in institutional information systems must be capable of supporting research activities among the students and faculty members. It can be argued that any 'good' school or library (print and electronic) must have access to the Internet. Educators and librarians have unique interests with regard to the Information Superhighway. Some believe that students should be given a map and allowed to zoom on to new horizons. Others are concerned that the rush to jump on the Internet Superhighway will lead to 'traffic jams' in education.

Ellsworth proclaims the freshness and immediacy of the Internet In her book "Education on the Internet" cited in http://www.bellaonline.com/articles as "the view of many educators, parents, and politicians". To her the Internet is a good resource, but until there are books and other needed resources the Internet is a decoration. Meaning that no matter how creative and good the Internet can be, if it does not recognize the importance of books then it is just a mere decoration. Today, there are on-line books in various fields of study; these books are made readily available for interested readers. En.bookfi.org is an example of where on-line books can be found and downloaded free of charge for interested researchers. In an article "Surfing the Net for Education Lite," cited in http://www.bellaonline.com/articles/, Mosbacker, (2010) further expresses concerns when the Net takes on 'a messianic quality': he opines that if we encourage students to become addicted to instantaneous bits of information, free of context and logical coherence, they will be ill-equipped for the rational dialog and analysis required for citizens in a civil and literate culture. Modern technology may not be able to totally

substitute for a thorough reading of the great classics in literature, philosophy, and political history.

It can be argued that being technologically advanced and sophisticated is not the same thing as being literate and civilized, although there seems to be a growing concern about the potential effect of Internet use on students generally, studies relating Internet use and reading variables among undergraduates are not commonplace. However, forecasts of the demise of the printed book and the associated changes in the academic print library have fostered valid questions about the continuing place of reading and print media in tertiary institutions as to the influence of the Internet on students; in this case BUK students.

Deekle (1995:264 & 269), writing on books, reading and undergraduate education, highlights the increasing interest paid to information technology by higher education and the competition from radio, television, motion pictures, video and a changing campus culture. He recognizes a nearly universal expectation among information searchers and users of immediate gratification of a need for answers rather than in-depth understanding of issues that may surround the answers. Nevertheless, he opines that reading remains a fundamental building block for a liberal education, providing a broad basis for knowledge and understanding. He also advocates for reinforcing students' critical reading skills and habits and giving them a contextual framework for a lifetime of self directed learning. Self directed learning here could mean that students should make adequate use of their time equipping themselves with academic information instead of wasting their time surfing the Internet for unwanted materials or chatting. This happens to be one of the arguments in the social cognitive theory.

According to Yeoh (cited in Pooi Fang, 2008:23), he posits, “Reading for knowledge and information will become a critical source for competitive advantage besides development in the 21st century.” Meaning that it is undeniable that library and the Internet is important

and they play critical roles in the development of academic and intellectual skills and the associated socio-economic benefits. But however the seeming decline in the art and practice of reading should be of great concern). Ugah (2008:12) quoted Osundina (1974), who studied the relationship between accessibility and library use among students in Nigeria and noted that the problem of Nigerian students is not the question of wanting to use the college library, but whether or not the university library can provide for their needs, and whether there is access to what is provided. This assertion was agreed to in later studies by Iyoro (2004) and Popoola (2008).

Various studies have also found that Nigerians do not read as a habit, but in order to succeed in examinations necessary to obtain paper qualifications for jobs. Adedeji (1983:135) posit that students in Nigeria read mainly prescribed textbooks to enable them pass examinations and this is in spite of the availability of other resources. In a study of the reading habits of students as deduced from their library use at the University of Ado-Ekiti, Nigeria, Busayo (2005:60) reports that 75% of the sample engaged in utilitarian reading. Also, 82% of them used the library mostly during the session and deserted it the moment they were through with examinations. Uwa (2007:20-26) reports similar findings on students of tertiary institutions in Imo State, Nigeria, revealing that reading to pass examinations, tests and continuous assessments is the main motivator for the students' reading in the sampled libraries. Furthermore, high percentages of students often read only their lecture notes and handouts in the libraries. Hence, there is a likely possibility that BUK student seldom utilize the library due to the availability of the Internet.

From a different but related perspective, Osunade & Ojo (2006) surmise that in Nigerian tertiary institutions, students use the Internet as an alternative to scarce and outdated library resources. They evaluated the behaviour of tertiary level students in the use of the Internet and library at the University of Ibadan, Nigeria. Their results indicate that the

Internet is fast becoming a source of academic information among students due to easy access, correctness, availability and up-to-datedness, while the library is used mainly as a reading place. They suggest the need to appraise and upgrade library and Internet facilities in tertiary institutions so that needed academic information can be obtainable from whichever source students choose to use.

Ray and Day (1998) comment that the Internet has greater potential for desirable information, is a faster means of accessing information, provides access to a wider range of information; provides access to electronic journals, enables access to multiple files at once; provides access to information from home, and gives more satisfactory answers to queries than library staff. In spite of these benefits, Gilbertson (1992) challenges the reliability of some Internet information, while Ojedokun (2006:97) points out that many students use the Internet mostly to search and retrieve information on entertainment, sports and news, and attributes this trend to lack of necessary searching skills for effective usage. This work may want to ascertain these claims.

Oji (2007:93 & 100) considers Internet use to be one of the causes of the decline in the reading culture of Nigerian youths. She posits that, some youths are often seen in cyber cafes browsing the Internet and engaging in activities that entertain rather than educate, adding that perhaps some of the ills of today's society could be attributed to wrong use of information gotten from websites. This may be said to be one of the constituting influence of the Internet on student. Suhail and Bargees (2006:297 & 307) posit that the misuse of the Internet often leads to unhealthy consequences, while heavy Internet use leaves little time for anything else. They investigated the positive and negative effects of excessive Internet use among undergraduate students in Pakistan and found positive associations between times spent on the Internet and the various dimensions of the Internet Effect Scale (IES), indicating that excessive Internet use can lead to a host of problems of educational, psychological,

physical and interpersonal nature. Although a high proportion of the students reported positive than negative effects of Internet use. Has the use of the Internet been able to pose more of positive rather than negative effect on BUK student? The authors suggested that Internet use should be within reasonable limits, so that adequate time can be focused on activities that enhance productivity.

2.7 Theoretical Framework

While the Internet is seen to have penetrated deeply into the university system, much of the existing research has focused on college students populations. This study extends previous research to the university populations and will evaluate variables to Internet influence on students within the framework of Bandura's (1986) Social Cognitive Theory (SCT) (which has been expanded by many theorists).

In SCT, the expected outcomes of a behavior are important determinants of its performance. LaRose et al. (2001) and LaRose & Eastin, (2005) found that expected outcomes produced superior predictions of Internet attendance compared to conventional Uses and Gratifications research. They argued that expected outcomes (e.g. "when using the Internet for learning, it is likely that students will have fun") improve upon the explanatory power of both gratifications sought and gratifications obtained. Unsuccessful attempts by Uses and Gratifications researchers (Babrow & Swanson, 1988) to distinguish the predictive power of outcome expectations (derived from a related theory, the Theory of Planned Behavior, Ajzen, 1985) from gratifications perhaps indicated that the two are related constructs on the influence of the Internet on users.

Social Cognitive Theory (SCT) stresses the importance of self efficacy, or belief in one's capability to organize and execute a particular course of action (Bandura, 1997). Self-efficacy is particularly relevant to the Internet since it is a somewhat troublesome medium. This is especially so for novice users who have not as yet acquired the requisite skills to

obtain useful information and deal with the discontents of life online, from viruses to balky home Internet connections. Self-efficacy has proven to be robust as a significant predictor of Internet usage (Eastin & LaRose, 2000; LaRose et al., 2001).

The SCT construct of self-regulation (Bandura, 1991) has also emerged as an important predictor of Internet consumption (LaRose et al., 2002) especially for learning in the universities. The self-regulatory mechanism describes how individuals continually monitor their own behavior (self-monitoring), judge it in relation to relevant personal and social standards (judgmental process), and apply self-reactive incentives to moderate their behavior (self reaction). Self-regulation is an important point of distinction between Social Cognitive Theory and "functionalist" or stimulus-response theories of human behavior, in that it describes self-generated influences that free the individual from blindly following the dictates of external reinforcement.

Self-regulation may normally be expected to moderate media (the Internet) consumption. Indeed, an experimental manipulation of self-regulation as it is understood in SCT reduced media usage (Robinson, 1999). However, when self-regulation fails, increased media consumption may be expected. This issue has been conceptualized in terms of habit and deficient self-regulation (LaRose et al., 2002). Students may have thought carefully about their communication options the first time they used email; for example, but by the hundredth time they might not. That is, the more a student is exposed to the Internet for instance the lesser his/her self-regulation becomes and vice versa.

In one study, a measure of habit was found to be a significant predictor of Internet usage (LaRose et al., 2001). Deficient Self Regulation is defined as a state in which conscious self-control is relatively diminished. Working from conceptual and operational definitions of behavioral addictions, LaRose and his colleagues have shown the variable(self deficient regulation) to be a powerful predictor of both e-commerce activity (LaRose &

Eastin, 2002) and general Internet usage (LaRose et al., 2001) and have proposed it as an explanatory mechanism for so-called "Internet addictions" (LaRose et al., 2002). However, the relationship between habit and deficient self-regulation may be having strong hold on the way students use the Internet for learning. Addictions, including behavioral addictions, may be regarded as a form of habitual behavior (Marlatt, Baer & Kivlahan, 1988) so the two constructs overlap on a conceptual level for this study on the influence of the Internet on students. The present research will rely on the combination of these constructs (self regulation and self deficient regulation) to determine the aim of this study which is to examine the influence of the Internet on the information acquisition culture among undergraduate students of Bayero University, Kano.

The relationship of this theory to this research is that it shows how individuals especially students can chose between communication options available and also, it examines how that individual can self regulate communication options most especially in the use of the Internet. More so, in Bandura's view, people are self organizing, proactive, self regulating, and self reflecting. It explains how people gain satisfaction when they achieve certain goals that they value (i.e. when individuals achieve these valued goals, they are more likely to continue to exert a high level of effort, since sub-standard performance will no longer provide satisfaction). Thus, its relevance to this research is to explain the theory in line with the research findings as regard to how individuals self-regulate their use of the Internet and also to understand the influence of the Internet over individual's ability to learn.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

Methodology is a strategy which researchers follow in order to gain knowledge of study phenomena. For accurate and standard conclusion of a research work to be made, this chapter discussed how the research was carried out and what tools were used to bring the work to culmination. A general overview of key research concept will be explored and the methodology used was analyzed in relation to the research topic.

3.1 Type of Research

This study adopts the survey research approach in soliciting the relevant information needed from undergraduates, who are the population of this study. According to Baran (2002:408), "surveys allow communication researchers to measure characteristics, opinions or behaviors of a population by studying a small sample from that group, and then generalize findings". This is so because according to Panna (2006:20):, "Surveys are concerned with conditions or relationships that exist or existed, opinions that are held, processes that are going on, effects that are evident or trends that are developing." The survey research design is a very valuable tool for assessing opinions and trends. Even on a small scale, such as local government or small businesses, judging opinion with carefully designed surveys can dramatically change strategies.

Uyo (2002) posits that communication research like research as a whole cannot be conducted without a design. There are many research designs available for researchers. However, the Survey research would be most appropriate for this study. Okoro (2004) stated that Survey Research involves data collection with a view to determining the current status of the population from which the data is collected. Therefore, it helps the researcher to strike a balance in generalization from the analysis. Survey also deals with the universe by way of

reducing it to the level that will make it easier for the researcher to discover the incidences, frequency, distribution and interrelation among variables. This research work is going to be both qualitative and quantitative. This means the research will utilize interview and questionnaire to generate data and relevant information.

3.2 Qualitative and Quantitative Methodological Approach

Qualitative Approach:

Qualitative research focuses on gathering of mainly verbal data rather than measurements. Information gathered is then analyzed in an interpretative manner, subjective, impressionistic or even diagnostic. The primary aim of a Qualitative Research is to provide a complete, detailed description of the research topic. It is usually more exploratory in nature. Shuttleworth (2014) opines that, Qualitative Research is ideal for earlier phases of research projects while for the latter part of the research project, Quantitative Research is highly recommended. The researcher serves as the primary data gathering instrument in Qualitative Research. Here, the researcher employs various data-gathering strategies, depending upon the thrust or approach of his research. Examples of data-gathering strategies used in Qualitative Research are individual in-depth interviews, structured and non-structured interviews, focus groups, narratives, content or documentary analysis, participant observation and archival research. The presentation of data in a Qualitative Research is in the form of words (from interviews) and images (videos) or objects (such as artifacts).

Qualitative Research is primarily subjective in approach as it seeks to understand human actions and reasons that govern such actions. Researchers have the tendency to become subjectively immersed in the subject matter in this type of research method. However, if I am to explain further why this particular event happened, or why this particular phenomenon is the case, then Qualitative Research is what I should use.

Quantitative Approach:

Quantitative research design is the standard experimental method of most scientific disciplines. These experiments are sometimes referred to as true science, and use traditional mathematical and statistical means to measure results conclusively. They are most commonly used by physical scientists, although social sciences, education and economics have been known to use this type of research. It is the opposite of qualitative research.

Martyn (2008) posits that Quantitative experiments all use a standard format, with a few minor inter-disciplinary differences, of generating a hypothesis to be proved or disproved. This hypothesis must be provable by mathematical and statistical means, and is the basis around which the whole experiment is designed. Randomization of any study groups is essential, and a control group should be included, wherever possible. A sound quantitative design should only manipulate one variable at a time, or statistical analysis becomes cumbersome and open to question. Ideally, the research should be constructed in a manner that allows others to repeat the experiment and obtain similar results.

Therefore, what makes this study qualitative and quantitative is because the two methods are needed to address the research topic in accordance with the research objectives. There is no right or wrong method; there are only methods that are appropriate to your research topic and model with which you are working (Silverman and Marvasti, 2008). More so, the study adopts both methods because of their flexibility and its interactive nature that will assist in the collection of data on the phenomenon under study (i.e. it will enable the collation of the extent of the Internet exposure and its influence on information acquisition among students.

3.3 Population and Sample

The population of a study is the entire number of people within the scope of the research that are relevant to it. This is usually defined by the purpose of the study or the research questions or rather, what the research is aimed at answering (Marzcyk, DeMatteo & Festinger, 2005). According to Wimmer and Dominick (2000), population is "a group or class of subjects, variables, concepts or phenomena". Therefore, the population for this study is made up of both male and female undergraduate students at the two campuses of Bayero University, Kano (BUK) from 8 randomly selected departments. The eight departments were chosen using the systematic sampling criteria. Sampling is the act, process or technique of selecting a suitable sample; while a sample is a subject of the population that is taken to be the representative of the entire population. Sampling is done in order that the researcher may take some elements, subjects or respondents in the population to represent that population.

This study however, utilized the probability and non probability sampling technique in choosing the departments and the respondents for the study, and the type of probability and non probability sample adopted is the systematic sampling and the convenience sampling. According to Tejumaiye (2003), "systematic sampling method is otherwise called sampling with a random start. It is arrived at by arranging all the elements of a population and choosing every Nth number from the serially listed population subjects or units". The Nth is any number usually determined by dividing the population by the required sample size or subjects. Therefore, the researcher was able to arrange the departments of the institution using the alphabetical approach. The departments were numbered serially from 1 to 48, which is the total number of the departments; and then divided 48 by 8, the number of departments selected since it is the quarter size of the total departments, this equals to 6. Then the researcher randomly selected a starting point '6' on the list. This means selecting every 6^{th} units after the first.

List of Departments in Bayero University, Kano.

1.Accounting	25 Laboratory Medicine
2. Adult Education & Community Services	26 Library & Information Science
3. Agric Economics & Extension Services	27. Mass Communication
4. Agronomy	28. Mathematical Sciences
5. Anatomy	29. Mechanical Engineering
6. Animal/Crop science	30. Medicine
7. Arabic	31. Microbiology & Parasitology
8. Biochemistry	32. Nigerian Languages
9. Biological Science	33. Obstetrics & Gynaecology
10. Business Administration	34 Ophthalmology
11. Chemistry	35. Paediatrics
12. Civil Engineering	36. Pharmacology
13. Community Medicine	37. Physical & Health Education
14. Computer Engineering	38. Physics
15. Computer Science	39. Physiology
16. Dentistry	40. Physiotherapy
17. Economics	41. Political Science
18. Education	42. Private & Commercial law
19. Electrical Engineering	43. Psychiatry
20. English & European Languages	44. Public Law
21. Geography	45. Radiology
22. History	46. Sociology
23. Islamic Law	47. Special Education
24. Islamic Studies	48. Surgery

Source: Management Information System (MIS) Unit Bayero University, Kano.

Based on the criteria adopted, the following departments were randomly selected: Department of Animal/Crop Science, Department of Civil Engineering, Department of Education, Department of Islamic Studies, Department of Medicine, Department of Pharmacology, Department of Private & Commercial Law, and Department of Surgery.

Hence, the population for this study is made up of both male and female undergraduate students at the two campuses of BUK from eight (8) randomly selected departments within six (6) faculties (Faculty of Education, Agriculture, Arts & Islamic Studies, Law, Science & Technology, and Medicine) which the chosen departments are located. Thus, the entire population of registered students within the eight (8) departments for this study is three thousand four hundred and one (3401).

3.4 Sample Size

According to Yamane (1967), sample size can be determined by the following formula:

$$n = \frac{N}{1 + N(e)^2}$$

Where:
N = Total Population
E = Level of precision = 5% or 0.05
n = Sample size

Therefore:

$$N = \frac{3401}{1 + 3401(0.5)^2}$$

$$= \frac{3401}{9.5025} = 357.90581$$

n = 358

Creating room for inaccurate filling of questionnaire and drops outs (5%)

$$\frac{5 \times 358}{100} = 18$$

358 + 18 = 376

Therefore, the sample size for 3401 students = 376

However, in choosing the respondents from the sampled departments, the convenience sampling was employed. According to Panna (2006), convenience sampling "is the type of sampling the investigator chooses people who are readily and easily accessible". Therefore, the researcher conveniently selected a sample of respondents available in each of the sampled departments. The respondents were chosen across each of the eight (8) departments non-proportionally. This means that the number of respondents chosen from each department equals to another regardless of the number of students in the departments. Three hundred and seventy six (376) respondents were conveniently chosen. Forty seven (47) respondents were drawn non-proportionally from each of the eight (8) departments.

3.5 Instruments of Data Collection

Considering the type of study, the researcher used questionnaire and in-depth interview as the instruments of data collection with students who are the primary focus of this study and also lecturers who have insight to observable traits of the influence of the Internet amongst students in BUK. Secondary data was obtained via the Internet and e-library. According to Goode and Hatt as cited in Panna, (2006), "questionnaire refers to a device for securing answers to questions by using a form which the respondents fill in themselves". Oppenheim (1992) as cited in Idongesit (2014) asserts that "…it is used to describe a set of questions administered face to face or by telephone in the form of a structured interview".

There are two types of questionnaire that are commonly used in research: close-ended and open-ended questionnaire format. The close-ended format is the type that respondents' answers are limited to a fixed set of responses, usually the Yes or No response and/or several options from which to choose. The open-ended is the type that no options or predefined categories are suggested. The respondents supply their own answer without being constrained by a fixed set of possible responses.

For this study, the close-ended and open ended questionnaire format was employed to elicit set of responses from respondents. When properly constructed and responsibly administered, questionnaires become vital instruments by which statements can be made about specific groups or people or entire populations. Questionnaires are frequently used in quantitative marketing research and social research. They are a valuable method of collecting a wide range of information from a large number of individuals, often referred to as respondents. Thus, the copies of the questionnaire were designed in line with the research questions and objectives of the study; the first section covers the demographic data of the respondents considering variables like sex, age and educational level. The second section is based on the research questions and objectives of the study.

On the other hand, the interview explored the opinion, knowledge, beliefs of an expert or an individual (lecturer) knowledgeable in the field of study the researcher is investigating. Osuala (2005:225) opined that an interview "is a conversation carried out with the definite aim of obtaining certain information. It is designed to gather valid and reliable information through the responses of an interviewee to a planned sequence of questions". The Interview Schedule served as the instrument for the survey research. The interview could be face to face or done through telephone which will consist of structured and unstructured questions. In a structured interview, the interviewer prepares specific questions he intends asking the interviewee in relation with the research and adheres strictly to the questions and does not deviate. In the unstructured interview, the interviewer is more flexible; he might deviate when necessary depending on how the interviewee answers in order to gain more insight to his research. Thus, one (1) lecturer from each of the eight (8) sampled departments was interviewed. The reason is to have a representative from each of the chosen department, being that they have an insight into the positive and negative effects of the Internet on students' academic output and performance.

However, the secondary sources used to collate data for this research was the print and electronic library (on-line and off-line), and also the Internet. Academic libraries today are complex institutions with multiple roles and a host of related operations and services which have developed over the years. Yet their fundamental purpose has remained the same: to provide access to trustworthy authoritative knowledge.

A library is a collection of sources, resources, and services and the structure in which it is housed. It is organized for use and maintained by a public body, an institution, or a private individual. In the more traditional sense, "a library is concerned with the collection, processing, storage and dissemination of recorded information for the purpose of reading, study and consultation" (Aina 2004: 14).

As a first step in a positive strategy for libraries, the author advocates the development of "a conceptual model of the education process which is itself convincing and makes sense of the role of libraries" in terms of the institution's philosophy. Referral services, study skills counseling, preparation of learning packages, literature searching etc, are potential additions to the library's role.

According to Latham, Slade and Budnick (1991:31-40), they outlined the role of the academic library in the learning system which is evident in several areas, including most stages of curriculum development: Statement of learning outcomes, choice of content, identification of learning resources and determination of methodologies for learning, assessment and evaluation. Additionally, the academic library plays an important role through the provision of library skills and research techniques for students.

More so, the Internet through various search engines was used to gather relevant information related to the research work.

3.7 Guides for Presentation and Analysis

Knowing that inferences would be drawn from the data collected, it is essential that simplicity and effectiveness be ensured. The descriptive statistical method was employed in this study by utilizing pie chart, bar chart, simple percentage, frequency tables as well as figures. This is so because, with descriptive statistics, data is reduced to understandable and meaningful level, which allows for easier interpretation. The analysis was based on the findings obtained from the presentation and interpretation of the data collected.

3.8 Validity and Reliability

According to Tejumaiye (2003), "validity refers to the extent to which an empirical measure, adequately reflect the real meaning of the concept under consideration". It is also defined as the degree to which a measuring instrument measures what it is designed to measure. He also sees reliability as a matter of whether a particular technique applied

repeatedly to the same people or object, would yield the same result each time. This means that a measure is reliable if it consistently gives the same answer at different points in time".

According to Wimmer (1987), "the best way to discover whether a research instrument is adequately designed is to pretest it. That is, conduct a pilot study to check for problems". Small samples can be very useful for determining whether the study approach is correct and for refining questions. With regards to this, ten percent (10%) of the instrument was used for the pilot study. It was distributed to a selected few and at the end, the result for the pilot study provided the researcher with approaches to re-arrange the departments alphabetically and pick systematically another set of sampled departments, to change open-ended questions to close-ended questions and vice versa, to add and re-arrange the questions logically and verify that all response options were provided.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND ANALYSIS

4.0 Introduction

Examining the influence of the use of the Internet for information acquisition among students of Bayero University Kano (BUK) is the crux of this research. This chapter however, presents a summary of the data gathered from the samples through the administered questionnaire and in-depth interview which were used in discussing the findings on the influence of the Internet on information acquisition among students of BUK (2013-2014 academic session). It was accompanied by the interpretation of the data and graphical illustration of data in the form of pie charts, tables and bar charts for better understanding. The chapter also presents the analysis of the data and discussion of the findings as it relates to the research questions and objectives of this study.

4.1 Response Rate

To achieve the response rate, three hundred and seventy six (376) copies of questionnaire were administered to the students in eight (8) departments within six (6) faculties of the University. Out of 376 copies of questionnaire distributed, 355 were retrieved. Hence, 355 copies of questionnaire were considered useful for answering the research questions and objectives of the study. This makes up about 4.2% of the total sample population. Thus, 376 respondents participated but 355 respondents formed the value that was used to draw inferences on BUK students.

4.2 Presentation and Interpretation of Data.

The data collated were divided into two sections. The demographic data take the first section while data presented and responses to the research questions and objectives form the second section. The second section is sub-divided into different parts.

SECTION A: Demographic Data

TABLE 1: Sex of Respondents

Sex Category	**Frequency**	**Percentage %**
Male	220	61.9%
Female	135	38.1%
Total	355	100**%**

Source: Field Study 2014

The response rate on gender type reveals that there were 61.9% male respondents in comparison to 38.1% female respondents. The high percentage of male population in the eight Departments that were studied is as a result of more male students in the science-based courses such as Civil Engineering, Technology, Medicine, Pharmacology, Animal/Crop science. Then the Arts and Education courses such as Islamic Studies, and Education had more of female students.

TABLE 2: Age of Respondents

Age Category	**Frequency**	**Percentage %**
15-20 years	62	17.5%
21-25 years	128	36.1%
26-30 years	110	30.9%
31 and above	55	15.5%
Total	**355**	**100%**

Source: Field Study 2014

The demography of respondents shows that the age bracket of 21-25 years had the highest frequency of 36.1%, followed by 26-30 years with 30.9%; ages 15-20 years had 17.5%, while ages 31 and above had 15.5% respondents. The 21-25 years had the highest number of respondents depicting the fact that students within these age range utilize the Internet and by implication can be influenced by it negatively or positively.

TABLE 3: Department Category of Respondents

Department Category	Frequency	Percentage %
Department of Animal/Crop Science	47	13.2%
Department of Civil Engineering	47	13.2%
Department of Education	47	13.2%
Department of Islamic Studies	47	13.2%
Department of Medicine	41	11.5%
Department of Pharmacology	47	13.2%
Department of Private and Commercial Law	37	10.4%
Department Surgery	42	11.8%
Total	355	100%

Source: Field Study 2014

From the above table, it is revealed that despite the fact that there was a non-proportional distribution of the questionnaire, not all copies were retrieved. Evidence of this abound in the department of Private and Commercial Law with 10.4%; department of Medicine 11.5%; and department of Surgery 11.8% as supposed to the 47 copies of the questionnaire that were administered in each department. This means that out of 376 questionnaire, 355 were retrieved from the sampled departments.

TABLE 4: Faculty and Level of Respondents

Faculty of Respondents	**Frequency**	**Percentage**
Faculty of Education	47	13.2%
Faculty of Agriculture	47	13.2%
Faculty of Arts & Islamic Studies	47	13.2%
Faculty of Science & Technology	94	26.5%
College of Medicine	83	23.4%
Faculty of Law	37	10.4%
Total	**355**	**100%**
Level of respondents	**Frequency**	**Percentage**
100 level	80	22.5%
200 level	102	28.7%
300 level	111	31.3%
400 level	45	12.7%
500 level	17	4.8%
Total	**355**	**100%**

Source: Field Study 2014

Based on the systematic selection of the departments of respondents, the majority of the respondents happen to be in the Faculty of Medicine and Faculty of Science & Technology, with 49.9% of the sample size. The majority of the respondents also were at the third, second and first year of their programmes while a few of the respondents were at their fourth and fifth year of study respectively. The reason was that as at the time this research was conducted, students in 400 level most especially in the Faculty of Science and Technology were on Industrial Training (IT). Nonetheless, the use of convenience sampling also influenced this finding.

SECTION B: Data Related to the Research Questions and Objectives of the Study.

This section will discuss the data collected in six (6) parts according to the research objectives; the parts will have their sub-parts or divisions respectively.

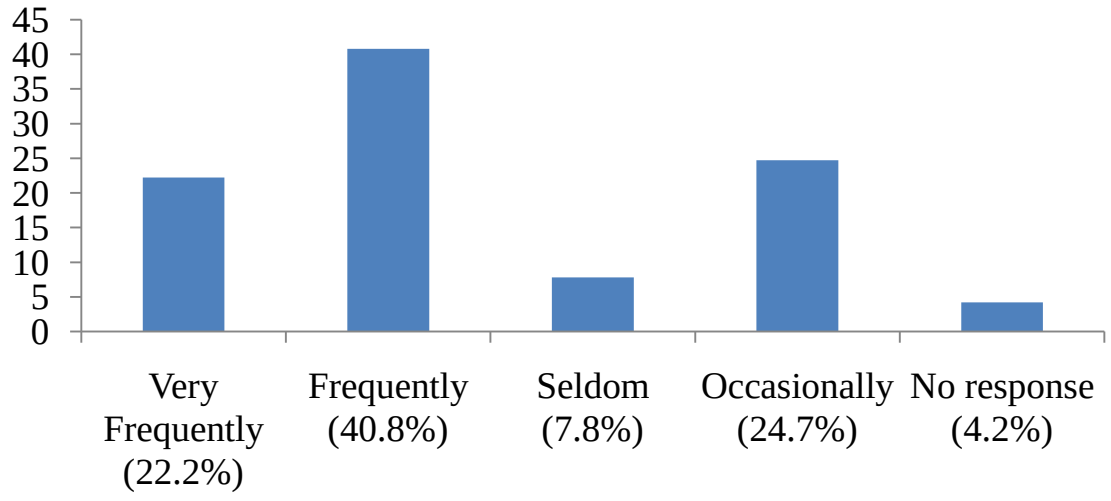
Section B: Part 1- The level of Internet Exposure among BUK Students

Table 1: How often do Students use the Internet?

Variable	**Frequency**	**Percentage %**
Very frequently	79	22.2%
Frequently	145	40.8%
Seldom	28	7.8%
Occasionally	88	24.7%
No response	15	4.2%
Total	**355**	**100%**

Source: Field Study 2014

Figure 1: Bar chart showing frequency of use of the Internet among respondents in BUK



Out of 355 respondents who had access to the Internet, 40.8%, which constitutes majority of the respondents make use of the Internet frequently. This means that the respondents visit the Internet at least thrice or twice a week. The next category of users explore the Internet very

frequently (daily) 22.2%, occasionally (less than once a week) 24.7% and seldom (at least once a week) 7.8%. The frequent use of the Internet does not necessarily mean it is solely used for acquiring academic information because if for instance, students patronize the cyber café frequently, there is a likely possibility that much time may not be put to positive use of the Internet for acquiring academic information due to the availability of various social networks and 'junk' sites and also the fact that it is not an academic environment.

Table 2: Source of Materials for Students Assignments/Projects

Variable	**Frequency**	**Percentage %**
Internet	238	67.0%
Print Library	97	27.3%
Others	20	5.6%
Total	**355**	**100%**

Source: Field Study 2014

The table reveals that most students source for materials for their assignments/projects via the Internet (67.0%)**;** 27.3% use the print library and at least 5.6% use other means. The findings denote the rise of cyber culture which was predicted and named Cyberspace (Time, Special issue, 1995), the Info-media age (Koelsch, 1995) and Cybersoceity (Jones,1995).

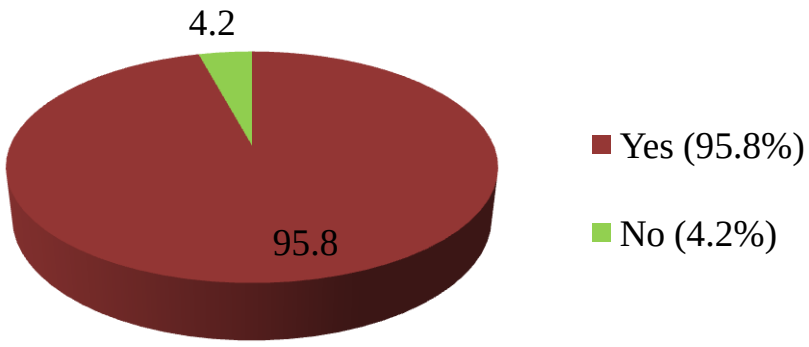
Section B: Part 2- Purpose for which BUK Students use the Internet

Table 1: Do you have Knowledge of the Internet?

Variable	**Frequency**	**Percentage %**
Yes	340	95.8%
No	15	4.2%
Total	**355**	**100%**

Source: Field Study 2014

Figure 2: Pie chart showing level of knowledge of the Internet.



The figure shows that the majority of the respondents with 95.8% have a high level of awareness of the Internet, while 4.2% of the respondents had no idea of the Internet. This means therefore that almost all the undergraduate students of Bayero University, Kano have a high level of knowledge of the Internet.

Table 2: Most Preferred Facility for Academic Work

Variable	**Frequency**	**Percentage %**
Internet	282	79.4%
Print Library	73	20.5%
Total	**355**	**100%**

Source: Field Study 2014

From the above, the most preferred facility for academic work is the Internet (79.4%). This is in consonance with table 12 which reveals that the influence of the positive use of the Internet is due to its faster and easy access to information. Hence, the information could be used for academic purpose. A few students (20.5%) prefer the print library for academic work. It is not surprising that some writers opined that some libraries have been of only marginal significance in educational activities. This however does not mean that libraries do

not contribute to students' performance but there is a noticeable margin between them. The Internet is therefore bound to become an inseparable part of all educational systems.

Table 3: Why the Internet is preferred by Students of BUK

INTERNET		
Variable	**Frequency**	**Percentage %**
1. Faster and easy access to information	112	39.7%
2. Variety of information	105	37.2%
3. Up-to-date materials	60	21.3%
4. Accuracy	5	1.8%
Total	**282**	**100%**
LIBRARY		
Variable	**Frequency**	**Percentage %**
1. Reliability and authenticity of materials	30	41.1%
2. More comfortable for reading	16	21.9%
3. Free access to materials	27	36.9%
Total	**23**	**100%**

Source: Field Study 2014

The major reason which the respondents highlighted as regards their preference of the Internet to the Library is that it is faster and easier to retrieve information (39.7%), followed by variety of information with 37.2%, up-to-date information with 21.3% and accuracy with 1.8%. The respondents' reasons are same as what Ray and Day (1998) as cited in Edem (2010) surmised. They posit that the Internet has greater potentials for desirable information, is a faster means of accessing information, provides access to wider range of information; provides access to electronic journals, enable access to multiple files at once, provides access to information from home and gives more satisfactory answers to queries than Library staff. Also, the Library users gave their reasons with the majority (41.1%) saying that the Library has more authentic and reliable materials which enable referencing. Precisely, 36.9% admit

that the free access to the Library is a factor that influences their decision to use the Library. While 21.9% use the Library because of its comfortable settings. It was further revealed that despite the fact that most students prefer the Internet for academic work because it's faster and has easy access, it does not come without its attendant challenges. Wireless network is free, but some students may prefer using the print library because it saves cost and because the wireless network in BUK is not accessible but restricted to the CIT and the Senate building. Though, studies have shown that the majority of the Library users gave reasons to problems associated with consulting the Library as: scarce and outdated Library resources, time consuming and less accessibility due to limited hours of Library operation. Just as Osunade and Ojo (2006) as cited in Edem (2011) posit that in Nigerian tertiary institutions, students use the Internet as an alternative to scarce and outdated Library resources.

Section B: Part 3 - What Influences Students choice of using the Internet

Table 1: How does the Internet Influence you?

Variable	**Frequency**	**Percentage %**
Faster and easy access to information to meet academic needs	110	30.9%
Enhances students level of study	60	16.9%
Enhances day to day activities	44	12.3%
Motivates for further research	55	15.4%
Have access to social network	42	11.8%
No response	44	12.3%
Total	**355**	**100%**

Source: Field Study 2014

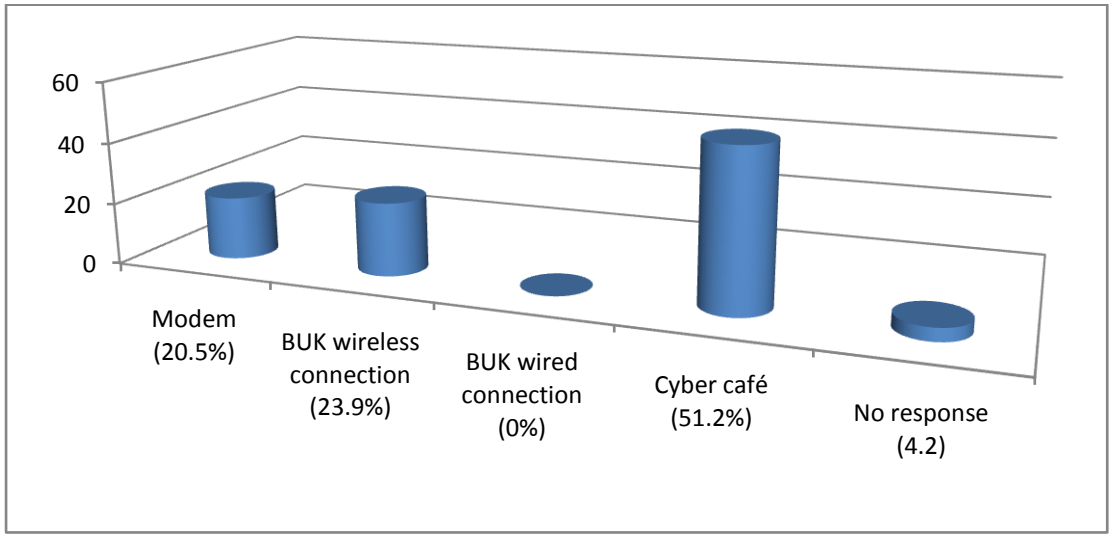
From the above, the Internet influences students positively. It provides faster and easy access to academic information (30.9%), enhances students' level of study (16.9%), enhances the day to day activities of some students (12.3%), motivates them for further research (15.4%) because most scholars post their research and journals on-line and books that are not easily accessible are sometimes available on-line and most of the on-line books are free of charge. Some students (11.8%) are influenced by the Internet because it gives them access to social networks, while some respondents had no idea (12.3%) as to how the Internet influences them. Though, there is no doubt that some students are yet to know how to explore the Internet adequately for academic purpose. Hence, there is a need to organize workshops for students in order to acquaint them with the various benefits of the Internet and the various websites to visit for academic work.

Table 2: How BUK students get Internet access

Variable	Frequency	Percentage %
Modem	73	20.5%
BUK wireless connection	85	23.9%
BUK wired connection	0	0%
Cyber café	182	51.2%
No response	15	4.2%
Total	**355**	**100%**

Source: Field Study 2014

Figure 3: Bar chart showing how students get Internet access



From the above chart, it can be deduced that a large percentage of BUK students patronize cyber café (51.2%) to enable them get Internet access; 20.5% of the respondents use Modem; 23.9% uses the BUK wireless (wifi); while none of the respondents uses BUK wired connection. The reason for these findings is that BUK wireless is restricted to some particular locations like the Senate building and Centre for Information Technology (CIT). By implication, there is no Internet access both wireless and wired connection in classroom

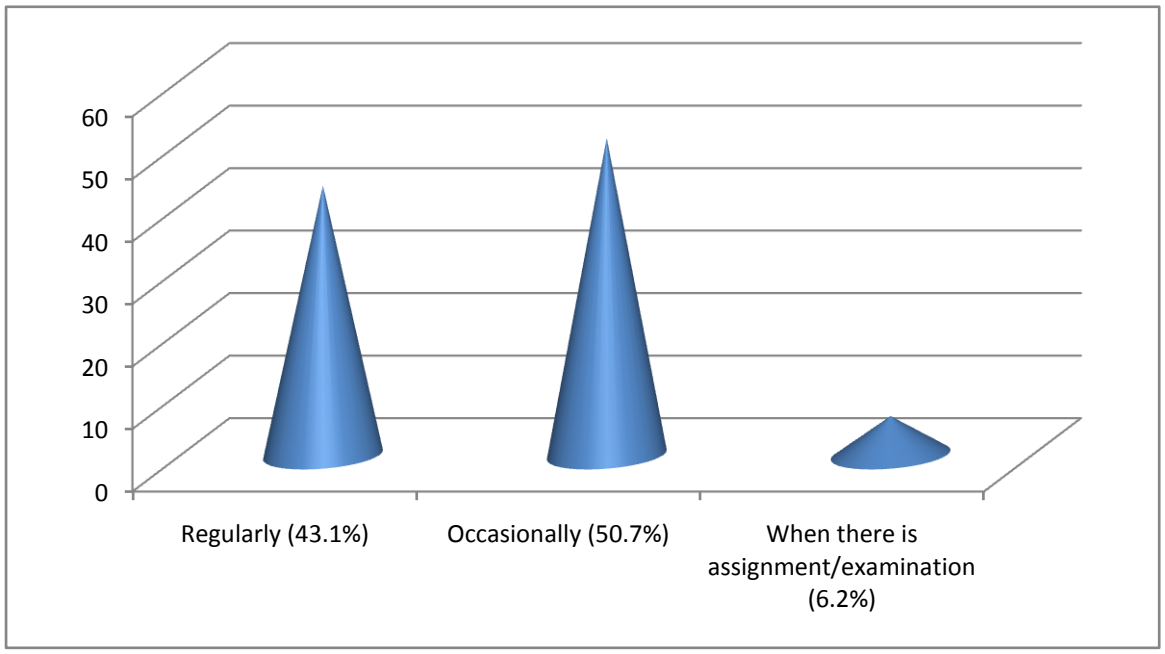
premises and the staff quarters. Hence, the cyber café is highly patronized and students buy time before they can have access to the Internet. The implication of this finding to this research is that, since cyber cafés are highly patronized by students, they may not necessarily be visiting the cyber café for academic work. Studies however have shown that most cyber cafes are often raided by law enforcement agents because of the inappropriate use of the Internet by youths.

Table 3: How often students study using the Internet

Variable	**Frequency**	**Percentage %**
Regularly	153	43.1%
Occasionally	180	50.7%
When there is assignment/examination	22	6.2%
Total	**355**	**100%**

Source: Field Study 2014

Figure 4: Bar chart showing how often students study



As reflected in the above bar chart, more of BUK students study occasionally (50.7%), 43.1% study regularly, while very few of them study when there is examination/assignment (6.2%). From the above chart, studying is not limited to when there is assignment or examination or even projects as a matter of fact, very few students wait until when there is an assignment or examination before they study. Studying should be on a regular basis. Though from the findings, most students study occasionally.

Table 4: Source of learning among BUK Students

Variable	Frequency	Percentage %
Lecture notes	35	9.9%
Browsing	78	22%
Hard copy books	41	11.5%
E-books	32	9%
All of the above	169	47.6%
Total	**355**	**100%**

Source: Field Study 2014

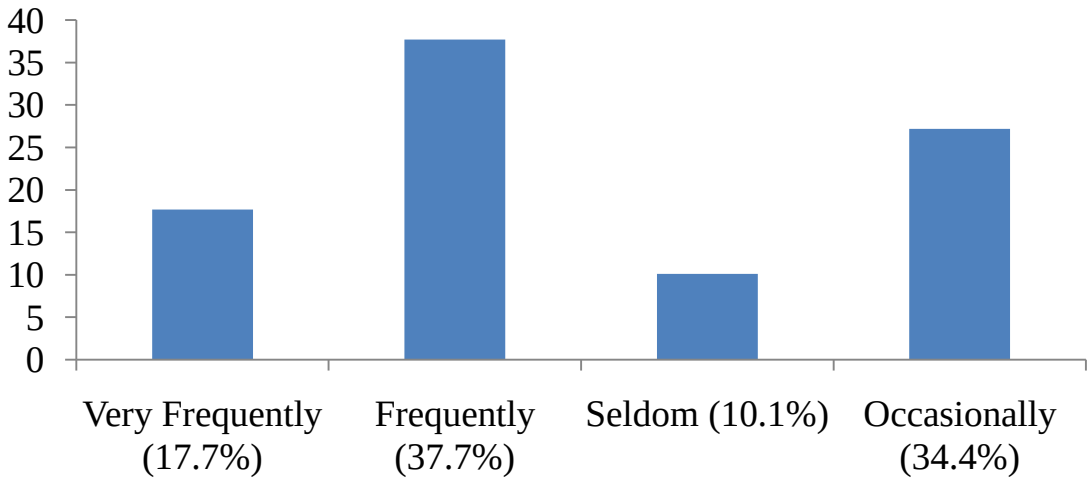
In the eight sampled departments, it is evident that most students (47.6%) utilize all the materials available to them for study. This includes all the options provided by the research which are: lecture notes, browsing, hard copy books, and e-books. The study further reveals that students are more likely to utilize all the above options and preferably browse the Internet (22%) for study purpose as to lecture notes (9.9%), hard copy books (11.5%), and e-books (9%).

Table 5: Frequency of use of the print Library among respondents in BUK

Variable	Frequency	Percentage %
Very frequently	63	17.7%
Frequently	134	37.7%
Seldom	36	10.1%
Occasionally	122	34.4%
Total	**355**	**100%**

Source: Field Study 2014

Figure 5: Bar chart showing frequency of use of the print Library among respondents.



Despite the fact that student have access and prefer using the Internet, they also use the print library. From the above findings, students consult the print library frequently (37.7%). Although, considering the marginal difference in the percentage of the frequency of both Internet and Library use, the Internet users are more frequent than the print library users.

Table 6: Internet Search Engine Utilized by Students

Variable	**Frequency**	**Percentage %**
Google	194	54.6%
Ask	60	16.9%
Encarta Premium	0	0%
Wikipedia	50	14.1%
Others	41	11.5%
No response	15	4.2%
Total	**355**	**100%**

Source: Field Study 2014

The search engine utilized most is the 'Google' (54.6%); following in second place is 'Ask' (16.9%) and in third place 'Wikipedia' (14.1%). According to an article 'why is Google popular'? by Blachman and Peek (2011), "Google has become one of the most sought after

search engines because of its mission statement which is to organize the world's information and make it universally accessible and useful". This makes it easy for users to access various information based on what the user is searching for, all the user needs to do is to type in key words and Google pops up all sorts of information on the subject. To a large extent, it is succeeding in achieving its mission which is clearly evident in its large followership in the society even amongst students of BUK.

Table 7: How would you Rate your Internet performance?

Variable	**Frequency**	**Percentage %**
Excellent	103	29.0%
Very good	159	44.7%
Good	51	14.3%
Poor	0	0%
No idea	42	11.8%
Total	**355**	**100%**

Source: Field Study 2014

The table above shows that out of the 79.4% of respondents who chose Internet as a contributing factor to academic work, only 29.0% agree that their performance of using the Internet is Excellent, 44.7%; Very good, 14.3%; Good and 11.8%; of the respondents had no idea of their performance. No respondent said their performance of the Internet is poor. Similarly, it can be surmised that students who utilize the Internet and the print library are likely to performing better in their academics as compared to those who use either the Internet or print library alone.

Section B: Part 4 - How the Internet helps and what the Information gotten from it is used for

Table 1: How the Internet helps in acquiring information

Variable	Frequency	Percentage %
By providing adequate information	100	28.2%
By providing up to date information	60	16.9%
It provides vast opinion from scholars	50	14.1%
It has chat forums for academic discussions	65	18.3%
It provides multi-media learning resources	41	11.5%
No response	39	11%
Total	**355**	**100%**

Source: Field Study 2014

From the above table, 28.2% of the respondents believe that the Internet helps them in acquiring information by providing adequate information; by providing up to date information (16.9%); it provides vast opinion from scholars (14.1%); it has chat forums for academic discussion (18.3%); it provides multi-media learning resources (11.5%); and only 11% had no response. Baran (1999) says that the World Wide Web (www) is the fastest growing part of the Internet. With the advent of the 'www' the Internet has made available a world of information, much of which is freely accessible and available 24 hours daily. The Information may be of varying quality, but the diversity of available information is extraordinary, spanning across different subjects and areas of today's modern world. As any kind of information on any topic under the sun is available on the Internet for researchers to surf and retrieve for their use. More so, Cliff Missen (1990) states that the Internet has

created learning environment which is redesigned to provide wealth of information which are neither time nor place bound.

Table 2: What do students use the information gotten from the Internet for?

Variable	**Frequency**	**Percentage %**
For academic purpose	39	11%
To acquire general knowledge and boost understanding	42	11.8%
To acquire knowledge for specific subject matter	24	6.8%
For further reading	71	20%
Serves as source of data gathering instrument	41	11.5%
To improve the standard of Education	9	2.5%
No response	29	8.2%
Total	**355**	**100%**

Source: Field Study 2014

From the above table, majority of the respondents use the information they acquire from the Internet for further reading (20%). Quite a number of them feel they use it to acquire general knowledge to boost their understanding (11.8%), it serves as a source of data gathering (11.5%), and for general academic purpose (11%) which includes: preparing for examination, continuous assessment, project and so on. While a very few of them use the academic information they acquire from the Internet to acquire knowledge for some specific subject matter (6.8%); to improve the standard of education (2.5%); and 8.2% of the respondents did not respond. What this means is that, BUK students are able to self regulate the use of the Internet for positive academic use of the information's provided by the Internet. Thus, this is

in consonance with the Social Cognitive Theory (SCT) which stresses the importance of self efficacy, or belief in one's capability to organize and execute a particular course of action (Bandura, 1997).

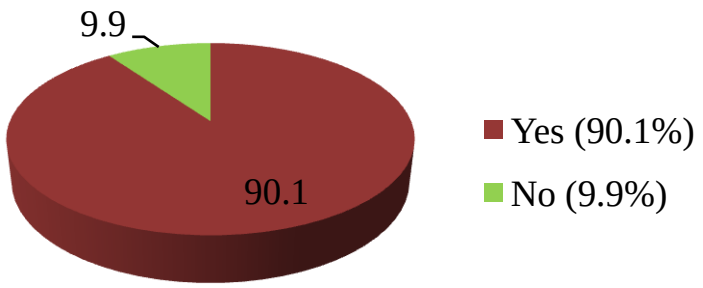
Section B: Part 5 - Other Purpose(s) the Internet is used for and its Effect on BUK Students

Table 1: Are you on any social network

Variable	**Frequency**	**Percentage %**
Yes	320	90.1%
No	35	9.9%
Total	**355**	**100%**

Source: Field Study 2014

Figure 6: pie charts showing how many students are on social network



The majority of the respondents are on social network (90.1%), while very few are not (9.9%) on social network. What this depicts is that there is a possibility that the engagement in social networking may lead to distraction since most respondents have access to the Internet. More time should be dedicated to positive academic use of the Internet instead of chatting, pinging and buzzing. Idongesit (2014) espouses that the reason for social networking is 'to promote a cause', 'for pleasure', 'to know what is trendy' and 'to get information'. One would logically wonder what kind of information can be obtained from for instance, 'Blackberry Messenger'.

No doubt that Idongesit (2014) rightly capture that the reasons for social networking point towards the networking culture imbibed by students whom she describes as 'Digital Natives'.

Table 2: Do the Internet/browsing affect your studies negatively

Variable	**Frequency**	**Percentage %**
Yes	82	23.1%
No	273	76.9%
Total	**355**	**100%**

Source: Field Study 2014

From this table, it shows that the majority of the respondents do not think the Internet/browsing has a negative effect on their studies because a large proportion of them ticked 'No' option with a percentage of (76.9%) in comparison with those that chose 'Yes'. 23.1% think the Internet has a negative effect on their studies, but rationally speaking, not only 23.1% are influenced by the Internet; this is supported by the submissions of the lecturer's interviewed. This table is in consonance with table 12 which reveals that the Internet influences students positively. Hence, the Internet is changing the way students study and learn, and also, enhancing technology based communication in a more robust way.

Table 3: Reasons why the Internet/Browsing affects Students

Variable	**Frequency**	**Percentage %**
It is time consuming	47	57.3%
It makes one lose concentration	35	42.6%
Total	82	100%

Source: Field Study 2014

The negative influence of the Internet on BUK students was justified. 57.3% says it is time consuming, 42.6% says it makes one lose concentration. This shows that 23.1% of the

respondents, who get entangled with the Internet, may have less time to attend to their academic work. The implication of this finding is that very few students (23.1%) admitted that the Internet affect their studies, but in reality, the reverse is the case as many studies have shown that Internet browsing has a negative effect on most students being that the world has recently become a global village.

Section B: Part 6 - Ways Students can be Encouraged to use the Internet in BUK

Table 1: What can curb the negative effect of the Internet on the study culture of students?

Variable	**Frequency**	**Percentage %**
Provision of accessible relevant books on-line	30	8.5%
Ban irrelevant web pages	33	9.3%
Concentrate on studies by paying less attention to the Internet	71	20%
Time planning	50	14.1%
Encourage the reading of relevant materials on-line	71	20%
Avoid plagiarism	73	20.6%
No response	27	7.6%
Total	355	**100%**

Source: Field Study 2014

The measures and ways suggested by the respondents on curbing the effect of the Internet on the study culture of students are: to avoid plagiarism (20.6%), concentrate on their studies by paying less attention to the Internet (20%), encourage the readings of relevant materials on-line (20%), time planning (1401%), ban irrelevant web pages (9.3%), provision of accessible

relevant books on-line (8.5%), while 7.6% had no response (7.6%). The aftermath of this question shows that students know that the Internet has an effect on the study culture with a large percentage advocating that students should avoid plagiarism, which implies that there is a problem of 'copy and paste syndrome' amongst BUK students. As most lecturers within the scope of this study rightly observed that, "…at least 60% of undergraduate students' are guilty of plagiarism, suggesting that lecturers should always check for plagiarism before considering students work" (Kamaludee, B., Bashir, M., Musa, A., 2014).

4.3 Implications of Findings and Discussions

The data collected provided deep insight into the subject matter. Accordingly, in order to establish the level of Internet exposure among students, Part 1-Table 1, shows that out of 355 respondents who have access to the Internet, majority of the respondents (40.8%) make use of the Internet frequently; this means that the respondents visit the Internet at least thrice or twice a week. The next category of respondents use the Internet very frequently (daily), occasionally (less than once a week) and seldom (at least once a week). The implication of this is that much of the use of the Internet is considered a routine exercise. Despite the fact that students have access and prefer using the Internet for sourcing academic information, they also use the print library. From the above findings, students consult the print library frequently (37.7%). Although, considering the marginal difference in the percentage of the frequency of both Internet and Library use, the Internet users are more frequent than the Library users.

In an interview, in a bid to try to investigate whether or not the various departments in the BUK are connected to the Internet, 70% of the interviewees responded unenthusiastically because Internet access is not provided for the entire BUK community, it is restricted to the Centre for Information Technology (CIT), the Senate building and the print library. That is why Part 3 -Table 2 reveals that a large percentage of BUK students patronize cyber café

(51.2%) to enable them get access to the Internet. 20.5% of the respondents use Modem, and only 23.9% use the BUK wireless (wifi), while none of the respondents use BUK wired connection.

Part 2 -Table 3, is interested in the purpose for which students use the Internet most. According to respondents, the major reason which the respondents highlighted as regards their preference of the Internet is that, the Internet is fast and it is easy to retrieve information, it provides variety of information, it contains up-to-date information and it is very accurate.

Thus, what influences their choice of using the Internet as revealed by Part 3 - Table 1, according to respondents, is that the Internet provides faster and easy access to academic information, enhances students' level of study, enhances the day to day activities of some students, motivates them for further research because most scholars post their research and journals on-line and books that are not easily accessible are sometimes available on-line and most on-line books are said to be free of charge. Some students are influenced by the Internet because it gives them access to social networks; while some respondents had no idea to how the Internet influences them.

Similarly, when asked how the Internet helps them in acquiring information, from Part 4 - Table 1, a relatively high percentage of the respondents believe that the Internet help them in acquiring information by providing adequate information, it is by providing up to date information, it provides vast opinion from scholars, it has chat forums for academic discussion, it provides multi-media learning resources, and only 11% had no response. This could be connected with the fact that Internet users have found an enormous reservoir of information in different disciplines amid dearth of books in our libraries.

Meanwhile, from Part 4 - Table 2, majority of the respondents use the information they acquire from the Internet for further reading. Quite a number of them feel they use it to acquire general knowledge to boost their understanding, it serves as a source of data

gathering, and for general academic purpose which includes: preparing for examination, continuous assessment, projects and so on. While a very few of them use the academic information they acquire from the Internet to acquire knowledge for some specific subject matter, to improve the standard of education, and 8.2% of the respondents did not respond. So, against the backdrop that a majority of the students use the Internet for academic purposes, it could be admitted that the Internet enables students to solve their academic problems. This position conveys the fact that there exists a significant relationship between students' usage of the Internet for information acquisition and their academic performance.

Furthermore, Part 6 - Table 1, examined the ways students can be encouraged to use the Internet. The ways suggested by the respondents are that students should: avoid plagiarism, concentrate on their studies by paying less attention to the Internet, encourage the readings of relevant materials on-line, time planning, ban irrelevant web pages (9.3%), provision of accessible relevant books on-line, while 7.6% had no response. Interestingly, copy and paste momentum among students who thrive on lifting materials on-line is gradually becoming a big concern amongst lecturers. The implication is that most times students prefer 'short cuts' to academic excellence; they would rather download than upload information on-line. In Bandura's (1997) view, Self-efficacy is particularly relevant to the Internet since it is a somewhat troublesome medium; this is especially so for novice users who have not yet acquired the requisite skills to obtain useful information and deal with the discontents of life online and also the availability of lots of information to take in. Thus, Self-efficacy has proven to be robust as a significant predictor of Internet usage in BUK.

Consequently, it must be noted, however, that students of Bayero University, Kano are not restricted so much in the use of the Internet because the University provides access to the Internet despite the fact that it is somewhat restricted to some particular areas in the University. Accordingly, students should utilize other means to source for academic

information, since the print library contains on-line and off-line e-books which may be sufficient for their academic pursuit.

In using the Internet, this work portends that many students (46.8%) have computer literacy. Additionally, it could be established that students' immense performance does not limit the accessibility to the Internet of most of them, since they can always turn to the cyber café to have access to Internet connection. But this becomes more worrisome because, in most cases, the problem of accessibility is not absolutely connected with users' deficiency but much more related to the facility itself. For example, since Internet access is limited to the Centre for Information Technology, the Senate and the print library of BUK, there is a likely possibility that after the close of work, there might not be access to the Internet.

More so, according to the research conducted, the respondents (76.9%) assert that the Internet does not affect their studies, while 23.1% feel it affect their studies because it's time consuming, and 9.9% said it distracts them. This shows that 23.1% of the respondents, who get entangled with the Internet, have less time to attend to their academic work. Hence, proper management of Internet resources could sustain and or could lead to the positive improvement of study culture of Bayero University students.

Conclusively, the interviews were scheduled among some lecturers in Bayero University, Kano. Thus, one lecturer was interviewed in each of the eight (8) sampled department based on the pertinent questions which would help to find answers to some of the research questions and also to complement the findings from students as presented and interpreted above. The responses of the lecturers are presented and interpreted thus; the interviewees were all lecturers in eight (8) Departments within six (6) Faculties in Bayero University, Kano. Equally, they all have an insight to the influence of the Internet for information acquisition among students of the University. The respondents have been

lecturers for at least nine (9) years. This implies that they have much experience to the influence of the Internet on students, most especially in its use for academics. In an attempt to knowing whether the school always provide access to the Internet (wired and wireless connection) for the BUK community**,** the lecturers submitted that, there is wifi for students and staffs, but not every part of the school can access the wireless, only the Centre for Information Technology, the Senate building and the print library that have wireless and wired Internet services respectively. Adding that in 2008-2010 there was a strong wireless connection but currently, there is just a little area where one can have access to wireless service. By implication, the wireless service provided by the university does not serve the entire BUK community.

On the other hand, their opinion on the level of Internet exposure among students of BUK was that they **(**the interviewees) believe that students are quite familiar with the Internet, and think that the main reason why students visit the Internet is to enable them do their assignments. In terms of assignments, students usually refer to Google and Wikipedia. Adding that, Internet use is very common among students because of network providers (MTN, Etisalat, Glo, cyber café etc) and also due to smart phones.

More so, what they think constitute the problems associated with Internet exposure among students is first and foremost plagiarism. Plagiarism they said is a big problem amongst students; the university system is not to be blamed completely, it is how the students were trained from their respective secondary schools, as 60% of students are guilty of plagiarism. Similarly, too much work on lecturers may constitute the problem of plagiarism. They were also of the opinion that, lecturers should always find time to test their students' ability to use the Internet in order to check plagiarism. Students most often than not, do not acknowledge source, and even when they do, they do not do it appropriately. Hence, they should be warned to always acknowledge the source of information**.**

Likewise, when asked what they think students (undergraduates) use the Internet mainly for (academic purposes or leisure), all the interviewees submitted that most students spend more time browsing irrelevant sites (70%), and only 30% use the Internet for academic work. They proffer possible solutions to the problems encountered in trying to acquire information for academic purposes which is**,** each department should review their curriculum to curb the effect of the Internet on students. They all insisted that, student should be checked for plagiarism at all times, workshops should be conducted aside the orientation programmes organized by the school for new intake. The abuse of social media should also be checked, parents should limit the way they give their children smart phones. Hence, social media should be monitored. With the Internet, relevant intellectual books are always available thereby increasing knowledge. Search engines like Google scholars is where students should visit frequently because it contain works of intellectuals all over the world most especially works from the well celebrated Harvard University and it's like.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Summary of Findings

The Internet is rapidly gaining ascendancy in its use in academic and other spheres of human endeavour. Ciboh (2007) affirms that "modern media of communication, first the printed word, then radio and television and motion pictures, and now the Internet, has taken the place of the traditional systems of communication" through which valuable information can be obtained.

To effectively fit into the global arena, organizations and institutions have the Internet as a veritable tool. The first form of communication that existed was the oral media which thrived on interpersonal communication used by communities to pass across traditional and customs to its members, now the Internet has made the process of communication a lot easier. Meanwhile, long distance trading gave birth to writing which utilized the alphabets as envisaged in different forms by Egyptians, Sumerians', Urban Chinese, and Romans, but presently, individuals and students are able to type alphabets, symbols and even numbers with the help of computers. Hence, computer literacy is very important to every student. Subsequently, other events that spurred technological advancement in communication were the industrial revolution in the 19th century and the World War II which was fundamental in changing the entire face of communication to the computer (Baran, 2002). As we were approaching a new millennium, the Internet is revolutionalising our society, our economy and our technological system. No one knows for certain how far, or in what direction, the Internet will evolve, but no one should underestimate its importance (Kahn and Cerf, 1999). Hence, no one should underestimate its use for information acquisition since there are various search

engines and students have learnt to gradually embrace the Internet as their top source of gathering data and/or information for their academic use.

The research analyzed the influence of the Internet for information acquisition among students of Bayero University, Kano 2013-2014 academic session and the study also explore what use the information is put to. Internet is free for all. No inhibitions in the form of conventions, laws and regulations are placed for Internet use until recently when an individual age has to be verified before access is granted to some Internet sites; nevertheless, Lawal (2008) claims that, some countries have tried to restrict some aspects of it or some information via the Internet from citizenry, though it has proved very difficult. Despite this, access and use for whatever purpose are a function of one's capability to possess a system, media literacy and other institutional factors like power stability, connectivity and smooth flow of network service. With the Internet gaining grounds in the society, the university community is not left out as students now utilize it effectively to acquire information for their academic nourishment.

The theory supporting this study is the Bandura's Social Cognitive Theory (SCT) in 1986 which stresses the importance of self efficacy, or belief in one's capability to organize and execute a particular course of action (Bandura, 1997). Self-efficacy is particularly relevant to the Internet since it is a somewhat troublesome medium. The SCT construct of self-regulation (Bandura, 1991) has also emerged as an important predictor of Internet consumption (LaRose et al., 2002) especially for learning in the Universities.

Consequently, the incorporation of the qualitative and the quantitative methodology was implored. The qualitative focused on gathering mainly verbal data from lecturers in eight departments that are within the scope of this study in Bayero University, Kano, the interview helped interrogate the opinion of lecturers in determining the influence of the Internet on information acquisition amongst students. The quantitative was through the use of

questionnaire which copies were distributed non-proportionally to students of BUK. Hence, the research instruments helped in achieving the aim and objectives of this research. The study utilized the systematic sampling technique to select the departments, and the convenience sampling to choose the respondents. 15% of the subset of the population of the eight (8) departments within six (6) faculties was used to draw inferences for the entire population.

Analysis of findings from the field was done using the descriptive statistical method such as pie chart, bar chart, simple percentage, frequency tables as well as figures. They helped in providing insight into the influence of the Internet most especially for information acquisition by students of BUK. From the analysis and interpretation of data retrieved from respondents, it is deduced that there is a positive influence of the Internet on students of BUK, and the information retrieved from the Internet is put to positive academic use, despite the fact that plagiarism is very evident in their academic work. The negative use of the Internet amongst students may decrease their academic performance because according to some respondents, the Internet has a negative influence on them because it makes them lose concentration and it is time consuming. There's no doubt therefore that the Internet has dramatically changed the state of education over the past 20 years. It brings primary sources into every classroom and allows for more open and rapid communication between lecturers and students, among other things.

Finally, if the Internet is put to proper use and when self-regulation is observed, lesser media consumption may be expected and as suggested by lecturers, self-regulation should be employed in order to restrain the negative effect of the use of the Internet most especially for information acquisition. More so, lecturers should always check for plagiarism and

workshops should be organized for students on the proper use of intellectual material both on-line and off-line.

5.1 Conclusion

The Internet has been perhaps the most outstanding innovation in the field of communication in the history of mankind. The Internet creates new ways for people to communicate, congregate and share information of academic and social nature. In order to keep pace with developments in the present era, computer literacy is a necessity. Of the various uses the Internet can be put to, academic purpose occupies the highest enviable position as far as students are concerned. It is obvious that the Internet exposures have and will continue to change the way we live and study. This view has since been asserted by Alexis (2003) which has also been built upon by Pakhare (2013).

This study found out that, undergraduate students at Bayero University, Kano had complimentary perceptions of the importance of Internet influence in relation to their academic activities. This led to the conclusion that the use of Internet by undergraduate students of BUK is mainly for academic related activities but reports from the interview revealed that 70% of BUK visit the Internet for leisure and only 30% use the Internet to acquire information to meet their academic needs. Nevertheless, there is a need to continually educate students on the proper balance that they should maintain between unadorned and other purposes of studying and most importantly, the use of the Internet for academic related purposes. The problem of inadequate Internet access in universities should also be tackled so as to facilitate adequate Internet use by students, and limit students' exposure to potential anti-social activities in commercial cybercafés as it is where most students turn for Internet access in BUK.

Therefore, the need to appraise and upgrade Internet facilities in tertiary institutions is a necessity. Access to the Internet in BUK is limited, thus, for the institution to meet the

academic needs of students, Internet facilities should be upgraded so that needed academic information can be obtainable from anywhere within the school's vicinity.

5.2 Recommendations

1 Based on findings of this study, the researcher is proposing that there is the need for professional development in the integration of Information and Communication Technology (ICT) into education and learning. For the survival and relevance of these higher institutions, ICT should be declared by the Nigerian government as an institutional priority with adequate funding and support. By this, Nigerian universities will be able to face squarely the challenges of inadequate and ineffective Internet access to the university community at large, most especially in schools like BUK.

2 The management of universities should monitor and implement programmes to promote and facilitate healthy reading culture among undergraduates, as well as guide their undergraduates to strike a healthy balance between relevant use (academics) and irrelevant use (leisure) of the Internet most especially in their learning activities. In order to achieve this, undergraduates should be exposed to orientation programmes where the practice of proper use of the Internet for information acquisition as a life-long skill can be imparted on them.

3 As a way of encouraging students, a pool of computer systems should be provided by various University authorities at subsidized rates with a defined schedule on when students can access the Internet to browse, and there should be free and uninterrupted access to ICT's without payment if possible, as obtained at the Universities in the developed world. More so, the cost of making Internet access available (most especially by Internet service providers) should be reduced. This is in view of the fact that students who are constrained by paucity of research materials in the libraries will enjoy the luxury of having a viable option through

access to the Internet. Also, such an opportunity will facilitate online discussion between students and lecturers. Lecturers should endeavour that they include computer education in their curriculum irrespective of the departments; hence, it should not be restricted to only those studying Computer Science.

4 Government and other stakeholders in the power sector have a crucial role to play. It is high time all the rhetoric about halting public power crisis this year or those years were transformed to reality. If this is done, operators of the Internet will have favorable ground to efficiently deliver, and satisfactorily too. Those who are deficient in using the new media in this millennium should recognize that they do not have any alternative than to keep pace with dictates of technological advancement by imbibing the Internet culture.

5 University librarians should explore various strategies to satisfy adequately undergraduates' rising demands for electronic resources, including the participation in library consortia. Additionally, University libraries need to promote, through effective publicity and current awareness programmes, adequate awareness among students of the variety of existing and new information resources and services available to them in their University libraries.

6 Parents should endevour they teach and monitor their children on the appropriate use of Internet facilities most especially children at the ages of 10-18years. By so doing, there would be less teaching and monitoring of university students on the appropriate use of the Internet by lecturers.

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Interview held with Malam Musa Adamu (5th November, 2014), lecturer Department of Civil Engineering Faculty of Science and Technology, Bayero University, Kano.

Interview held with Dr A.M. Wudil (6th November, 2014), lecturer Department of Medicine Faculty of Medicine, Bayero University, Kano.

Interview held with Malam Kamaludeen Babagana (6th November, 2014), lecturer Department of Surgery, Faculty of Medicine, Bayero University, Kano.

Interview held with Dr A.B. Yakasai (6th November, 2014), lecturer Department of Pharmacology, Faculty of Medicine, Bayero University, Kano.

Interview held with Mallam M. Bashir (7th November, 2014), lecturer Department of Education, Faculty of Education Bayero University, Kano.

Interview held with Juwayriya Badamasiuy (7th November, 2014), lecturer Department of Private and Commercial Law, Faculty of Law Bayero University, Kano.

Interview held with Malam A. Abullahi (7th November, 2014), lecturer Department of Animal/Crop Science, Faculty of Science and Technology, Bayero University, Kano.

APPENDIX A

CENTER OF EXCELLENCE ON DEVELOPMENT COMMUNICATION

DEPARTMENT OF THEATRE AND PERFORMING ARTS

FACULTY OF ARTS

AHMADU BELLO UNIVERSITY, ZARIA.

QUESTIONNAIRE

Dear respondent,

I am a Masters student of Development Communication, Department of Theatre and Performing Arts, Faculty of Arts, Ahmadu Bello University, Zaria. I am carrying out a research on the topic: "The Influence of the Internet on Information Acquisition among Students of Bayero University, Kano". I humbly request that you kindly assist by providing the relevant information needed for this research. All information given shall be treated with utmost confidentiality and the data gathered will be used strictly for research purpose.

Please tick [√] where appropriate.

SECTION A: DEMOGRAPHIC DATA

1) Sex: (a) Male [ ]

(b) Female [ ]

2) Age: (a) 15-20 Years [ ]

(b) 21-25 Years [ ]

(c) 26-30 Years [ ]

(d) 31-35 Years [ ]

(e) 36years and above [ ]

3) Department: (a) Department of Animal/Crop Science [ ]
(b) Department of Civil Engineering [ ]
(c) Department of Education [ ]
(d) Department of Islamic Studies [ ]
(e) Department of Medicine [ ]
(f) Department of Pharmacology [ ]
(g) Department of Private & Commercial Law [ ]
(h) Department of Surgery [ ]

SECTION B: THE INFLUENCE OF THE INTERNET ON INFORMATION ACQUISITION AMONG STUDENTS BAYERO UNIVERSITY, KANO.

4) Do you have knowledge of the 'Internet'?

   (a) Yes [ ]

   (b) No [ ]

5) How do you get Internet access

   a) Modem [ ]

   b) BUK wireless connection [ ]

   c) BUK wired connection [ ]

   d) Cyber café [ ]

6) How often do you study?

   (a) Regularly [ ]

   (b) Occasionally [ ]

   (c) When there is assignment/examination [ ]

7) Which of these facilities of learning do you have access to?

   (a) Lecture notes [ ]

   (b) Browsing [ ]

   (c) Hard copy books [ ]

   (d) E-books [ ]

   (e) All of the above [ ]

8) How frequently do you access the Internet?

   a) Very Frequently [ ]

   b) Frequently [ ]

   c) Seldom [ ]

   d) Occasionally [ ]

9) How frequently do you access the print Library?

   a) Very Frequently [ ]

   b) Frequently [ ]

   c) Seldom [ ]

   d) Occasionally [ ]

10) How does the Internet Influence you? ----------

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11) Are you on any social network?

a) Yes [ ]

b) No [ ]

12) Do the Internet/browsing affect your studies negatively?

a) Yes [ ]

b) No [ ]

13) If yes, why? ----------

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14) Which among these search engines do you utilize?

(a) Google [ ]

(b) Ask [ ]

(c) Encarta premium [ ]

(d) Wikipedia [ ]

(e) Others, please specify ----------

15) Where do you frequently source for materials for assignments/projects?

a) The Internet [ ]

b) The Library [ ]

c) Others, please specify……....

16) Which among the two do you prefer for your academic works?

a) Internet [ ]

b) Library [ ]

17) What influences your choice of selecting the facility above? ----------

……

18) How would you rate your performance of using the Internet?

a) Excellent [ ]
b) Very good [ ]
c) Good [ ]
d) Poor [ ]
e) No idea [ ]

19) How does the Internet help you in acquiring academic information?

_____

_____

20) What do you use the academic information for?

_____

_____

21) What in your opinion can curb the negative effect of the Internet on the study culture of students?

_____

_____

APPENDIX B

CENTER OF EXCELLENCE ON DEVELOPMENT COMMUNICATION

DEPARTMENT OF THEATRE AND PERFORMING ARTS

FACULTY OF ARTS

AHMADU BELLO UNIVERSITY, ZARIA.

INTERVIEW SCHEDULE

Dear Sir/Madam,

I am a Masters student of Development Communication, Department of Theatre and Performing Arts, Faculty of Arts, Ahmadu Bello University, Zaria. I am carrying out a research on the topic: "The Influence of the Internet on Information Acquisition among Students of Bayero University, Kano". I humbly request that you kindly assist by providing the relevant information needed for this research. All information given shall be treated with utmost confidentiality and the data gathered will be used strictly for research purpose.

Question One: Personal Introduction

Question 2: Does the school always provide access to the Internet (wired and wireless connection) for the BUK community?

Question 3: What in your opinion is the level of Internet exposure among students of BUK?

Question 4: What do you think constitute the problems associated with Internet exposure on information acquisition of students?

Question 5: Do you think students (undergraduates) use the Internet mainly for academic purposes or for their own leisure?

Question 6: What are the possible solutions to the problems encountered in trying to acquire information for academic purposes?