



## INFLUENCE OF INTERNET INFORMATION SOURCES AND UTILIZATION ON LIBRARY AND INFORMATION SCIENCE DIPLOMA STUDENTS ON ACADEMIC ACHIEVEMENT IN KADUNA STATE

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### Abstract

*This study investigated the influence of Internet information sources and utilization on Library and Information Science (LIS) diploma students for academic achievement in Kaduna State. Four research questions were raised. Survey research design was adopted. The population of the study consists of all tertiary institutions offering diploma in LIS programme in Kaduna State with eight hundred and seventy-two (872) diploma students and lecturers. Questionnaires were the instrument administered on a sample size of eight hundred and seventy-two (872) diploma two students and their lecturers while only seven hundred and five (705) copies were returned using a purposive sampling technique. Data collected were analyzed using simple percentages and frequency table. Results of the finding explain the frequency of information sources and access to internet information for their academics' goals as indicated in table ii, with 416(99.0%) of the respondents while 16 (2.3%) Connect the internet to making friendship was the last by diploma students and their lecturers. Recommendations were made, as more ideas should be put in place to provide the LIS, diploma students and their lecturers with internet services since it gives quick access to the needed educational formation without any impediment.*

**Keywords:** Academic Achievement, Diploma Students, Internet, Source and Utilization.

### Introduction

The World Wide Web (www) has become more interactive faster and convenient mode of information sharing among students, lecturers and scholars for educational information purposes. Gibson and Oberg (2014) reported the challenges mainly on the caliber of student's proficiency in using the internet and having access to the web in obtaining educational information. This could be through the use of computers compact discs, digital video, satellite communication, and the internet among the channels through which digital electronic technology information's are obtain by lecturers and share with students to enhance academic achievement and human resources development in Nigeria and African at a large.

The influence of internet information sources and their utilization by diploma programmes student towards human resource development goes beyond the internet. However, internet information improves the quality of learning and instructions. The

internet is a significant tool for information sourcing, and its utilization could meet the learning and instructional delivery standards. Loutchko, et al' (2012) reported that, a few percent of lecturers feel pressure to adopt the use of internet information for instructional activities which they integrate it into their lecture rooms. This also makes it difficult for diploma students to solve their educational information's need the problems. Therefore, lecturers and diploma students without internet information sources in the lecture rooms are at a disadvantage. Internet information has multiple information sources as a potential for research, teaching and learning, information for class discussions, assignment and services as educational collaborating tools which give room for a change to the way lectures impact knowledge in their diploma students (Makarma, (2014). Beile and Boote (2013) assertion that, the internet should be made to help students go beyond the research functions of the internet itself. Explaining that, most lecturers in diploma programmes do not utilize the

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internet information in their daily activities such as communicating with students neither then uses the textbook, when building new topics or engaging in lecture room projects and a vast number do not update their lecture notes with information found from the internet. However, the internet evolves, the options for both lecturers and their student who are changing flexibility across time and space is improving, and paradigms of interaction are beginning to gain credibility. Wallac (2014) linked in that, technology cannot meet the goals of some lecturers who are glimpsing the possibilities of this new world, as they race adhered, there are far more who are in danger of being left behind due to the poor state of economy of the Nigerian educational system. Some lecturers and students who are digitally poor do not have the equipment's, knowledge or confidence to enter the online world fully. Meanwhile, the essential rationale behind the internet information technologies set up is to save time; get up to date (current) academic information. Atuh (2009) reported that, information delivery through the internet is quicker and cheaper than by post, which is the key concern to boost of student academic achievement in any educational programme. More so Internet information sources are valuable means for boost diploma student academic achievements. Internet as the first step for diploma students' developmental process that starts from intensive certification courses for entry-level to undergraduate or postgraduate qualifications necessary to service any organization after graduation. Tukur and Ndajia (2014) reported that internet promotes reflective practice for information sourcing in students with less time pressure than in the library and information science textbooks, students are not only able to reflect more extremely, but actively encouraged to do so. When diploma students comprise internet information and native the textbooks, it holds several advantages based on communication towards students' academic achievement.

The Internet makes diploma student develop more confident online and able to reflect and participate in building self-esteem and contribute to their educational communities and the society at large. Galloway (2016) attributed that, in the technique through

instant messaging with the main advantage being that, students could take part across distance in or to boost their academic achievement. It would be intriguing to know if the written yet instantaneous format had any effect on the reflective process. Students' on diploma programmes with the utilization of internet information sources are with immeasurable academic achievement. Also, lecturers who were professionally isolated are making new connections and collaborating across the internet (Bates & Poole, 2013). Therefore, new internet information applications enable an unprecedented level of interaction between lecturers and diploma student worldwide and the ability to create as well as share content is a vital tool in promoting self-directed learning in towards a better academic achievement.

Information is an indispensable and key to decision making. More so, Information is a vital part of all aspects of life living. Also a significant raw material, that its acquisition and understanding is relevant in policy formulation, decision making and its implementation for growth and existence. Therefore, unfailing information is the basis for building knowledge, awareness, expertise and practical process significantly to enrich the society around us, development in terms of health, agriculture, education, etc. Therefore, with adequate information much can be achieved when it has to do with decision making or knowledge acquisition. Three types of information sources are known which are: primary, secondary and tertiary. Such is appropriate when searching for educational information. Primary sources are unprecedented information resource in which new research is based, such as: prime works written and an intellectual/research published. Secondary information sources are those that analyze primary information sources, as reference materials, books and articles with interpret reviews, etc. While Tertiary information sources are used to classify and trace both secondary and primary sources; indexes, abstracts or databases that are online indexes which usually include abstracts and may also include a digital copy of the information sources. Although, using the internet to provide accurate and effective information service is a complicated proposition. One has



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to bear the attempts at gaining intellectual control and achieving precision-recall over an ever-expanding universe of text, image, and sound, can quickly prove intimidating (Adekanye, 2014).

Utilization is described as the assistance provided in the actual adoption effort after the information is available. Information utilization is the processing of data and information within the internet, applications, and systems. Information utilization in the export setting is one of providing a measurement of the extent to which information influences decision-making within an educational system. Internet information plays a critical role in how lecturers and diploma student's processes information obtained in the information acquisition stage of the internet educational information (Ugah, 2017). Utilization of internet information in the teaching and learning of LIS would, therefore, make the lecturers and diploma students to realize the significance of internet educational search towards boosting their academic achievement. The utilization of the internet to substitute, supplement or complement the library collections presents fundamental quandary and opportunities. However, an information source is a person, thing, or place from which information arises, is obtained or comes,. Information sources can be known as primary or secondary. That source might then inform a person about something or provide knowledge about it. Information sources are of different kind or categories such as: primary, secondary, tertiary, and so on. More so Internet as an information source presents the opportunity for lectures and their diploma students to expand their knowledge and awareness as they may be able to access the enormous amount of information at a fast pace to enhance success in their academic achievement (Atuh, 2009). Academic achievement is described as how many students have learned after teaching and learning period. Also, Academic achievement basically applies to what a diploma student can do and attain in the teaching and learning process within a specific criterion in a given domain with the lecturer's guidance in the teaching environment. Academic achievement does

create competition among students, and it may eradicate the focus from the academic content of a course. Thus it is a prerequisite to obtain success at a tertiary institution and equally important in life after such institution (Umar, et al', 2015).

However Limited internet information competency among library and information science diploma students and their lecturers restricts their readiness to apply the use of ICT in searching for educational information that could enhance their academic achievement. Inadequate computer laboratory facilities, poorly trained, unmotivated lecturers, students and erratic/lack of electric power supply (Atuh, 2009; Mohammad & Abdulkarim, 2011). Limited access to computers, internet connectivity, and computer skills, are the problem and poor situation which signified that Nigerian diploma if not well handle might forever remain with a poor academic standard that leads to poor human development. More so countries with limited internet connections like Nigeria would have to evaluate both their human and information material resources. Aparicio, Bacao, and Oliveira (2016) traced that, internet sites are use in counties liked Great Britain, Japan and the USA to enhance worker's education and develop their human resources.

### **Research Objectives**

The following research objectives are formulated to help reveal the findings,

- i. determine the internet educational information sources available for library and information science (LIS) lecturers and diploma students'.
- ii. determine the motives behind the utilization of internet educational information by lecturers and diploma students.
- iii. determine how efficient and effective internet educational information can enhance diploma students' academic achievement by lecturers.
- iv. To determine how challenges faced by the LIS Lecturers and their diploma students in adopting internet sources for teaching and learning can be Unraveled.



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### Research Questions

The following research questions are formulated to help reveal the findings,

- i. What are the sources of internet educational information available for library and information science (LIS) lecturers and diploma students?
- ii. What are the motives behind the use of internet educational information by lecturers and diploma students?
- iii. How efficient and effective is internet information sources in enhancing academic achievement for diploma students if it would be adopting by lecturers and diploma students?
- iv. How can the challenges faced by LIS lecturers and their diploma students towards boosting their academic achievement by adopting internet sources for teaching and learning be unraveled?

### Methodology

This study adopted a survey research design. The targeted population for the study consisted of all tertiary institutions (ABU, ASICAS, FCE, Zaria and KadPoly Kaduna) offering a diploma in Library and

Information Science programme in Kaduna State. A sample size of diploma two students with eight hundred and seventy-two (872) students and their lecturers was deployed. The research data was collected using a self-developed Questionnaire while the questionnaire was administered on all the eight hundred and seventy-two (872) students with and their lecturers while only seven hundred and five (705) copies were returned using a purposive random sampling technique which is a non-probabilistic method of determining samples to arrive at the needed sample of the study. Although the choice of purposive and random sampling was informing by the fact that the method is characterized by the use of judgment and a deliberate effort to obtain a representative sample by including a typical areas or groups in the sample (research Design in occupational education). Also, data collected were calculated on a frequency base and interpreted descriptively in percentages too.

### Results

The research findings and discussions are presented in the tables according to research questions as being formulated;

**Table 1: Sources of Educational Information Available for Lecturers and Diploma Students**

Status	Frequency	Percentage
Access to Internet (Cyber café)	219	31.0
Access to the university library	408	54.8
Access personnel textbooks	78	11.1

The result in the above table one presents the findings to research question one which asks the sources of educational information

available to LIS, diploma students with university libraries as the most with 408(54.8%).

**Table 2: Motive for the use of Internet Information by lecturers and Diploma Students**

S/No	Motives	Frequency	Percentage
i.	To share educational document, search for information to solve assignments', contributes to the topics at hand and next topic.	416	59.0
ii	To connect with scholars to benefit from their knowledge.	132	18.7
iii	Participate in group discussions, collaborations, and other academic activities.	85	12.7
Iv	To connect with friends and relatives whenever they have educational difficulties.	56	7.9
V	Connect to the internet to make friends.	16	2.3

The findings in Table 2 reveal the motive behind the utilization of Internet information by lecturers and diploma students. However,

the most reason (motive) for use in internet were found to be for educational information purposes while connecting to internet in order



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to share educational documents, searching for information to solve assignments among Lecturers and Diploma student and for the

topics at hand was the key motivation for using internet as affirmed by 416(59.0% of the respondents.

**Table 3: Efficient and effective of internet information sources in enhancing academic achievement for diploma students if it is adopting by lecturers and Diploma students.**

S/No	Items	Strongly Agrees	Agrees	Disagrees	Strongly Disagrees
i.	Internet gives you current educational information	596(84.5)	109(15.5%)	00(00)	00(00)
ii.	Very quick to access the needed educational formation without difficulties	667(94.6%)	38(5.4%)	00(00)	00(00)
iii.	Keep you up-date with your friends and the world around you	405(57.4%)	240(34.0%)	49(7.0%)	11(1.6%)
iv	Internet search if used appropriate prepare you against the next topic or lectures	568(80.6%)	137(19.4%)	00(00)	00(00)
v	Internet facilities keep you well informed about your subject area	405(57.4%)	158(22.4%)	35(5.0%)	13(1.8%)
vi	Most of the educational information needed is on internet and titles are very clear and up-date to support academic activities	626(88.8%)	79(11.2%)	00(00)	00(00)

The finding in table 3 above shows the efficiency and effectiveness of internet information sources in enhancing academic achievement for diploma students if adopt by lecturers and diploma students. Thus most of

the respondent strongly agreed that, the internet is an effective very fast way of accessing the needed education information without difficulties with 667(94.6%).

**Table 4: Challenges faced by LIS lecturers and their diploma students towards boosting their academic achievement by adopting internet sources for teaching and learning be unraveled.**

S/No	Variable	Frequency % Yes	Frequency % No
i	Provide enough computer and all the software's needed	689(97.7%)	16(2.3%)
ii	Provide a generator in case of power failure	642(91.1%)	63(8.9%)
iii	Workshop or seminars should be organized for the Lecturers to upgrade and update their internet knowledge	697(98.9)	8(1.1%)
iv	Enough funds should be providing for the integration of internet in lecture room teaching and learning process to boost students' academic achievements.	698(99.0%)	7(1.0%)
v	The utilization of the internet in the lecture room for the teaching and learning process should include the curriculum	692(98.2%)	13(1.8%)

The result in table 4 shows that most of the respondents strongly believe that enough fund should be provide for the integration of internet facilities in LIS lecture rooms for

teaching and learning process with 698(99.0%).



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### Discussion

The study sought to ascertain which of the information source were mostly utilized by library and information science (LIS), lecturer and diploma students in tertiary institutions in Kaduna State, which revealed in table one 1 that, most of the respondents admitted to having access to the university libraries for educational information sources with a frequency of 408 and a percentage of 54.8%. The closest to this is respondents who access the internet with a frequency of 219 and a percentage of 31.0%. A total of 78 with a percentage of 11.1% LIS, diploma students admitted their sources of accessing educational information is through their textbooks. Therefore, the table reveals that LIS, lecturer, and diploma students still access their education information more in the university libraries due to its availability than any other source; this is consonant with literature (Osinulu, 2011 & Ugah, 2017)

This study reveal that most motives for utilizing internet were found to be for educational information purposes while connecting to internet in order to share educational documents, searching for information to solve assignments by Lecturers and Diploma student and for the topics at hand was the foremost motivation for using internet as affirmed by 416(59.04%) of the respondents. Connecting with scholars to benefit from their knowledge was with just 132(18.7%) participating in group discussions and other academic activities attracted 85(12.1%) of the respondents. Connecting with friends and relative whenever there are education difficulties had 56(7.9%) while 16(2.3%) of Lecturers and Diploma students connect to internet to make friends. The table reveals that the key motivation for the internet usage by Lecturers and Diploma students was to share educational documents; search for information to solve assignment among students and shows the topics at hand the finding supports (Nazan & Eyyam, 2011). Which found educational information as a motive of connecting to the internet while they still found the way of the internet to make friends.

Although the researching, teaching and learning in this present era cannot be fully achieve without internet utilization. Thus the

intensity of lecturers and diploma student experience becomes an issue to investigate. Therefore, table three (3); shows that most of the respondent strongly agreed that, internet is a very fast source of accessing the needed education information without difficulties with 667(94.6%), 626(88.8%) respondents strongly agree that all most, all the educational information needs are on the internet and titles also clear and up-date to support academic activities. Lecturers and diploma student with 596(84.5%) respondents strongly agree that internet gives you current educational information. Lecturers and Diploma student with 568(80.6%) strongly agree that Internet search if used appropriate prepare you against the next topic or lectures. Others lecturers and diploma student with 499(70.8%) respondents strongly agree that internet strongly agreed that the internet facilities keeps you well information about their subjects' areas. While the least strongly agree were the Lecturers and Diploma student with 405(57.4%) that the internet keep you up-date with your friends and the world around you. representatives. This is an in consonant with literature (Makama, 2014; Tukur & Ndajiya, 2014) who posits that the internet is as an effective tool for promoting academic achievement.

The most pronouns challenges identified form the study findings that most of the respondents strongly believe that enough fund should be provide for the integration of the internet facilities in LIS lecture rooms for teaching and learning process with 698(99.0%), enough computer and all the software needed should be provide for lecture room teaching and learning process, the utilization of the Internet in the lecture room for teaching and learning process should be included in the curriculum, workshop or seminars should be organized for the lecturers in order to upgrade and update their knowledge in the utilization of Internet lecture room teaching and learning process and provide a functional generator in case of power failure, all with average scores of 88.8% to 100% percent. The finding indicates that all the stated opinions are the solution to the challenges faced by the lecturers in adopting the utilization of the Internet for lecture room teaching and learning



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process. Supported by Mohammad and Abdulkarim (2011) who posits that, functional generator in case of power failure is the solution to the challenges faced by the lectures in adopting utilization of Internet lecture room teaching and learning process for an efficient and effective academic achievement in tertiary institutions offering Diploma programmes in Kaduna State.

### Conclusion

The finding reveal that, Nigerian tertiary institutions internet education information's, is a cure for all in disenable the challenges bedeviling educational information sources for improving academic achievement, challenges include inadequate power supply without a generator lack of adequate computers and internet facilities, LIS, Lecturers and Diploma student being unable to contribute during and among their course mates, etc. Therefore, with the use of the internet by lecturers and diploma student in search of educational information became very easy and quick for them to access the needed educational information without difficulties and get up to date educational information that can prepare them against the next topic and improves their lecture room interaction among other. The study reported that for students to have a great academic benefit and advance in their academic achievement the source/search and utilization of internet facilities has to be involved. Therefore, it is concluded that the only way library and information science Lecturers and Diploma students can retain a valuable place in the challenges faced in their academic achievement is for them to involve in search of internet facilities for additional educational information.

### Recommendations

With the above findings, the study recommended that;

- i. Library and information science lecturers and diploma students and staff should intensify the training and re-training in to enable them uses digital technology to enhance their students' academic achievement.
- ii. More ideas should be place to provide the library and information science lecturers and diploma students with easy access to

internet facilities with no intricacies.

- iii. Tertiary institutions should provide and make available internet connectivity for their lecturers and diploma students since it gives quick access to the needed educational formation without any impediment.

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