Assessing Internet Usage among Students of Federal Polytechnic Bida, Nigeria

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Abstract

Despite the numerous advantages of the internet over the years, its usage among students since the recent past had attracted public outcry regarding its propensity for use towards social engagement and the fulfilment of social needs; rather than for attainment of academic excellence in schools. This paper examined internet usage among students of Federal Polytechnic Bida, Nigeria, to determine the veracity or otherwise of the said public outcry. Anchored on Rational Choice Theory with additional support from Dependency Theory; the study used the Survey Research Method of inquiry, and administered questionnaire through Simple Random Sampling, to examine internet usage among students of federal polytechnic Bida. The findings showed that internet usage among majority of the students was mainly for fulfilment of social needs rather than for attainment of academic excellence. Recommendations made included the need to promote the use of internet for academic excellence such as projects supervision, giving of lecture notes and tutorials; to encourage internet-based assignments and tests; and to structure programs that will help achieve positive behavioural change of students already addicted to using the internet mainly for social engagement and fulfilment of social needs.

Key Words: Internet Usage, Rational Choice Theory, Dependency theory, Social Media, Youths.

Introduction

The Internet is a universal system of interconnected computer networks that uses its protocol suite (TCP/IP) to connect networks and pieces of equipment. It evolved from a research commissioned by the United States Department of Defense in the 1960s to enable time-sharing of computers (Stewart, January 2000). During the 1980's, the Internet was widely used by the academia. The eventual linking of commercial networks and enterprises by the early 1990s turned out to be the beginning of the change to the modern Internet (Strickland, 3 March 2008). Since the eventual emergence in the 1990's, its growth has been sustained as diverse institutions, personal

and mobile computers worldwide were connected to the network. The 1990's was the period that various organizations (public and private) incorporated its services and technologies into virtually every aspect of modern life.

The internet has become a global trend patronized by youths all over the world; which has transformed the interaction and communication of individuals throughout the world. Notably since the last decade, there has been an enormous development and diffusion of new forms of Internet-information and communication technology; such as social media, personal computer, mobile or cellular phone, and other devices (Stewart, January, 2000*)*. Most youths who use these different tools are students and young graduates. Studies have suggested that even though the youths occasionally use it to advance their academic aspirations, majority use it for social interaction and interpersonal communication through social networking services such as Facebook, WhatsApp, Twitter, Instagram among others. Social media are websites and applications that enables users to create, share contents and participate in social networking such as Facebook, Instagram, Twitter, Skype, LinkedIn, You-tube, My Space, etc. (NIRA, 2019). Likewise, social networks are platforms on the internet that are maintained by individuals or organizations for the creation of social relations between people usually with common interests or activities. While social networking services otherwise known as social media have their uses and advantages particularly in interpersonal relationships when used moderately, excessive usage for social interaction can result in poor academic performance of students (NIRA, 2019; Treuer, Fabian, and Furedi, 2001). This activity of social networking is particularly popular among the youths (Treuer, Fabian, and Furedi, 2001) and do not require special technical knowledge to undertake.

The Internet today is a pervasive instrument in our everyday lives. In recent times, as noted by Wang (2001), social media has an impact on many aspects of human communication (written and non-written); and serves as a reliable platform used to maintain contact with others, express views and grievances, mobilize friends and associates, listen to music and radio, watch televisions and films, buy and sell different goods, write our own blogs, and contribute to the blogs of others, receive and transfer funds, research on various subjects, read newspapers, and indulge in video conferencing, as well as access government sites, share ideas, download software and other digital data, etc. Thus, social media has been transformed into daily usage by students who have become more connected than ever before, especially during difficult times when they are physically

distanced from their family and peers. Unfortunately, it is easy for students to become addicted to usage of the social media for social interaction, but such addiction can result in poor academic performance as many studies have concluded (Beard and Wolf, 2000; Morahan-Martin and Schumacher, 2000; Paska and Yan, 2011).

Evidently, the Internet, despite being a sort of oxymoron (a repository of contradictions, i.e., good and bad), is here to stay (Fuchs, 2008). Although the relevance of the internet from which social media emanated is appreciated worldwide because of various advantages and opportunities derived from it (Beard and Wolf, 2000), its usage among students since the recent past had attracted public outcry regarding its propensity for social engagements and the fulfilment of social needs, rather than for attainment of academic excellence. This paper therefore examined internet usage among students of Federal Polytechnic Bida, Nigeria, to determine the veracity or otherwise of the said public outcry.

Theoretical Framework

This study is anchored on *Rational Choice Theory* which initially stemmed from neoclassical economists such as Adams Smith (1776) and others, and later moved into the social sciences from the mid-19th century (Nickerson, 2021). At its core, *Rational Choice Theory* argues that people are in control of their own decisions; hence as individuals, they use rational calculations to make rational choices and achieve outcomes that are aligned with their own personal objectives (Boudon, 2003; Levin and Migrom, 2004). According to Ganti Akhilesh (2022) *Rational Choice Theory* implies understanding individual actors as acting or more likely interacting in a manner such that they can be deemed to be doing the best they can for themselves, given their intentions.

Additionally, *Dependency Theory* of the media is adopted to support the *Rational Choice Theory. Dependency Theory* propounded by Sandra Ball-Rokeach and Melvin DeFleur in 1976 posits that the more dependent an individual is on the media for having his or her needs fulfilled, the more important the media will be to that person (Nawi, Alsagoff, Osman, &Abdullshi, 2020). This theory is based on the Uses and Gratifications Theory propounded by Katz in 1970 on how people use media for gratification of their needs (Angleman, December 2000). Thus, the *Dependency Theory* argues that the more a person becomes dependent on the media to fulfill these needs, the media will become more important to that individual (Settle, 2018). Both theories are relevant to this paper, and complement each other, as they relate to how students in Federal

Polytechnic Bida make choices on how to use the internet to promote their self-interests; which they are dependent upon for personal gratification and satisfaction, irrespective of public opinion.

Perspectives on Internet Usage

There is no doubt that the Internet has immense potential to improve the quality of education, which is one of the pillars of sustainable development. While it is important to remember that the Internet is not, of course, the answer to every challenge posed by education, it can help to unlock human capabilities that can improve learning and teaching (Dogniez, 2019). Besides its other uses, the internet can improve the quality of education in many ways. It opens doorways to a wealth of information, knowledge, and educational resources, increasing opportunities for learning in and beyond the classroom. Teachers use online materials to prepare lessons, and students use them to extend their range of learning. Interactive teaching methods, supported by the Internet, enable teachers to give more attention to individual students' needs and support shared learning. This can also help to rectify inequalities in education experienced by girls and women (Dogniez, 2019).

The Internet plays a very crucial role in self-study. Search engines like google, Bing, yahoo, etc., provide the best knowledge to you. It makes it easier for students to research things, and relearn the content taught in the school. People use it according to their needs and interests. For instance, students can easily access quality education materials like tutorial videos on YouTube for free or pay fees online for more quality study materials. Teachers can record their lectures and provide it to the students for revisions which is better than reading from notes. Additionally, information is the biggest advantage which the internet is offering. There is a huge amount of information available for every subject. The internet keeps us up to date with the latest information regarding the subjects in which we are interested. All study-relevant materials (research papers and books) are available on the internet, thereby making it possible for students to easily find their desired study material on the internet. It provides opportunity for students to easily get help from the internet and complete their assignments on time (Sharna, January 2023).

Young (1997, 1998b) asserts that youths' internet usage is as a result of their dependency on the social contact they receive from their friends on the Internet; where they bare their minds about matters, they feel others such as their close relatives will not understand. Thus, the internet provides a way for the youths, particularly students, to express themselves in a more satisfying manner than when speaking before parents etc. Consequently, the more accessible the internet is

within an environment, the greater the patronage by people; and the increased chance of usage for social fulfilment by students.

In addition, the cause of Internet usage for social fulfilment is multidimensional due to its familial and socio-cultural influences that encourage its excessive use (Wang, 2001). For example, students may use the Internet to escape the depression and loneliness of family conflicts. This is often the case during marital separation by parents, which usually results in the desire by students from such parents to reach out to their friends. In addition, modeling the attitude of peer groups, adults or other associates vis-à-vis their indulgence in numerous activities available on the Internet, can lead to modelling such behaviour by students. Furthermore, people use the internet to fulfill some social needs such as the desire for friendship, guidance and information etc. The social media platforms like Facebook, WhatsApp, and Twitter among others provide access to the social needs of interaction with outsiders particularly among the students and youths in general. Expectedly, an internet friendly environment promotes the desire for increased patronage by users, thereby increasing the propensity for internet addiction; which can have adverse consequences as reported by quite a number of users (Boyd and Ellison, 2007).

The term Internet Addiction is used to refer variously to Internet Addicts, Computer Addicts, Compulsive Internet Users, Excessive Internet Users etc.; and is found among persons of various age, education, social and economic bracket (Beard and Wolf, 2001). Internet addiction, although not formally acknowledged as a subject of medical enquiry, is the compulsive need for and use of internet to communicate and interact with online friends, play computer games, seek educational information, watch pornography or shop online (Lin and Tsai, 2002). Basically, it refers to excessive attachment and involvement with the Internet leading to increase in the time spent on the internet. Paska and Yan (2011) argue that Internet addiction exists, even if the terms used to define this addiction differ. Yet, despite the arguments by scholars above on the group stereotyped as addicts to the internet, this study avers that basic literacy necessary for use of rudimentary knowledge of Android Mobile Phones and Lap Top Computers is vital to ensure regular access to the internet, before propensity towards addiction can occur.

However, consensus exists among the media and many scholars that most internet users are introverted youths and computer-literate males; who constitute the group most likely to be addicted to the internet (Scherer, 1997; Young, 1998a; Treuer, Fabian, and Furedi, 2001; Lin and Tsai 2002; NIRA, 2019). The youths (irrespective of gender and proclivity) are the group mostly obsessed

with the internet, and cannot imagine life without it; since the internet undoubtedly open up a world of possibilities and opportunities to them, making them eager to use it possibly to connect virtually with 'everyone in the world' (NIRA, 2019). Whereas this media and scholarly advanced 'stereotype' theory of potential internet addicts may have been valid in the past (Pocius, 1991), the availability of Android Mobile Phones and Lap Top Computers as well as the easy internet access within the length and breadth of the country interrogates the validity of media stereotype on the characteristics a person addicted to the Internet may possess (Pocius,1991; Young, 1998b; Armstrong et al., 2000).

The effect of the internet addiction on users varies. It is argued that the internet addiction isolates and separates users from their families. Like television, the Internet impedes effective human physical relationship necessary for development and growth (Griffiths,1997; Pike, 1999). Beard (2002) notes that Internet addiction can lead to loss of gainful employments occasioned by lack of concentration of users on their jobs. Due to lack of concentration, avoidable errors and accidents can occur causing the management to sack the internet addicted staff. Furthermore, addiction to Internet has resulted in conflicts between spouses and friends. This is often the case when users are so engrossed that they ignore the presence of those around them, or fail to respond to the needs of close relatives who may consider the users' actions as rude, offensive and insulting. Additionally, internet addiction affects academic performance of people, alongside their extracurricular activities, particularly those of students in colleges and tertiary institutions who spend much time perusing the internet (Beard, 2002).

Methodology

The survey research method is used in this discourse to investigate the personal and demographic data, as well as frequency of internet usage by respondents. The questionnaire is used herein to investigate respondent's behaviour, preferences, intentions, attitudes and opinions in relation to internet addiction. Also, Simple Random Sampling method is used in the distribution of the Questionnaire. This is to ensure that each individual in the entire population irrespective of gender, class, age, ethnic and religious proclivities has the same probability of being chosen at any stage during the sampling process.

The population of study comprises of all the 10,188 students in the 31 departments of Federal Polytechnic Bida (See Appendix 1). The sample size is ten percent (10%) of the population, which

translates to 1,018.8 respondents, (approximate 1,019 respondents) used as representative sample of the target population of 10,188 of students. This is realized from the 32.8 questionnaires (approximate 33 questionnaire) randomly distributed to each of the 31 departments above. The distribution of 33 questionnaire to each department is to achieve parity necessary for effective analysis of data. The result of respondents' reactions to the questionnaire is presented qualitatively and quantitatively, using tables to show the frequency distributions of categorical variables for effective communication of messages from respondents; and to help satisfy the study objective. The tables are designed to basically capture the Respondent's Personal and Demographic Data and Assessment of Internet Usage by Gender.

Respondent's Personal and Demographic Data: This refers to data showing the variables of Gender, Age, Ethnicity, and Religion distribution, as well as Marital Status of respondents. For ease of representation of Personal and Demographic Data of respondents in table, Codes (alphabets and figures) are used thus:

	VARIABLES	**RESPONDENTS**	**CODES**
1.	GENDER	MALE	**M**
		FEMALE	**F**
2.	AGE	LESS 28 YEARS	**L28**
		ABOVE 28 YEARS	**A28**
3.	ETHNICITY	HAUSA	**H**
		IGBO	**I**
		YORUBA	**Y**
		NUPE	**N**
		OTHERS	**O**
4.	RELIGION	CHRISTAINITY	**Cr**
		ISLAM	**Is**
		TRADITIONAL	**Tr**
		OTHER	**Ot**
5.	MARITAL STATUS	SINGLE	**S**
		MARRIED	**Md**
		WIDOW(ER)	**Wi**
		DIVORCED	**Dv**

Part 1. ***Respondents Personal and Demographic Data in Tables.***

Sample Size	**Gender**		**Age**		**Ethnicity**					**Religion**			**Marital Status**		
			L28	**A28**	**H**	**I**	**Y**	**N**	**O**	**Ch**	**Is**	**Ot**	**S**	**Md**	**Wi**
1,019	**M**	564	401	163	47	103	148	204	62	115	430	19	545	19	2

	F	455	392	63	17	121	111	152	54	201	250	4	399	46	5
Total	1,019		***793***	***226***	***54***	***224***	***259***	***356***	***116***	***316***	***680***	***23***	***944***	***68***	***7***

The respondents' personal and demographic data show that there are more male students (564) than female students (455) in the institution. Most of the students are below 28years (793) and the highest ethnic group is Nupe (356); while the dominant religion is Islam (680). Also, most of the respondents are single (944).

Part 2. ***Assessment of Internet Usage by Gender in Tables.***

Table 1. Do you use the internet while in school?

Male (564)	Regularly (559)	Rarely (0)	Occasionally (5)	Never (0)
Female (455)	Regularly (446)	Rarely (0)	Occasionally (9)	Never (0)
Total =1,019	**1,005**	**0**	**14**	**0**

Table 1. Shows that most respondents use the internet regularly (1,005)

Table 2. How often do you use the Internet during your lecture periods?

Male (564)	Always (0)	Occasionally (92)	When not busy (31)	Rarely (451)
Female (455)	Always (0)	Occasionally (49)	When not busy (25)	Rarely (371)
Total =1,019	**0**	**141**	**56**	**822**

Table 2. Shows that most respondents rarely (822) indulgence in internet in school during lecture periods.

Table 3. What major challenge can prevent your daily regular use of internet?

Male (564)	No data (354)	No android phone (5)	No time (205)	No internet signal (0)
Female (455)	No data (277)	No android phone (3)	No time (175)	No internet signal (0)
Total =1,019	**631**	**8**	**380**	**0**

Table 3. Shows that lack of data impedes most respondents (631) from daily use of the internet.

Table 4. Which time of the day do you use internet most?

Male (564)	Evenings/Nights (564)	Every time (0)	Afternoons (0)	Mornings (0)
Female (455)	Evenings/Nights (455)	Every time (0)	Afternoons (0)	Mornings (0)
Total =1,019	**1,019**	**0**	**0**	**0**

Table 4. Shows that all the respondents (1,019) use the internet mostly in the evenings.

Table 5. What instrument/equipment do you mostly use for internet access?

Male (564)	Lap-Top Computer (3)	Mobile Phone (561)	Desk-Top Computer (0)	All (0)
Female (455)	Lap-Top Computer (0)	Mobile Phone (455)	Desk-Top Computer (0)	All (0)
Total =1,019	**3**	**1,016**		**0**

Table 5. Show that the instrument for internet access by most respondents is mobile phones (1, 016).

Table 6. Which site in the internet do you visit more often than others?

Male (564)	Social Media (495)	Educational (5)	Pornography (13)	Gaming (51)
Female (455)	Social Media (428)	Educational (14)	Pornography (3)	Gaming (0)
Total =1,019	**923**	**19**	**26**	**51**

Table 6. Show that respondents visit the social media site (923) than other internet sites.

Table 7. Which is your preferred social media platform?

Male (564)	WhatsApp (24)	YouTube (28)	Facebook (502)	Instagram (10)
Female (455)	WhatsApp (9)	YouTube (11)	Facebook (433)	Instagram (2)
Total =1,019	**33**	**39**	**935**	**12**

Table 7. Shows that the preferred social media platform of most respondents is Facebook (935).

Table 8. How often do you use the internet for educational purpose?

Male (564)	Rarely (6)	Occasionally (444)	Never (0)	Regularly (114)
Female (455)	Rarely (2)	Occasionally (343)	Never (0)	Regularly (110)
Total =1,019	**8**	**787**	**0**	**224**

Table 8. Show that most respondents use the internet occasionally (787) for educational purpose.

Table 9. Which aspect of your academic activity do you require internet information most?

Male (564)	Note making (4)	project writing (522)	Preview courses (0)	Tests/Assignments (38)
Female (455)	Note making (0)	project writing (427)	Preview courses (0)	Tests/Assignments (28)
Total =1,019	**4**	**949**	**0**	**66**

Table 9. Shows that the academic activity to which internet information is mostly required is project writing (949).

Table 10. How long do you stay on the Internet daily when not interrupted?

Male (564)	About 3 hrs. at a time (11)	As long as I can be awake (61)	Depends on the particular Site (488)	Less than 2 hours at a time (5).
Female (455)	About 3 hrs. at a time (5)	As long as I can be awake (45)	Depends on the particular Site (402)	Less than 2 hours at a time (3).
Total =1,019	**14**	**106**	**990**	**8**

Table 10. Shows that the length of time spent by most respondents when not interrupted depends on the particular site (990).

Table 11. What is the average amount you spend monthly on data to peruse the internet?

Male (564)	N2,000 (12)	N1,000 (56)	N500 (380)	N300 (116)
Female (455)	N2,000 (2)	N1,000 (28)	N500 (305)	N300 (120)
Total =1,019	**14**	**84**	**685**	**236**

Table 11. Shows that most respondents spend average amount of N500 (685) to peruse the internet.

Table 12. What state do you usually keep your instrument/equipment used for internet access while in a Lecture Hall?

Male (564)	Switched off (320)	Silent mode (159)	Active (0)	Kept at home (85)
Female (455)	Switched off (331)	Silent mode (85)	Active (0)	Kept at home (39)
Total =1,019	**651**	**244**	**0**	**124**

Table 12. Shows that most instrument/equipment for internet access is switched off (651) while in lecture hall.

Table 13. What in your opinion is the daily prevalence of electricity supply in your school?

Male (564)	Regular (0)	Epileptic (452)	Non-existent (0)	Less 6 hourly (112)
Female (455)	Regular (0)	Epileptic (401)	Non-existent (0)	Less 6 hourly (54)
Total 1,019	**0**	**853**	**0**	**166**

Table 13. Shows that daily prevalence of electricity supply to respondents is epileptic (853)

Table 14. What is the main source of power for charging your mobile phone?

Male (564)	Solar (0)	Electricity (544)	Mobile Power bank (12)	Generator (8)
Female (455)	Solar (0)	Electricity (443)	Mobile Power bank (7)	Generator (5)
Total 1,019	**0**	**987**	**19**	**13**

Table 14. Shows that the main source of power for charging phones by most respondents is electricity (987).

Table 15. Can excessive indulgence in the use of social media affect your academic performance?

Male (564)	Not Sure (13)	Certainly (421)	Never (2)	Rarely (28)
Female (455)	Not sure (25)	Certainly (415)	Never (0)	Rarely (15)
Total=1,019	**38**	**836**	**2**	**43**

Table 15. Shows that excessive indulgence in the use of social media Certainly (836) effect academic performance of most respondents.

Table 16. How has your Internet usage affected your academics most?

Male (564)	Sleeping late (101)	Often alone (119)	Reduced reading (331)	Waste of money (13)
Female (455)	Sleeping late (94)	Often alone (85)	Reduced reading (256)	Waste of money (23)
Total=1,019	**195**	**204**	**587**	**36**

Table 16. Shows that internet usage by most respondents resulted in reduced reading (587).

DISCUSSION

(a) ***Respondent's Personal and Demographic Data:*** The result of Respondent's Personal and Demographic Data showed that majority of respondents are males (564), while females (455) make up the entire sample size of 1,019. Also, majority of the respondents irrespective of gender are below 28 years (793), with others above 28 years (226). This shows that most respondents belong to the category of persons (18-29 years) defined as youths by National Youth Policy of Nigeria (NNYP, 2019). In addition, the population of the dominant ethnic group Nupe (356) is followed closely by that of the Yoruba (259), then the Igbo (224), Others (116) and the Hausa (54); showing the national outlook of the institution. Additionally, most respondents are adherents of the two major religions; Christianity (316) and Islam (680) with quite a few (23) making up the other religions in the group. Yet, irrespective of religious affinity, most respondents are Single (944), with quite a few married (68) and seven (7) widows(er). In sum, the institution is cosmopolitan in outlook as seen in the diverse ethno-religious affinity of respondents who though comprise of more males than females; represent the entire population of students in Federal Polytechnic Bida.

(b) ***Assessment of Internet Usage by Gender*:** Furtherance to the above, data on assessment of internet usage revealed that all respondents (1,019) irrespective of gender use the internet while in school either regularly (1,003) or occasionally (16) as seen in Table 1. Frequency of usage by students during lecture period is very rare (822) since majority keep their phones switched off (651) during such periods as seen in Tables 2 and 12. The average amount spent monthly on data is N500 (685), showing moderate usage of the internet possibly compounded by epileptic electric power supply (853) as seen in tables 11, 13, and 14. However, most respondents admit that their major challenge to daily internet use is lack of data (631), considering that they are free to browse the internet mostly in the Evenings/Nights (1,019) irrespective of epileptic power supply. The popular instrument for accessing the internet is Android mobile phones (1.016), and the popular site of preference is the social media (929) as depicted in Tables 6.

The fact that majority patronize the social media sites more than other sites is indicative of the popularity of social media sites among students, particularly Facebook; used by majority (935) for interaction with other users through their virtual profiles; sharing and publishing their artistic creations such as photos and videos, connecting with people and groups of common interests, etc. as shown in table 7. The length of time spent on the internet when not interrupted, depends on the

need and interest in the particular site of engagement (990) as seen in table 10. This is in line with the ideals of Rational Choice and Dependency theories on which this study is anchored. The theories leverage on the patronage of internet by most respondents either for social engagements or other choices; which underscores respondents' rational choices to achieve outcomes that are aligned with their own personal objectives and interest.

The findings show that the use of the internet for educational purposes is not regular, but occasional (787), and mainly when there is need for project writing (949), Tests and Assignments (66), and Note Making (4) as seen in tables 8 and 9 respectively. Despite the preference of most respondents for social media sites, they admit that excessive indulgence in the use of social media affect their academic performance through reduced reading (587), and sleeping late (214); attitudes which according to Beard (2002) are likely to result in poor academic performance of people, alongside their extracurricular activities, particularly those of students in colleges and tertiary institutions who spend much time perusing the internet.

Conclusion

In conclusion, the findings reveals that all the respondents irrespective of gender, religion, ethnicity and age use the internet regularly at varying degrees at evenings/nights, since they switch off their phone during lecture periods in the daytime. The findings further show that the social media sites remain the popular sites of attraction and frequent indulgence among students, while the sites for academic pursuit is disregarded and occasionally glossed over. Thus, there is excessive indulgence in social media sites among students and a limited patronage of academic cum education sites. The implication of this is the propensity for poor academic performance by majority of the students; which is likely to worsen when usage of social media becomes obsessive leading to addiction and attendant negative consequences.

Yet, regardless of whether this partiality for social media sites is a result of the internet itself or some other factors, it is unarguable that if the current excessive indulgence in social media sites by students is not mediated by the improved patronage of educational sites necessary for academic excellence and success; the frequency of poor academic performance by students of Federal Polytechnic Bida will subsist. This study concludes that internet usage by students of Federal Polytechnic Bida is mainly for social relation and interaction, rather than for pursuit of academic excellence.

Recommendations

i. There is need to promote the use of internet for interaction between students and lecturers during seminars, projects, dissertations, and thesis' writings and submissions.

ii. Also, Teachers and other educational instructors should promote the use of the internet for presentation of lecture notes and tutorials, as well as tests and assignments to encourage students' use of the internet for educational purpose.

iii. There is the need to structure programs on the internet that will help achieve positive behavioural change of students already addicted to using the internet mainly for social engagement and fulfilment; such as regular monetary-rewarding quizzes and debates' competitions.

iv. Pornographic sites on the internet should be banned and possibly blocked by the government as done by countries such as China, Cuba, Benin Republic, Egypt, Mali etc. to reduce patronage and dependency. (https://en.wikipedia.org/w/index.php?title=Pornography_laws_by_region&oldid=977128873)

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Appendix 1

List of Departments and Students Population of Federal Polytechnic Bida

(2021/2022 Session)

s/n	Department	Students' Population
1.	*Accountancy*	365
2.	*Agricultural Engineering / Technology*	252
3.	*Agric and Bio Engineering*	206
4.	*Architectural Technology*	427
5.	*Banking And Finance*	330
6.	*Building Technology*	266
7.	*Biochemistry*	262
8.	*Biological Sciences*	211
9.	*Business Administration and Management*	562
10.	*Chemical Engineering Technology*	386
11.	*Computer Engineering*	221
12.	*Computer Science*	320
13.	*Electrical / Electronic Engineering*	311
14.	*Estate Management*	374
15.	*Horticulture*	180
16.	*Hospitality Management*	260
17.	*Legal Studies*	167
18.	*Library and Information Science*	232
19.	*Marketing*	422
20.	*Mass Communication*	688
21.	*Mechanical Engineering Technology*	272
22.	*Nutrition and Dietetics*	180

23.	*Office Technology and Management*	312
24.	*Physics*	186
25.	*Public Administration*	729
26.	*Quantity Surveying*	286
27.	*Science Laboratory Technology*	915
28.	*Statistics*	277
29.	*Surveying and Geo-Informatics*	162
30	*Tourism*	198
31.	*Urban and Regional Planning*	238
	Total =	**10,188**