



Internet and Library Database Use among Undergraduate Students of Fountain University, Osogbo, Osun State, Nigeria

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Abstract: This paper presents the results of a survey of Internet and library database use among the undergraduate students of Fountain University, Osogbo, Osun State, Nigeria. Fountain University, a faith-based university in Nigeria, owned by the Nasrul-lahi-li Fathi Society of Nigeria was established in 2007. The university which is in its fifteenth year of establishment kicked off with two colleges (College of Management Sciences; and College of Natural and Applied sciences) and less than a hundred students. Currently, the University has four colleges with a student population of over one thousand. This study aimed at finding out the pattern of use of the Internet and library databases among undergraduate students of Fountain University, Osogbo. Internet and library databases have become popular globally, and the situation is not different in the university. Internet and library database use has been found to aid learning and improve their academic performance, thence, studying the Internet and library database's pattern of use of Fountain University undergraduates is justified and will add to the body of empirical literature in the field of study. The study design is a survey of the descriptive type. The population comprised all the students (1232) with a sample size conveniently calculated based on 15%. Therefore, the sample size is 185. A validated questionnaire was used for data gathering while, data was analysed descriptively using frequency counts, percentages, mean and standard deviation. It was established that Internet Chatting/Text Messaging, Facebook, Myspace, online broadcast, and music and video downloading via YouTube were the prominent types of Internet resources used by the students while the frequency of use ranges from monthly, Weekly, Several Times a Week, Daily, and Several Times a Day while electronic resources are the most widely used library database. The study recommended among others that the library management should intensify their information literacy programmes in order to sensitise the students to use the resources through the library's ICT centre to justify the investment in the ICT centres and make the students be closer to the staff of the library who will offer them timely professional assistance.

Keywords: Internet Resources, Library Database, Electronic Resources, Undergraduate Students, Fountain University, Osogbo, Osun State, Nigeria

1. Introduction

The Internet has been an indispensable tool for all considering its influence and how it permeates into all walks of life, especially the higher education sector. The Internet is used for different purposes. Quite a number of students and other people now have personal computers, laptops, or android phones to access the Internet. According to a report by Internet

society in the past 10 years, the number of Internet users surpassed one billion and is now close to three billion users [1]. More so, during this period, users migrated their fixed Internet access from dial-up on modems to broadband and shifted their usage patterns from text-based to predominantly video traffic [1]. In the past years, large numbers of empirical research have been conducted into Internet use and its effects on students' performance and for which purpose the Internet is being used

by the students. Among these studies is the study of examining the Internet and social media attitudes and habits of Aegean University students [2], the study of student's level of information technologies knowledge, and the study to examine the extensivity of e-commerce titled "College students' levels of Information Technologies and their consumption tendencies on the Internet" [3]. In addition, Bankole and Oladayo studied the "Internet use among undergraduate students of Olabisi Onabanjo University, Ago Iwoye, Nigeria. This study examined undergraduate students' levels of Internet and database use in terms of utilization forms and the applications they use. The aim was to determine their level of Internet use and what kind of activities they do on the Internet and library database [4]. Similarly, Ajanaku carried out a study on the utilization of the Internet by undergraduates of University of Ibadan, Nigeria. A survey method was adopted and the aim was to investigate the Internet activities engaged in, frequency of use of the Internet and the challenges to the use of the Internet by undergraduates of University of Ibadan, Nigeria [5]. Akintomide and Ademodi also investigated on empirical study of the Internet use by undergraduates in Adekunle Ajasin University, Akungba-Akoko, Nigeria. The main aim was to examine the frequency of Internet use, point of accessing the Internet, the resources accessed, level of satisfaction and challenges to the utilisation of the Internet [6].

According to Mbabu, Bertram and Varnum, libraries have long advocated for use of scholarly databases because of their richness in academic materials and scarcity of advertisements [7]. On average, university libraries belonging to the Association of Research Libraries (ARL) were spending about 47% of their materials budget on electronic resources in the 2006–2007 academic years [8]. Furthermore, in Nigeria, it is highly recommended that academic libraries invest in academic databases, to encourage rich research culture, failure of which could lead to denial of being accredited by the National University Commission (NUC). So, with academic library subscriptions for electronic databases and journals continuing to rise, combined with students' preference for Internet-based resources, investigating the use of electronic library resources remains important for academic libraries of all sizes and classifications. This study is an addition to the existing studies in its attempt to understand undergraduate students' use of Internet and library databases changes as they advance through their academic careers.

2. Objectives of the Study

The study specifically sought to:

- 1) find out the types and frequency of Internet resources' use among undergraduate students of Fountain University, Osogbo, Nigeria.
- 2) determine the use pattern of scholarly databases among undergraduate students of Fountain University, Osogbo, Nigeria.
- 3) identify the factors inhibiting the use of the Internet and database among undergraduate students of Fountain

University, Osogbo, Nigeria.

3. Literature Review

The use of the Internet has increased over the last few years. According to Jones and Madden, one-fifth of today's college students began using computers between the ages of five and eight. By the time they were sixteen to eighteen years old, all of today's current college students had begun using computers – and the Internet was commonplace in the world in which they lived [9]. Mbabu, Bertram and Varnum, reported that 42% of them accessed a scholarly database at least once. Less than half the number of enrolled undergraduate students accessed a scholarly database at all in the Fall 2009 semester. Juniors and seniors had the least proportions of database users in spite of their higher levels of learning and expected sophistication in information-seeking skills [7]. The university library conducts a variety of introductory seminars that introduce freshmen to databases in the Fall semester. Nevertheless, this research did not find any evidence that the momentum was sustained in the subsequent years in which higher-level and more sophisticated skills were expected.

It is supported by Purdy who reported that 73.6 percent which are 406 out of 552 students stated that their favorite platforms to find research resources were Google and Google Scholar when the survey was conducted at Midwestern University. Even though Google and Google Scholar were of the same brand, most of the students preferred the Google search engine compare to Google Scholar [10]. A study has found that the Google brand elicited positive emotional responses from the students they observed and interviewed. It is far different from library databases and library websites. Both were selected only by 75 out of 552 which is about 13.6 percent of students [11].

Affum examined the effect of the Internet use on students' academic performance and the aim was to find out the various activities that students use the Internet to perform and the various technologies through which students use in accessing the Internet. It was revealed that increase in the use of the Internet helped in improving the academic standards and learning outcomes of the students [12]. More so, a study by Nyemezue, Edeh, Edereka and Ugwu on the awareness and utilization of the Internet search engines among undergraduates of Nigerian Universities with particular reference to Southeastern Nigeria revealed that the awareness of Internet search engines and use of Internet enhanced their information retrieval from the web leading to greater academic performance of the students [13]. In the same vein, Amponsa, Aboagye, Narh-Kert, Commey-Mintah and Boateg investigated on the impact of the Internet usage on students' success in selected Senior High School in Cape Coast Metropolis, Ghana. The study investigated the usage of the Internet and how it impacts the academic performance of the students. It revealed that Internet access improved the academic performance and standards of the students and the point of access include school ICT lab, individuals' mobile phones, Internet facilities from family members and public

Internet cafes [14].

In a study carried out by Bankole and Oladayo, the results showed that less than half of the respondents (44.4%) had undergone one or more forms of computer training, while 51.0% of the respondents indicated that they did not. The respondents had training in commercial computer centres. Most of the respondents (97.6%) had accessed the Internet, while the reasons for the non-use of the Internet by 2.4% included lack of training on how to use it, the high cost of Internet access, lack of computer literacy, and lack of time. Slightly over one-third of the respondents (34.8%) had 5–6 years of Internet use experience, followed by those with 3–4 years experience (24.3%) while the mean Internet use experience for the respondents was 4.2 years [4].

The greatest number of respondents (66.1%) accessed the Internet at cybercafés outside the university campuses, followed by cybercafés within the university campuses (30.4%), and homes (19.5%). The majority of the respondents (48.2%) learnt Internet skills on their own through trial and from colleagues and friends (20.8%), and the librarians do not play significant roles in imparting Internet skills to students. About 30% of the students relied upon their fellows and friends when they need assistance on Internet-related problems while 25.1% sought help from cybercafé operators and 10.4% mentioned their lectures as a source of help”.

In another instance, Muniandy found out that about 30% of the students perceived themselves to have a high or very high level of Internet usage skills. Most of the students own personal computers and laptops. They also subscribe to various Internet services and have access to WIFI services either in the university or outside. Students also tend to use Internet facilities at Internet cafes. However, none of the students reported using 3G services. The findings on the use of the Internet for academic purposes are somewhat mixed. Although students generally reported using the Internet to find books in the library, 32.6% reported that they have never done so. A sizable 35.9% of the sample has never used the Internet to find the latest information about the university. About 50% of the sample has never communicated with their lecturers. Although undergraduate students are good users of the Internet, one interesting feature is that 56.5% of students have never contributed ideas to the web and 94.6% of the sample reported that they have never uploaded files on the Internet, meaning they are good users of information, but very little information is uploaded. They are good at downloading but not at uploading information. Academic activities that students engaged mostly when using the Internet are finding information from websites, downloading notes, and communicating with friends [15].

Ogunbeni, Adekanye, Bamigbose, and Sulaiman, found out that 84.5% of the respondents connect to the Internet through their telephone network service provider. Respondents who connect to the Internet through the library are 8.2%. Just 3.1% of the respondents access the Internet through their university Information and Communication Technology (ICT) center. These results show that access to

the Internet through mobile devices is the trend among undergraduate students. The study also revealed that the majority of the respondents (57.7%) agreed that most journal articles they access are from the Internet. 67.0% of the respondents read dictionaries on the Internet. However, only 41.2% agreed that they download electronic books from the Internet [16].

4. Methodology

A survey design was adopted in this study. The descriptive method was used to elicit the opinion of the respondents through the questionnaire. The population of the students was 1730. A simple random sampling technic was used to determine the 15 percent of the entire population. Therefore, the sample size is 185. The questionnaire that was used was validated at $r = 0.73$ after the face validity by senior colleagues. The return rate of the questionnaire was 173 amounting to 93.5% which was accepted to be good enough for the analysis. Data analysis was conducted using statistical methods of frequency counts, percentages, mean, and standard deviation through the use of SPSS version 23. Data were presented in tables while the interpretation and discussion followed forthwith.

5. Results

Table 1. Demographic variables of the respondents.

Age	Frequency	Percent
15-20	131	75.7
21-25	39	22.5
26-30	3	1.7
Total	173	100.0
Gender	Frequency	Percent
Male	64	37.0
Female	109	63.0
Total	173	100.0
Marital Status	Frequency	Percent
Single	173	100.0
College	Frequency	Percent
Law	34	19.7
Management Sciences	88	50.8
Pure Sciences	51	29.5
Total	173	100.0
Studentship	Frequency	Percent
Full-Time	171	98.8
Part-Time	2	1.2
Total	173	100.0
Mode of Entry	Frequency	Percent
UTME	149	86.2
Direct Entry	16	9.2
Transfer	8	4.6
Total	173	100.0
Level	Frequency	Percent
100	48	27.8
200	69	39.9
300	26	15.0
400	30	17.3
Total	173	100.0

Table 1 revealed the demographic variables of the respondents. Considering the age of the respondents, the

majority were within the age range of 15-20 (75.5%) and were majorly female (63%). All of the respondents were single, and the majority belonged to the College of Management Sciences (50.8%), and were running full-time programmes (98.8%), majority were admitted through the

Unified Tertiary Matriculation Examination (UTME) (86.2%) and the majority were in 200 level (39.9%).

Objective 1: To find out the types and frequency of Internet resource use among undergraduate students of Fountain University, Osogbo, Nigeria.

Table 2. Types and frequency of use of the Internet resources.

SN		Never	Once a Year	Once per quarter / semester	Monthly	Weekly	Several times a week	Daily	Several times a day
1	Internet Chatting/Text Messaging	10 (5.8)	9 (5.2)	5 (2.9)	25 (14.5)	23 (13.3)	56 (32.4)	25 (14.5)	20 (11.6)
2	Instant messages on the Internet	28 (16.2)	9 (5.2)	7 (4.0)	27 (15.6)	28 (16.2)	23 (13.3)	29 (16.8)	22 (12.7)
3	Play online games	91 (52.6)	9 (5.2)	10 (5.8)	16 (9.2)	8 (4.6)	15 (8.7)	18 (10.4)	6 (3.5)
4	Play games on a console (ps3, Xbox 360, Wii, etc.)	85 (49.1)	9 (5.2)	25 (14.5)	9 (5.2)	3 (1.7)	18 (10.4)	14 (8.1)	10 (5.8)
5	Play handheld games (PSP, Nintendo ds, etc.)	89 (51.4)	13 (7.5)	17 (9.8)	11 (6.4)	11 (6.4)	18 (10.4)	4 (2.3)	10 (5.8)
6	DBM	120 (69.4)	6 (3.5)	13 (7.5)	11 (6.4)	5 (2.9)	10 (5.8)	4 (2.3)	4 (2.3)
7	Imo	95 (54.9)	10 (5.8)	6 (3.5)	20 (11.6)	11 (6.4)	18 (10.4)	10 (5.8)	3 (1.7)
8	We Chat	125 (72.3)	2 (1.2)	5 (2.9)	4 (2.3)	14 (8.1)	10 (5.8)	10 (5.8)	3 (1.7)
9	Snap Chat	59 (34.1)	6 (3.5)	6 (3.5)	9 (5.2)	21 (12.1)	26 (15.0)	23 (13.3)	23 (13.3)
10	Myspace	6 (3.5)	2 (1.2)	8 (4.6)	18 (10.4)	40 (23.1)	39 (22.5)	33 (19.1)	27 (15.6)
11	WhatsApp	2 (1.2)	3 (1.7)	3 (1.7)	8 (4.6)	12 (6.9)	22 (12.7)	55 (31.8)	68 (39.3)
12	download music or videos	14 (8.1)	9 (5.2)	13 (7.5)	40 (23.1)	21 (12.1)	26 (15.0)	26 (15.0)	24 (13.9)
13	Online broadcasts	28 (16.2)	8 (4.6)	20 (11.6)	23 (13.3)	39 (22.5)	29 (16.8)	22 (12.7)	4 (2.3)
14	watch videos on YouTube	18 (10.4)	11 (6.4)	23 (13.3)	40 (23.1)	20 (11.6)	24 (13.9)	29 (16.8)	8 (4.6)
15	Use Skype or other web calling program	81 (46.8)	14 (8.1)	13 (7.5)	18 (10.4)	21 (12.1)	14 (8.1)	8 (4.6)	4 (2.3)
16	Facebook	26 (15.0)	5 (2.9)	6 (3.5)	21 (12.1)	28 (16.2)	44 (25.4)	32 (18.5)	11 (6.4)
17	Post to a blog	100 (57.8)	14 (8.1)	16 (9.2)	14 (8.1)	8 (4.6)	10 (5.8)	11 (6.4)	00 (00)
18	Comment on a blog	79 (45.7)	15 (8.7)	11 (6.4)	17 (9.8)	14 (8.1)	14 (8.1)	21 (12.1)	2 (1.2)
19	Read a blog	54 (31.2)	12 (6.9)	15 (8.7)	19 (11.0)	20 (11.6)	18 (10.4)	23 (13.3)	12 (6.9)
20	Edit a Wikipedia article	106 (61.3)	5 (2.9)	9 (5.2)	16 (9.2)	12 (6.9)	14 (8.1)	8 (4.6)	3 (1.7)
21	Read Wikipedia articles	52 (30.1)	9 (5.2)	9 (5.2)	25 (14.5)	23 (13.3)	31 (17.9)	20 (11.6)	4 (2.3)
22	Search and receive search alerts	67 (38.7)	12 (6.9)	8 (4.6)	17 (9.8)	24 (13.9)	20 (11.6)	17 (9.8)	8 (4.6)

Table 2 revealed the types and frequencies of the Internet resources use by the students. The rating scales are Never, Once in a Year, Once per Quarter/Semester, Monthly, Weekly, Several Times a Week, Daily, and Several Times a Day. Among the twenty-two items listed Internet resources, only WhatsApp (68, 39.3%) was used several times a day by the respondents and Daily (31.8%), this puts WhatsApp as the most widely used Internet resources. This was followed by instant messaging which was used daily (29, 16.8%), weekly (28, 16.2%), and monthly (27, 15.6%). Equally, Internet chatting/text messaging (56, 32.4%) and Facebook (44, 25.4%), were being used several times a week by the respondents. Internet resources that are used weekly are Myspace (40, 23.1%), and online broadcasts (39, 22.5%) while downloading of music or videos (40, 23.1%), and watching of YouTube (40, 23.1%) were used on monthly basis. However, the majority of the respondents stated that online games

(52.6%), console games (49.2%), handheld games (51.4%), DBM (69.4%), IMO (54.9%), We Chat (72.3%), Snap Chat (34.1%), Skype and other web calling platforms (46.8%), posting a blog (57.8%), comment on a blog (45.7%), reading a blog (31.2%), editing (61.3%), and reading Wikipedia articles (30.1%), and searching and receiving search alerts (38.7%) were never used by the students. Thus, it is sufficed to say that the types of Internet resources used by the students are WhatsApp, Instant Messaging, Internet Chatting/Text Messaging, Facebook, Myspace, online broadcast, and music and video downloading via YouTube were the prominent types of Internet resources used by the students while the frequency of use ranges from monthly, Weekly, Several Times a Week, Daily, and Several Times a Day.

Objective 2: To determine the use pattern of scholarly library databases among undergraduate students of Fountain University, Osogbo, Nigeria.

Table 3. Library Database usage pattern.

SN	Items	Very often	Often	Rarely	Never
1	How often do you use electronic resources?	117 (67.6)	43 (24.9)	9 (5.2)	4 (2.3)
2	I access electronic resources through Cybercafes	24 (13.9)	20 (11.6)	79 (45.7)	50 (28.9)
3	I access electronic resources in the library	18 (12.1)	40 (23.1)	78 (45.1)	34 (19.7)
4	I access electronic resources through the following Internet providers (Airtel, MTN, GLO, etc.)	115 (66.5)	48 (27.7)	6 (3.5)	12 (2.3)
5	I access electronic resources through friends	47 (27.2)	55 (31.8)	59 (34.1)	4 (6.9)
6	I access electronic resources through the university ICT centre	21 (12.1)	42 (24.3)	59 (34.1)	51 (29.5)
7	I prefer to use the print version of electronic materials	25 (14.5)	39 (22.5)	62 (35.8)	47 (27.2)

SN	Items	Very often	Often	Rarely	Never
8.	I use CD-ROMs enclosed in books	13 (7.5)	17 (9.8)	76 (43.9)	67 (38.7)
9.	I sometimes use audio-virtual materials	22 (12.7)	44 (25.4)	67 (38.7)	40 (23.1)
10.	I access electronic information resources installed on my system e.g. Microsoft Encarta, Encyclopedia Britannica	61 (35.3)	64 (37.0)	29 (16.8)	19 (11.0)

From table 3, it is evident that library database in Fountain University, Osogbo are used very often (67.6%), and most of the respondents rarely access these library databases via private cybercafés on the campus (45.7%) and never used cybercafés (28.9%). In a related question, the students stated that they rarely (45.6%) and never (19.7%) used the library as well as access points to the library database. This means most of the students used the library database via other access points. As far as Internet providers such as Airtel, MTN, GLO, etc. are concerned as access points to the use of the Internet, the majority of the students (66.5%) used them very often and often (27.7%). Table 3 also revealed that the students very often (27.2%) and often (31.8%) access Internet resources through friends, while they rarely (34.1%) and never (29.5%) accessed it through the University's ICT centre. The majority of the respondents do not prefer print

resources to electronic database resources as they rarely (35.8%) and never (27.2%) used print resources. The students equally do not use the CD-ROMs enclosed in textbooks rarely (43.9%) and never (38.7%). The majority of the students rarely (25.4%) and never (38.7%) used audio-visual materials, though the majority access electronic information resources installed on their systems very often (35.3%) and often (37%). It is, therefore, it is noted that the library database subscribed to by Fountain University, Osogbo is highly put to use by the students, the students used the database using their personal devices and personal Internet subscription, while the students equally paid a premium on library electronic databases above print sources.

Objective 3: To identify the factors inhibiting the use of Internet and database among undergraduate students of Fountain University, Osogbo, Nigeria.

Table 4. Problems encountered while using Internet resources.

SN	Items	S.A	A	D	S.D
1	Information overload or too much information	58 (35.5)	71 (41.0)	28 (16.2)	16 (9.2)
2	Download delay	91 (52.6)	63 (36.4)	14 (8.1)	5 (2.9)
3	Pop up of unsolicited information while browsing	93 (53.7)	65 (37.6)	13 (7.5)	2 (1.2)
4	Problem with information credibility	51 (29.5)	84 (48.6)	34 (19.7)	4 (2.3)
5.	Failure to find needed information	47 (27.2)	76 (43.9)	33 (19.1)	17 (9.8)
6.	Loss of downloaded (saved) documents on the system	35 (20.2)	49 (28.3)	70 (40.5)	19 (11.0)
7	Lack of search skills	35 (20.2)	48 (27.7)	62 (35.8)	28 (16.2)
8	High cost of Internet bundle	68 (39.3)	55 (31.8)	36 (20.8)	14 (8.1)
9	Power outage	54 (31.2)	57 (32.9)	40 (23.1)	22 (12.7)
10	Inaccessibility of some websites	76 (43.9)	47 (27.2)	37 (21.4)	13 (7.5)

Table 4 showed the factors inhibiting the use of the Internet and database among undergraduate students of Fountain University, Osogbo, Nigeria. Strongly Agree (SA) and Agree (Agree) are aggregated as agreement while Disagree (D) and Strongly Disagree are aggregated as disagreement. In Table 4, it was revealed that the majority of the respondents were in agreement with the statement that information overload (76.5%) was a problem, that download delay is equalling a problem (89%), and pop up of unsolicited information while browsing is also a problem (91.3%). In addition, it was established that problems with the use of the Internet and database among the students include information credibility problems (78.1%), high cost of Internet bundle (70.1%), power outage (64.1%), and inaccessibility of some websites (71.1%). Failure to find needed information and loss of downloaded or saved documents on the systems does not pose serious challenges.

6. Discussion

The study set out to find out the types and frequency of Internet resources' use, the use patterns of scholarly

databases and identify the factors inhibiting the use of Internet and database among undergraduate students of Fountain University, Osogbo, Nigeria. It was found that the types of Internet resources used by the students are WhatsApp, Instant Messaging, Internet Chatting/Text Messaging, Facebook, Myspace, online broadcast, and music and video downloading via YouTube were the prominent types of Internet resources used by the students while the frequency of use ranges from monthly, Weekly, Several Times a Week, Daily, and Several Times a Day. This finding corresponds with what was found by Ogungbeni, J. I., *et al.* [16] who found out that 84.5% of the respondents connect to the Internet through their telephone network service provider. Respondents who connect to the Internet through the library are 8.2%. Just 3.1% of the respondents access the Internet through their university information and communication technology (ICT) center. The finding also affirmed further the findings of Ogungbeni, Adekanye, Bamigbose, and Sulaiman whose results showed that access to the Internet through mobile devices is the trend among undergraduate students. The study also revealed that the majority of the respondents (57.7%) agreed that most journal articles they access are from the Internet which is similar to what was

found in this study [16]. The researchers also reported that 67.0% of the respondents in their study read dictionaries on the Internet which showed that the finding of this study is concurrent with the previous studies.

It was found in this study that library database is highly used. This finding corroborates with what was reported by Mbabu, Bertram and Varnum who reported that a high percentage of students made use of scholarly databases at least once daily. More than half the number of enrolled undergraduate students accessed a scholarly database at all in the Fall 2009 semester. Juniors and seniors had the least proportions of database users in spite of their higher levels of learning and expected sophistication in information-seeking skills. The University Library conducts a variety of introductory seminars that introduce freshmen to databases in the Fall semester. Nevertheless, this research did not find any evidence that the momentum was sustained in the subsequent years in which higher-level and more sophisticated skills were expected [7]. Problems associated with the use of the Internet and database among Fountain University students include information overload, download delay, and pop-up of unsolicited information. Furthermore, it was established that problems of the use of the Internet and database among the students include information credibility problems, high cost of Internet bundle, power outages, and inaccessibility of some websites. These problems have also been identified by previous studies [4, 7, 15].

7. Summary and Conclusion

It was established in this study that the students highly used Internet resources and library databases. The prominent Internet resources frequently used were WhatsApp, instant messaging platforms, Internet Chatting/Text Messaging, Facebook, Myspace, online broadcast, and music and video downloading via YouTube while the prominent database used was electronic resources which however were not accessed through the library's ICT centre but via mobile phones and friends. It is, therefore, concluded that the use pattern of Internet resources and databases in Fountain University, Osogbo was high and the students have access to them from unlikely channels.

8. Recommendations

Based on the findings of this study, the following recommendations are made.

- 1) There is a need for the library management to intensify their information literacy programmes in order to sensitise the students to use the resources through the library's ICT centre. This will justify the investment in the ICT centres and make the students to be closer to the staff of the library who will offer them timely professional assistance.
- 2) The library should increase its subscription to more electronic resources so that the students will have variety. This is necessary because the students have

placed a premium on electronic resources over print resources.

- 3) The students tend to use more of social media platforms that are meant for entertainment than those that can facilitate their learning and scholarship. Therefore, the school authority should make restrictions on the use of social media platforms during academic hours by installing firewalls to applications such as Facebook and YouTube. This is to curb social media misuse and addictions.

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