Impact of Internet on Students and Lecturers in Nigeria Higher Institutions of Learning

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Abstract: *The study investigated the impact of the internet on carrying academic activities in higher institutions of learning in Ebonyi State, Nigeria. The study adopted survey research design. Data were collected with questionnaire and interviews. The population of the study comprises of all the students and lecturers in Ebonyi State higher institutions of learning. Purposeful sampling technique was used to select 250 respondents for the study. Data collected were analysed using mean scores. The study found that internet has positive impact on students' performance in assignment and research project as well as lecturers' lecture notes and research activities. Recommendations include: that higher educational institutions should ensure that adequate internet services are provided in their libraries to students and lecturers effective use.*

Keywords: *Internet; Academic Activities, Higher Education, Teaching and Learning*

1. INTRODUCTION

In human history and civilization, there continue to be a shift in the modes and means of improving the quality and products of education. With the industrial and technical advancement, sophisticated scientific technological devices, instruments, mass media and educational material such as radio, television, computer, video tape, PowerPoint, internet and host of others has become means of instructional delivery. It is a well-known fact that education whether formal or informal is goal-oriented and instrument for national development. It prepares students be relevant for global competitiveness to meet international standard. By implication, it must be functional, qualitative and socio-personal driven. Socio-personal in the sense that it must be tailored towards serving the society and individuals involved. The current global application of technological devices such as internet in teaching and learning has been receiving approvals from students, teachers, educationists and scholars for its positive contributions to educational sector as it solves educational problems by providing information to teachers and students no matter the time and place. Apparently, this brings about reduction in the cost of information delivery to users in the education system. But there is mixed feelings as to whether the way lecturers and students are using internet in Higher Institutions of learning will equip them with the right type of knowledge, skills and competences to compete with their counter parts in the labour market in order to contribute their quota in developing their nations and solving their persona-social problems after graduation. This accounts for why the researcher intends to assess the impact of internet use on the academic activities.

1.1. Literature Review

Internet is popularly referred to as net. It is a system of communication on a global basis. According to Mangal and Mangal (2014), internet is known as the largest wide area network (WAN) in the world. It is the largest inter-network system (the network of networks) that provides the fastest, easiest and cheapest means for the countless users to get, provide and communicate information on a global basis. Internet is a complex of interconnected computer networking worldwide which is available for use to the general public. These interlinked computers transmit data through a special communication protocols called internet protocol (IP) (Wikipedia, 2018) internet hold wide range of information resources and services which are used for different purposes like transfer of files, sharing documents chatting online and many more. The impact of internet on education can be felt in homes, schools, colleges, universities, with information available at a check of bottom. Use of internet in education makes access to large academic information easier. The graphic and animations concomitant to

internet make the study of learning materials much more interesting than those of traditional books. Teachers also find it easy to assess and track the progress of their students as well as embark on extensive research through the use of internet. It is also a proven fact that internet enhances the educational process by braining the classroom, students and teacher one platform irrespective of gender, race, age, religion, geographic location or disability (authors). The internet is a potential medium for processing, retrieving and disseminating information with positive impacts on students and scholars globally. it has been identified as in separable companion in today's educational system for the increasing dependence of academic activities on the internet. Many higher institution of learning around the world are investing heavily on information technology especially the internet for efficient e-learning. The use of the internet for learning is a means to improve accessibility, efficiency and quality of learning by facilitation access to resources and service exchanges and collaboration. The internet has become a valuable tool for learning, teaching and research (including collaborative research) in Nigeria (Nwokedi, 2007) in Oghenetega and Igere (2014). Ogedebe (2012) in his study found that 79% of the respondents accepted that their academic performance has been improved by using the internet, while 13% believed otherwise, 8% made no response to that question. The study also revealed that 65% of the respondents were computer literate, while 29% were not, 6% of the respondents neglected the question. The study further revealed that 8% of the respondents believed that their GPA has been improve remarkably as a result of the internet, 6% agreed that their GPA has been declining, 28% responded that it aids them in preparing better for CA and semester examination while 22% were indifferent about the options and therefore did not respond. In the study of Agil and Ahmad (2011) it was found that 47(52.64%) users rated the utility of internet based information services as average for their academic purposes, while 36 (39.56%) users rated the internet as high. Moreover, 6(6.59%) and 2 (2.19%) rated it as low and very low respectively. They noted that the World Wide Web service provided by the internet with over. 5 million web sites allows students from all disciplines to source for relevant academic information. Gudimani and Mulimani (2008) in Oghenetega and Igere (2014) observed that majority of the student and lecturers. Use the internet for online database electronic journals, other internet web based materials, published files.

Udende and Azeez (2010) reported that 3.11 (80.8%) of students of the University Illorin, 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 theat 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. Oghenetega and Igere (2014) noted that majority of students in Nigeria tertiary institution use the internet in order to retrieve relevant better for their examinations and other academic activities. Academic activities are those programmes that fall under the realm of the normal curriculum of school or institutions of learning perform by students and teachers under the auspices of the school. Academic activities in the context of this paper are those exercises that are related to teaching and learning which are carried out in the Higher Institutions of learning such as classroom teaching and learning, quizzes take home assignments, classroom tests, seminar works, project works, lectures and so on. Institutions refers to higher education is offered to students after their secondary school education. They include universities, polytechnics, colleges of technology, and colleges of education, correspondence colleges and such institution that may be allied to them (FRN, 2013). Higher education in Nigeria aims at:

- The acquisition, development and inculcation of proper, value orientation for survival of the individual and society.

- The development of the intellectual capacities of individuals to understand and appreciate their environments;

- The acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community.

- The acquisition of an objective new of the local and external environments. Higher educational institutions achieve these goals community service and acting as a storehouse of knowledge. It is the intention of Nigeria government that a greater proportion of higher education expenditure will be devoted to science and technology which the internet takes the centre stage hence the need for this study.

1.2. Statement of Problem

Exchange of information, ideas, skills, values, can be done through many means or channels such as internet. Internet is known as a tool for storing, processing, transferring and receiving of information. It has brought a great success into the education system world over as it seems to be one of the most efficient source of information. Notwithstanding, the benefit of internet depends much on how internet is used by lecturers and students in teaching and learning especially in higher institutions where teaching and learning is more technology oriented. There is speculations that the use of internet in sourcing and disseminating information will impair the quality education as some users of internets are not interested in applying their own initiatives to the internet materials sourced out rather, they just lift other peoples' work and claim them as their own. This necessitates the problem of the study: Impact internet use on academic activities in Higher Institutions of learning.

1.3. Scope of the Study

This study centred on the assessment of internet use on academic activities in Higher Institutions of learning. Lecturers in higher institutions in Ebonyi State, Nigeria, constituted the sample. The study determined the impacts of internet on students take home assignment, research work and lecturers' work.

1.4. Purpose of the Study

The general purpose of the study is to find out the use of internet on academic activities in Higher Institutions of learning. Specifically, the study sought to:

- Ascertain the impacts of internet use students in carrying research project.
- Determine the impacts of internet use on students in carrying research project
- Examine the impacts of internet use on lecturer's academic activities in institutions of higher learning.

1.5. Research Questions

- How does the use of internet impact on students in carrying class assignment?
- In what ways does the use of internet impact on students in carrying research projects?
- How does the use of internet impact lecturers' academic activities in institutions of higher learning.

2. METHODOLOGY

The design of the study is a descriptive survey research design. The study was carried out in Ebonyi State public Higher Institutions of learning. Ebonyi State has six Higher Institutions of learning. They are: Ebonyi State University, Abakaliki, Federal University Ndufu Alike Ikwo, Akunu Ibiam Federal Polytechnic, Unwana and College of Agriculture Ishiagu. Ebonyi State tertiary institution was used for the study because of its reliance on research in disseminating is working existing and new knowledge. The population of the study comprised all the student and lecturers in the institutions of higher learning in Ebonyi State, Nigeria which induces: Ebonyi State University (EBSU), federal University Ndufu Alike Ikwo, (FUNAI) Ebonyi State college of Education, Akanu Ibiam Federal Polytechnic, Unwana and College of Agriculture Ishiagu Total 250 respondents used for the study. The comprised of 50 lecturers and 200 students. Ten(10 lecturers and forty (40) students were selected from each of the 5 institutions through purposeful sampling technique researchers structured questionnaire was developed on internet use on Academic activities in higher institutions of learning". (IUAAHILQ). The questionnaire contains twenty two (22) item statements in all. The instrument had four point rating scale of strongly agree (AS),-4 points, agree (A)-3 points, low Disagree (D)-2points, strongly Disagree (SD)-1point. The draft instrument (AIUAATILQ) was presented to three experts, one from educational administration one from educational technology and one from educational measurement and evaluation. The experts were asked to determine whether the items are clear and unambiguous. The comments from these experts were used to produce the final version of the questionnaire.

The reliability of the instrument was determined using SPSS package. The scores obtained from trial testing, on lecturers of college of health technology Ezzamgbo higher institution of learning, which was not one of the institution sampled for the study was used to establish the internal consistency reliability coefficient. A coefficient value of 0.71 was got. The value is high enough to consider the

instrument suitable for the study. The instrument was administered to the respondents by the researchers. Five research assistants, one from each institution were briefed on how to administer and collect the questionnaire the entire questionnaire administered were collected back. The data collected was analysed using mean scores. In order to arrive at decision, 2.50 were adopted as the bench mark. It was obtained by adding the nominal values of the rating scale and the summation was divided by the number. Thus: 4+3+2+1=10/4=2.50. Therefore, any mean from 2.5 and above is adjudged as agree while any score below 2.5 is regarded as disagree. The response option is presented in a four point rating scale thus: Strongly Agree (SA)- 4points, Agree (A)- 3points, Disagree (D)- 2points, and Strongly Disagree (SD)- 1point.

3. RESULTS

Interpretation of keys: N = number of respondents; fx= Frequency response; $\bar{X}$= Mean.

3.1. Research Question One: How Does the Use of Internet Impact on Students in Carrying Class Assignment?

Mean response of respondents on the imparts of internet on students in carrying class assignment

S/N	Item statement	SA	A	D	SD	N	FX	$\bar{X}$	Decision
1	Internet use makes students to have confidence in themselves in solving class assignment.	400 / 120	330 / 110	50 / 25	15 / 15	250	795	3.18	Agree
2	Internet use encourages students independence in carrying class assignments.	440 / 110	300 / 110	50 / 15	25 / 25	250	795	3.18	Agree
3	Internet use assists students carrying their class assignment faster.	460 / 115	300 / 100	50 / 15	10 / 10	250	800	3.2	Agree
4	Use of internet in carrying class assignments increases critical thinking among students.	400 / 100	270 / 90	12 / 60	0	250	790	3.16	Agree
5	Use of internet encourages students team work in solving their class assignment.	120 / 180	85 / 255	30 / 60	15 / 15	25	810	3.14	Agree
6	Use of internet makes student to be on top of their class assignments	150 / 600	90 / 270	10 / 20	0	250	890	3.56	Agree
7	Internet helps students to carry their class assignment at their convenient time.	120 / 480	100 / 300	20 / 40	10 / 10	250	830	3.32	Agree
	Grand mean							3.26	

The result of the data analysed in table one shows that the respondents agreed items 1-7. This implies that internet impact positively on students in carrying their class assignments as shown by the grand mean of 3.26.

3.2. Research Question Two: In What Ways Does the Use of Internet Affects Students in their Research Work?

Mean response of respondents on the imparts of internet on students their research work

S/N	Item statement	SA	A	D	SD	N	FX	$\bar{X}$	Decision
8	Use of internet helps students to improve the grammar in their research work.	110 / 440	90 / 270	30 / 60	20 / 20	250	790	3.16	Agree
9	Students are exposed to current research materials through the internet.	120 / 480	100 / 300	20 / 40	10 / 10	250	830	3.32	Agree
10	Internet makes writing of project easier for students.	115 / 460	105 / 315	25 / 50	05 / 5	250	830	3.32	Agree
11	Use of internet encourages global competitiveness among students research.	75 / 300	55 / 165	80 / 160	40 / 40	250	665	2.66	Agree
12	Internet information helps students to access funds for research projects.	50 / 200	70 / 210	80 / 160	50 / 50	250	640	2.48	Disagree
13	Students have access to as many scholars work, as much as possible than the use of conventional library	100 / 400	105 / 315	40 / 80	5 / 5	250	800	3.2	Agree
14	Internet use emphasizes the locality of most students' research work.	90 / 360	100 / 300	50 / 100	10 / 10	250	770	3.08	Agree
15	Time of research work is reduced through the use of internet facilities.	80 / 320	90 / 270	60 / 120	20 / 20	250	730	2.92	Agree
	Grand mean							3.02	

Table two data analysis reveal that the respondents agreed on item 8,9,10,11,13,14 and 15 but disagreed on item 12. However, the overall grand mean of 3.02 is indicative that the internet positively impact on students in carrying out research projects.

3.3. Research Question Three: How Does the Use of Internet Impact on Lecturers' in Carrying Out Academic Activities in Higher Institution?

S/N	Item statement	SA	A	D	SD	N	FX	$\overline{X}$	Decision
16	Use of the internet helps lecturers to deliver lectures without necessarily being in lecturer classes.	100 400	120 360	30 60	0	250	820	3.28	Agree
17	Internet helps lecturers source lecturers source lecture materials from many sources easily.	120 480	100 300	20 40	10 10	250	830	3.32	Agree
18	Use of the internet encouragement qualitative research through collaboration among lecturers.	70 280	100 30	80 160	50 50	250	790	3.16	Agree
19	Lecturers share their research works globally through the internet.	80 320	100 300	50 100	20 20	250	730	2.92	Agree
20	Internet provides information on how to access research funds by lecturers.	50 200	70 210	100 200	30 30	250	640	2.56	Agree
21	Information got from the internet mails lecturers scholarship opportunities.	60 24	80 240	70 140	40 40	250	660	2.64	Agree
22	Internet provides easier platform for lecturer to publish online.	90 360	100 300	50 100	10 10	250	770	3.08	Agree
	Grand mean							2.99	Agree

Data analysis in table three indicates that the respondents agreed on items 16-22. This shows that the internet positively impact on lecturers in carrying out their academic activities as shown by the grand mean of 2.99.

4. DISCUSSION OF THE FINDINGS

On the impacts of internet in carrying out academic activities by students and lecturers in higher educational institutions, the result of data analysed in table four reveals that the internet makes students to have confidence in them, encourage students' independence and increases critical thinking among students. The use of internet also makes it easier and faster for students to carry out assignments as well as ensure convenience as students tend to be in full control of their assignment. The use of internet shows that it encourages teamwork among students. The findings are supported by Udende an Azeez (2010), Aquil and Ahmad (2011) Ogedebe (2012) and Ogenetega and Igere (2014).

On ways the use of the internet impact on students in carrying research projects. The results in table two shows that internet helps student to improve the grammar in their research work as it exposes students to current research materials. Internet makes writing of project easier for students as it gives them access to many scholarly works more than the use of conventional book library. Internet encourages global competitiveness of students' research as it de-emphasizes the locality of research work in time and space. However, the result is evident that internet information does not help students to access funds for their research projects. This is corroborated by Okebukola (2005) who observed that the inability to extent the use of internet to teaching and research especially in the higher educational institutions in Nigeria has negatively, impacted on the quality of graduates, research project when compared with graduates from schools in the developed countries with functional e-learning tradition that gives students easy access source of fund for research.

On how the use of the internet impacts on lecturers in carrying academic activities in higher educational institutions, the result indicates that the use of the internet helps lecturers to deliver their lectures without necessarily being in the class. Internet helps source and prepare lecture/research materials easily, internet encourage research collaboration among lecturers as they exchange or share research work globally through the internet. Internet also provides information on how to access research funds and scholarship opportunities by lecturers as well as provide easier platform for lecturers to publish online. It is in support of these findings that Jagboro (2003), Yusuf (2005) and Okorie, Agabi and Uche (2005) noted that the inability of Nigerian lecturers to use the internet for teaching and research seemingly makes them ignorant of teaching and research innovations.

5. CONCLUSION AND RECOMMENDATIONS

The use of internet has opened gateway to new ways of teaching and learning. The use of internet for academic purpose occupies the highest position as far as students and lecturers are concerned. In order to ensure effective utilization of the internet by students and lecturers in higher educational institutions, these institutions should acquire standby generators to forestall the problem of incessant power outage. Also higher educational institutions should ensure that adequate internet services are provided in their libraries to students and lecturers effective use. Above all, more technical staff should be deployed in higher education institution to provide expert assistance to students and lecturers as well as ensure regular maintenance of internet facilities.

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