



RELATIVE IMPACT OF LIBRARY AND INTERNET RESOURCES ON ACADEMIC PERFORMANCE OF UNIVERSITY STUDENTS IN IKERE EKITI, NIGERIA.

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Abstract

The study is carried out to assess the Impact of Library and Internet Resources on Students Academic Performance: A Case Study of Science Education Students, Bamidele Olumilua University of Education, Science and Technology, Ikere Ekiti, Nigeria.. The study adopted the descriptive survey design. The population was One Hundred and twenty five Students (125) undergraduate students of Science Education in the University. The sample size for the study was 60 students. The instrument for data collection was a structured questionnaire. The study adopted descriptive statistics in analyzing the data. Findings revealed the types of internet and library resources utilized by students to include electronic books, online databases, academic journals databases, search engines, electronic libraries, blogs/forums, textbooks, reference materials, serials publications such as newspapers, magazines and journals as well as theses/dissertations and projects. The study also revealed that the students are satisfied with some of the library and internet resources provided by the library which in turn has brought about improvement in their academic performance.. Based on the findings, the study recommended that; Students should use internet and library resources for the purpose of enhancing their learning instead for using them for non-academic purposes. Government should distribute free internet applications to undergraduates to enhance their usage for learning in schools. Universities should liaise with sponsoring organizations for support in area of provision of internet and library resources to undergraduate students at cheaper prices.

Keywords: *Library, Internet, Resources, Academic Performance*

Introduction

The educational establishment's heart is its library. Any academic library's primary goal is to provide knowledge and skills to its advanced-level students. The library plays a crucial and indispensable role in education, directly supporting library usage, which raises student achievement. According to Basil's (2012) research, the facilities, services, and information resources are the main factors that have the biggest effects on how satisfied library users are with the space. The use of library resources and the library's usefulness are directly impacted by information literacy programs. It essentially entails introduction to the facilities, holdings, services, and amenities of the library as well as the use of information tools to find the resources.

Students should be equipped with the necessary knowledge to access the academic library's resources to their full advantage in order to make the most of it. According to Sohail and Pandye's (2012) study on the University of Kalyani students' use of library resources, instruction is necessary to use the library's resources and services in order to meet students' information needs.

Academic libraries' primary responsibility is to make available information resources to the entire academic community (Oak, 2016). Because e-learning is bringing a new dimension to learning and consequently having a significant impact on education, libraries make electronic sources of information available to users (Bajpai, 2016). The Information and Communication Technology (ICT) revolution has caused a shift in the type of information found in library resources from printed to online sources (Israel and Edesire, 2016). As a result, the content of libraries is not limited to printed materials like books, magazines, or journals. (Nnadozie & Nwosu, 2014; Okazie, 2016). Libraries are now utilizing electronic-driven services rather than the more traditional printed resources. As a result, using the internet is a prerequisite for using library resources to their full potential. The use of electronic resources, however, does not replace the use of printed resources; rather, it facilitates it by providing access to a substantial collection of Library materials (Okazie, 2016).

Cray (2016) defined the Internet as network of hundreds of thousands of computer all over the world, connected in a way that allow other computers access information on them. He further explains that a connection may go through many intermediaries, just as a letter or phone calls and its quality and speed depend largely on the efficiency of the local service. Which ever one gets connected, the fundamental idea remains the same. . Internet is playing an important role in transforming the library system and the way in which we view the library resources and the library services. The use of the Internet has become very popular in many areas as well as in the educational sector. Accordingly, Internet access in schools has increased greatly over the last 20 years (Berson, 2010). This shows that more students are relying on the Internet for their academic needs than any other areas. The Internet has recently become a very effective and popular tool used by students for their academic work as well as for other various purposes including entertainment and communication. The Internet provides a collaborative environment for sharing as well as to see information on a wide, divergent and variety of subjects. Consequently, its use has become very popular among the student community which is used by them to complement their studies. The availability of the Internet and electronic resources may have a negative effect on the use of an institution's library by students, while socio-economic and demographic characteristics of students can also have a significant impact. It is possible that while some students go to the library to use the available services, others may not go to the library, perhaps due to the availability of alternatives like personal e-resources and Internet connection at their service. In spite of this, studies have shown that attitude of students to the use of library and what characterized their use, reasons for using the library, and information need vary, and where there is low use, there are often pedagogic reasons for it. Chimey (2011) posited that the internet enables the users to obtain a wide range of information regardless of their locations. People would not travel to a local library in order to read books or any other reading materials as they have access to the information via the web research. Therefore, using the internet for acquiring information may cause a situation where visiting libraries seem to have no necessity for the internet users.

In accordance with Nalah (2014), academic performance is a result of achieving educational objectives on the part of both students and teachers. That is, how well a student satisfies requirements set by the institution or the local government. Academic performance is a measure of a person's accomplishment of specific objectives that were the focus of activities in an instructional environment, particularly in school, college, and university.

The majority of cognitive goals in educational systems are either general (e.g. g. critical thinking) or the development of knowledge and understanding in a particular intellectual field (e.g.math, reading, science, and history).

Therefore

, academic performance should be viewed as a multifaceted construct that includes various learning domains. According to Miller and Brich (2014), using library and Internet resources can have a variety of effects on students' academic performance, both good and bad. This might be due to the efforts of the student, prior education, parental educational background and family income, the student's own motivation, and learning preferences. It is generally believed that students who performed better in their studies go above and beyond in their quest for information online and will consequently perform better in subsequent academic years at all levels of learning.

Impact of Internet and Library usage on Academic Performance of Students.

One crucial component of today's educational system is the Internet, along with libraries. Most academic and research institutions now offer students, teachers, and researchers access to the Internet, according to recent observations (Kaul, 2018). Another element that significantly affects education is technological advancement (Underwood, 2013). Worldwide, many tertiary institutions are increasing their investments in information technology (IT), particularly the Internet, and actively promoting Internet use in tertiary education. One of the ways of facilitating access to resources and services, as well as remote exchanges and collaboration, the use of the Internet for learning is seen as a way to improve accessibility, efficiency, and quality of learning (Kamba 2019). Many people in the Nigerian context have blamed the use of the Internet for students' lack of interest in reading, which results in widespread exam failure among students. The seemingly endless amount of information on the Internet provides access to current research reports and global knowledge, making it a crucial part of electronic services in academic institutions. As a result, in Nigeria, the Internet is now a useful tool for teaching, learning, and research (Nwokedi, 2017).

Siyanbola and Oladipo (2011) found that less than 10% (46, n=272) of all students at some of the Universities studied regularly use the Internet. It also showed that 272 respondents, or about 40% of the total, use it weekly. The use of the Internet for learning is seen as a means to improve accessibility, efficiency and quality of learning by facilitating access to resources and service as well as remote exchanges and collaboration (Kamba 2019). Within the Nigerian context, many people have attributed students' non-challant attitude to reading which culminates in mass failure of students in examinations to the use of the Internet. Internet's seemingly infinite information offers access to up-to-date research reports and global knowledge so it has become an important component of electronic services in academic institutions. Therefore, the Internet has become a valuable tool for learning, teaching and research in Nigeria (Nwokedi, 2017). Siyanbola and Oladipo (2011) found that less than 10% (46, n=272) of the total students from some of the Universities studied, use the Internet on a daily basis. It also revealed that about 40% of the total respondents (n=272) use it on a weekly basis. It was also found that the students have more access to the Internet in the Cybercafés (90.8%). A study by Udende and Azeez (2010) reported that 311 (80.8%) of Students of the University of Ilorin, admitted that they mostly use the internet for academic purpose, while 54 (14%) used it mostly for mails, 19 (4.9%) used it most for fun, none for others. 100 (26%) of the respondents agreed that they used the internet daily, 178(46.2%) used the internet on weekly basis, while 107(27.8) used the facility ones in a while. The study also revealed that 38 (9.9%) respondents were of the opinion that the internet does not contribute towards their academic excellence, whereas as many as 347 (90.1%) held a contrary view that the internet help them in solving their academic problems. Adeniran (2011) has examined the user satisfaction with academic libraries services: Academic staff and students perspectives. The finding of this study reveals that users' satisfaction is a function of the quality of staff and services of a library. The study also revealed that provision of relevant information materials, access point and conducive environment for learning, teaching and research lead to an increase in the use of library.

Bola and Ogunlade (2012) conducted a study on Accessibility and Utilization of Internet Service by Graduate Students in University of Lagos, Nigeria. The study adopted a descriptive survey design. The instrument for data collection was the questionnaire. Results of the findings revealed that students didn't have as much access to Internet service as the staff (27.7% and 62.4% respectively). 47.9% of respondents strongly agreed to visiting the cybercafe to access Internet. 3.1% and 50.2% of the respondents strongly agreed that proximity to cybercafe and valid information continued from the Internet were their major motivating factors for surfing the Internet. It also found that the respondents strongly agreed that the purposes for their surfing the Internet were to register courses, enroll for exams, gather information for literature review, send and receive mails, among others. Based on the findings, it was therefore recommended from the study that since the Internet is being utilized in every sector such

Education, Banking, Medicine and others, the University should make Internet service accessible for students' use. This study intends to find out the relative impact of library and internet resources on the academic performance of university students in Ikere Ekiti, Nigeria.

Statement of the Problem

Internet resources are the recent development in technology and are among the most tools ever invented in human history which are becoming more and more important for academic community. With the advent of internet and library materials such as CD-ROM, OPAC and other printed library materials, information can be stored in one place and be made simultaneously available to all for usage. It is worth of note that internet and library materials are of great importance to the academic and research needs of University students since they are available in various formats in the university library.

However, observation by this researcher has shown that the University students seem not to be utilizing internet and library materials available to them leading to low academic performance. Could it be that they are not aware of the availability of these resources and if they are aware why is it that usage is hindered? Also, studies have indicated that factors such as unawareness and skills are the determining factors that may hinder users' decision to the use of internet and library materials. It is against this backdrop that this study seeks to assess the relative impact of internet and library resources on the academic performance of University students in Ikere Ekiti, Nigeria.

Purpose of the Study

This study seeks to assess the Impact of Utilization of Library and Internet Resources on Academic Performance of University students in Ekiti, Nigeria. Specifically, the study sought to:

- i Ascertain the impact of internet and library usage on academic performance of Integrated Science students
- ii Find out the level of satisfaction derived from the usage of internet and library services by University students

Research Questions

- i. What are the impacts of internet and library usage on academic performance of Integrated Science students?
- ii. What is the level of satisfaction derived from the usage of internet and library services by students?

Methodology

The research design for this study was a descriptive survey design. This method of research design is considered appropriate for this study because it would allow the researcher to come up with a generalization about the entire population from which the data is collected. The area of the study was Department of Science Education, Bamidele Olumilua University of Education, Science and Technology, Ikere. The population of this study comprised of one hundred and fifty undergraduate students of the university. The sample size for the study was 60 students. A random sampling technique was used in order to give each person in the sampling frame an equal chance of being included in the sample study. A questionnaire titled "Impact of Library and Internet Resources on Students Academic Performance (*ILIRSAP*)" was used as the instrument for data collection. The questionnaire was structured based on the two research questions that were raised to guide the study. Question 1 Found out the impact of internet and library usage on academic performance of students, Question 2 sought to find out the level of satisfaction derived from the use of library and internet resources. The face and content validity of the instrument was ensured by experts of Tests and Measurement. The reliability of the instruments was determined using split-half method. The items were administered on 20 students from two schools that were not used for the study. After two weeks, the instrument was re-administered to the same set of students. The reliability of the instruments was determined by split-half procedures which involves scoring two halves (usually odd items versus even items) of the test separately and then calculate a correlation coefficient for the two sets using reliability coefficient and the final reliability coefficient is calculated using Spearman-Brown Prediction formula. The study adopted descriptive statistics in analyzing the data. Data collected was orderly organized in tabular form to indicate raw scores which

was
converted

into frequency and simple percentage.

Results of Findings

Presentation of Respondents' Demographic Information

Table 1: Respondents' demographic characteristics.

| Demographic Variable | Categories | Frequency | Percentage |
|----------------------|--------------|-----------|--------------|
| Sex | Male | 33 | 55 |
| | Female | 27 | 45 |
| | Total | 60 | 100.0 |
| Age | 15 - 20 | 19 | 31.6 |
| | 20 – 25 | 30 | 50 |
| | 25 - 30 | 11 | 18.4 |
| | Total | 60 | 100.0 |
| Level of Study | 100 Level | 14 | 23.4 |
| | 200 Level | 18 | 30 |
| | 300 Level | 28 | 46.6 |
| | Total | 60 | 100.0 |

Source: *Researcher's field survey (2023)*

Table 1 shows the demographic characteristics of the respondents sampled in this study. In relation to Sex, the result shows that 33 (55%) of the respondent are male while 27 (45%) of the entire respondents are female. Based on the result, majority of the respondent are male. In relation to age, the result shows that 19 (31.6%) of the respondent are of age 15 to 20, 30 (50%) of the entire respondent are of age 20 to 25; while 11 (18.4%) of the respondents are of age 25 to 30. In relation to level of study, 14 (23.4%) of the entire respondent are in 100 level; 18 (30%) of the respondents are in 200 level and 28 (46.6%) of the respondents are in 300 level.

Research Question 1:

What are the impacts of internet and library usage on academic performance of University students?

Table 2: Response to the impacts of internet and library usage on academic performance of University students

| S/N | Impacts of internet and library resources and services | SA (%) | A (%) | D (%) | SD (%) | Mean | SD |
|-----|---|-----------|-----------|-----------|----------|------|-------|
| 1. | It exposes the students to varied and multi sources of information | 37 (61.6) | 23 (38.4) | 0 (0.0) | 0 (0.0) | 1.71 | .825 |
| 2. | It helps every student to learn and study at his own space | 81 (67.5) | 33 (27.5) | 6 (5.0) | 0 (0.0) | 2.19 | 1.246 |
| 3. | It breaks the monotony of the teacher versus the students classroom lessons | 13 (21.6) | 17 (28.4) | 27 (45.0) | 3 (5) | 2.60 | .978 |
| 4. | Internet offers access to up-to-date information | 26 (43.3) | 34 (56.7) | 0 (0.0) | 0 (0.0) | 1.60 | .805 |
| 5. | Library resources serves as sources of materials for teaching and research | 31 (51.7) | 22 (36.7) | 0 (0.0) | 7 (11.6) | 1.19 | .725 |

Table 2 showed the mean and standard deviation of items 1 to 5 regarding the response to the impacts of internet and library usage on academic performance of Science Education students. The table showed the mean scores ranging from 1.19 – 2.60 and standard deviation values (.725 – 1.246). Analysis of statement revealed that all the respondents (100.0%) of the respondents agreed that internet and library usage exposes the students to varied and multi sources of information, (95.0%) of the respondents agreed that internet and library usage helps every student to learn and study at his own space, half of the entire respondents (50.0%) agree that internet and library usage breaks the monotony of the teacher versus the students classroom lessons while the remaining half of the respondents (50.0%) held contrary perception. Also, (100.0%) of the entire respondents further agreed that internet offers access to up-to-date information. More so, it was held that (94.2%) of the respondents held that library

resources

serves as sources of materials for teaching and research.

Summarily, Table 2 showed the response to the impacts of internet and library usage on academic performance students. It was revealed that internet resources appeals to different senses of the body, thereby cater for individual differences in learning and that internet and library usage exposes the students to varied and multi sources of information, as well as helps every student to learn and study at their own space, and that it partly breaks the monotony of the teacher versus the students classroom lessons. It was further held that internet offers access to up-to-date information and that library resources are selected by subject experts to reflect the information needs of students. Being a veritable material for research and documentation, library resources serves as sources of materials for teaching and research.

Research Question 2:

What is the level of satisfaction derived from the usage of internet and library services by students?

Table 3: Response to the level of satisfaction derived from the usage of internet and library services by students

| S/N | Level of satisfaction derived from the use of Internet and Library Resources | VHS (%) | HS (%) | S (%) | NS (%) | Mean | SD |
|-----|--|-----------|-----------|-----------|----------|------|-------|
| 1. | Electronic books | 24 (40) | 16 (26.6) | 18 (30) | 2 (3.4) | 2.66 | .878 |
| 2. | Online databases | 21 (35) | 23 (38.3) | 12 (20) | 4 (6.7) | 1.50 | .811 |
| 3. | Academic Journals Database | 31 (51.6) | 23 (38.3) | 6 (10) | 0 (0.0) | 1.18 | .746 |
| 4. | Search Engines | 27 (45) | 17 (28.3) | 13 (21.6) | 3 (5) | 2.10 | .678 |
| 5. | Electronic Libraries | 36 (60) | 24 (40) | 0 (0.0) | 0 (0.0) | 1.63 | .895 |
| 6. | Blogs/Forums | 21 (35) | 23 (38.3) | 12 (20) | 4 (6.7) | 2.88 | 1.046 |
| 7. | Textbooks | 31 (51.6) | 22 (36.6) | 0 (0.0) | 7 (11.6) | 1.60 | .665 |
| 8. | Reference Materials | 30 (50) | 21 (35) | 9 (15) | 0 (0.0) | 2.08 | 1.346 |
| 9. | Serials publications such as magazines, newspapers, journals | 48 (80) | 12 (20) | 0 (0.0) | 0 (0.0) | 2.70 | .968 |
| 10. | Theses/ Dissertations and Projects | 30 (50) | 25 (41.6) | 5 (8.4) | 0 (0.0) | 1.91 | .855 |

Table 3 showed the mean and standard deviation of items 1 to 10 regarding the response to the level of satisfaction derived from the usage of internet and library services by students. The table showed the mean scores ranging from 1.18 – 2.88 and standard deviation values (.665 – 1.346). Analysis of statement revealed that (67.0%) of the entire respondents indicated that they were highly satisfied with the usage of electronic books while some of the respondents (33.0%) held contrary view. It was further held that most of the respondents (74.0%) indicated that they are very satisfied with the usage of online database, (90.0%) indicated that they are highly satisfied with the usage of academic journal database, (74.3%) held that they are highly satisfied with the usage of search engine while the entire respondents (100.0%) held that they are very highly satisfied with the usage of electronic library, textbooks and serials publications such as magazines, newspapers, journals. Most of the respondents (73.0%) held that they are very satisfied with the usage of blogs/forums resources, virtually all the respondents (85%) held that they are highly satisfied with the usage of reference materials while (92%) of the respondents held that they are highly satisfied with the usage of theses / dissertations and projects.

Summarily, Table 3 showed the response to the level of satisfaction derived from the usage of internet and library services by students. It was revealed that students are highly satisfied with the usage of electronic books, online databases, academic journals database, search engine, electronic libraries, blogs/forums, distance learning, textbooks, reference materials, serials publications such as magazines, newspapers and periodicals, as well as theses/dissertations and projects.

Discussion of Findings

The descriptive analysis of the study revealed that students make use of online databases, search engines, electronic libraries, textbooks, reference materials, serial publications such as magazines, newspapers and journals, as well as theses/dissertations and projects as types of internet and library services. Also, it was revealed that

appeals to different senses of the body, thereby cater for individual differences in learning and that internet and library usage exposes the students to varied and multi sources of information, as well as helps every student to learn and study at their own space, and that it partly breaks the monotony of the teacher versus the students classroom lessons. It was further held that internet offers access to up-to-date information and that library resources are selected by subject experts to reflect the information needs of students. Being a veritable material for research and documentation, library resources serves as sources of materials for teaching and research. This corroborated the position of (Kamba 2019) that the use of the Internet for learning is seen as a means to improve accessibility, efficiency and quality of learning by facilitating access to resources and service as well as remote exchanges and collaboration. The findings of the study further corroborates the submission of (Israel and Edesire, 2016) who observed that internet network has eliminated the physical limits and the number of existing educational resources has increased so that it is possible to prepare assignments and projects in any place where the internet is accessible. If we take into account that the steady increase and upgrade in system resources, the large quantities of control mechanisms related with the reliability of the information available is almost impossible to simultaneously implement.

Furthermore, the analysis of the findings also revealed that students are highly satisfied with the usage of electronic books, online databases, academic journals database, search engine, electronic libraries, blogs/forums, distance learning, textbooks, reference materials, serials publications such as magazines, newspapers and periodicals, as well as theses/dissertations and projects. In supporting the findings of the study for effective use of library and internet resources by students, Adeniran (2011) who examined the user satisfaction with academic libraries services: Academic staff and students perspectives. The finding of this study reveals that users' satisfaction is a function of the quality of staff and services of a library. The study also revealed that provision of relevant information materials, access point and conducive environment for learning, teaching and research lead to an increase in the use of library.

Conclusion

From the findings of this study, it could be concluded that there were significant impact of library and internet resources on academic performance of University students in Ekiti, Nigeria.

Recommendations

1. Universities should liaise with sponsoring organizations for support in area of provision of internet and library resources to undergraduate students at cheaper prices.
2. Government should distribute free internet applications to undergraduates to enhance their usage for learning in schools.
3. Students should use internet and library resources for the purpose of enhancing their learning instead for using them for non-academic purposes.

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