

**The Use of Internet Facilities in Teaching and Research by Academic Staff of School of Management and Information Technology, Modibbo Adama University of Technology Yola**

By

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**Abstract**

The study investigates the use of internet facilities by the academic staff of School of Management and Information Technology (SMIT) in Modibbo Adama University of Technology (MAUTECH), Yola. Literatures have been reviewed based on the objectives of the study. The findings of the study will be used to improve teaching and research not only in SMIT but to the entire university and the society at large. The study use the survey research design, the population of the study consist of all the 62 academic staff of SMIT comprising of the Departments of Accountancy, Economics, Information Technology, Library and Information Science and Management Technology. Questionnaire was used to collect data. The data collected have been analyzed through descriptive statistics using frequency table and percentage. The study revealed that the University provide staff of the University with Internet access at a fee and also academic staff of SMIT use Google, Yahoo and free database search engines for their teaching and research. Recommendation for the university management to provide free Internet access to the university community to encourage and enhance teaching and research was made.

**Introduction**

The information age has permeated all aspects of human existence (Spies, 1988). This has brought certain challenges to academics the world over (Pitfield, 2001; Rader, 2001). It is therefore clear that any attempts to have meaningful academic communication can only be successful through the use of information and communication technologies (ICT). The internet is an important product of information and communication technology. It is a collection of vast information sources of interlinked computer networks. It is usually referred to as a network of networks. Millions of computers worldwide are interconnected and the information in each computer are made available to all users who have access to the internet (Adomi, 2009). The internet has made it possible for scholars at different locations on the globe to exchange ideas on various fields of study and also allows students and lecturers to communication both within and across international borders (Luambano and Nawe, 2006). The internet has many benefit in the academic cycle including provision of round-the-clock access to a wide variety of information sources globally and the ability to discuss and share experience with colleagues (Ojedokun, 2010).

Academic staff of universities especially those from School of Management and Information Technology (SMIT) in Modibbo Adama University of Technology, (MAUTECH) Yola are expected to make use of the internet. The internet which is the high-speed fiber-optic network of networks that uses TCP/IP protocols to interconnect computer networks around the world, enabling users to communicate via-e-mail, transfer data and program files via- file transfer protocol (FTP), find information on the world wide web, and access

remote computer system as online catalogue and electronic data bases easily and effortlessly, using an innovation and techniques called packed switching Joan (2004). Internet facilities such as the World Wide Web, file transfer protocol (FTP), e-mail, telnet, usenet, mailing list, News group, Yahoo, Google, Altavista, E-books, E-journals, facebook, 2go and twitter can be use greatly to assist academic staff who are responsible for teaching and research in the university. The internet serves as a source of information for literature review, authors search, subject search and research (Nwagwu et al, 2009). Adeogun (2007) reported that the convergence of computers and telecommunications technologies has made possible the activities which were considered impossible in the past. Those activities include information retrieval and transfer which were hampered by time and distance. Internet facilities such as the e-mail, file transfer protocol (FTP), world wide web (www), Telnet, Usenet, mailing list, can be used to enhance teaching and research. With such facilities, an academic staff can be able to have an up-to-date information, know what is happening in his field of research somewhere around the globe, and share information with colleagues using the mailing list facility of the internet.

Academic staff are expected to make use of such internet facilities so that they can benefits from it advantages which the most important of it is getting up to date information. It is in this regard the researcher want to investigate the use of internet facilities and its effects on teaching and research by academic staff of SMIT in MAUTECH, Yola.

### **Objectives of the Study**

The study aims at achieving the following objectives, to find out

1. The level of internet access by academic staff of SMIT in Mautech, Yola.
2. What internet search engines are academic staff of SMIT in Mautech, Yola use for their information search.
3. How internet facilities help academic staff of SMIT in their teaching and research.
4. What are the problems they encountered using the internet facilities in teaching and research.

### **Scope and Significance of the Study**

The study aims to cover academic staff of School of Management and Information Technology (SMIT) in Modibbo Adama University of Technology, Yola (MAUTECH) which comprises the departments of Library and Information Science, Management Technology, Accountancy, Economics and Information Technology.

The study will be significant because it will reveal the uses of internet facilities by academic staff of SMIT in Mautech, Yola. Its finding will lead to the improvement of teaching and research by academic staff of SMIT in Mautech, Yola and the entire university.

### **Literature Review**

According to Adomi (2009) The internet is an important product of information and communication technology. It is a collection of vast information sources of inter linked computer networks. It is usually referred to as network of networks. Million of computers worldwide are interconnected and the information sources in each computer are made available to all users who have access to the internet. The internet has made it possible for schools at different location on the globe to exchange idea on various fields of study and also allows student and lecturers to communicate both within and across international borders (Luambano and Nawe, 2006). With an estimated total population of over 140 million people (National Population Commission, 2006). Nigeria is the most populated black nation in the world, with internet host as low as 1,094 (Adomi, 2009).

According to Nwagwu et al (2009), the internet serves as a source of information for literature review, authors search, subject search and research. In another instance, Adeogun (2007) reported that the convergence of computers and telecommunications technologies has made

possible the activities which were considered impossible in the past. Those activities include information retrieval and transfer which were hampered by time and distance. Momani (2007) evaluated the nature, extent, and satisfaction with the use of the internet by the applied science and technology faculty in Jordan. He concluded that the internet was widely used with emphasis on research and communication and was perceived as a very useful tool. Rehmen and Ramzy (2006) investigated the use of the internet by 131 health sciences faculty at Kuwait University. A majority (65.4 percent) considered the internet as an extremely valuable tool and used it for searching information for research and treatment and for communication purposes. The internet has some negative and as well as positive effects. It has greatly changed research and learning in the developing nations. Ojedokun (2010) posited that the internet has many benefits in the academic cycle including provision of round-the-clock access to a wide variety of information sources globally and the ability to discuss and share experience with colleagues. Igun (2006) conducted a research on the use of the internet resources in Delta State University, Nigeria. It was shown that the majority of the respondents (95%) reported that the use of the internet had improved their teaching and research. Annobi (2006) surveyed students' use of the internet facilities in the Federal University of Technology, Owerri. It showed that 87.41% use the internet and 4.6% did not indicate using the internet. Osunade and Ojo (2006) study the usage of library and the internet in University of Ibadan. Their study revealed that the numbers of students who use the internet are more than those who use the library.

Obuh (2007) surveyed on the utilization of the internet services by undergraduate students at University of Benin, delta State University, and Igbinedion University in Nigeria. The findings showed that 93.83% of the students are of the opinion that the internet is time saving as compared to finding documents in the traditional way. Audu (2006) conducted a study on the internet availability to postgraduate students at university of Nigeria, Nsukka. It was discovered that 100% use the internet for browsing. Bensode and Pubar (2008) highlight the purpose of use, methods of locating information and search techniques used in retrieving the information by the research scholars of Shivabi University, Kolhapur. The authors find that scholars use the internet for research and communication purposes. Birader, et al (2006) conducted a study on internet use at Kuvempur University. The result indicated that 42% of students use the internet twice a week, and more

than 30% of the faculties use it daily. The majority of students and faculty use the internet for study and teaching.

Eynon (2008) conducted a study on the use of internet in higher education and use of ICTs for teaching and learning. The most common use of ICTs in all subjects was to provide students with the access to a range of online resources. Mahasan (2006) conducted a study of internet use by researchers in Pensab University Chendigarh, which analyzed the technologies that have transformed society into a knowledge society. It was stated that the internet is considered to be the most valuable of all computer technologies. Mulla and Chenrashekara (2006) conducted a study on internet users of Mysore University. The study was conducted using faculty, students and researchers in different sciences subjects. The study revealed that a majority of users used the internet and were satisfied with the information available.

#### **Access to Internet**

Raknuzzaman (2006) investigated internet access in a large public University in Bangladesh and revealed that 91% of the respondents considered internet as a tool for academic and professional excellence. Rehman and Ramzy (2006) investigated the use of the internet by 131 health sciences faculty at Kuwait University. A large majority of the respondents (92.1percent) accessed the internet from their offices and most of them (80.3 percent) used it daily. Lazarinis (2010) posited that young people access the internet from numerous places- homes, libraries, schools and the internet cafes. Azubogu and Madu (2007) carried out a study on the use of computer and the internet technology in Imo State University, Owerri. It was gathered that 89.1% use the computer and the internet in accessing information materials while 10.9% did not make use of such. Birader et al (2006) conducted a study on internet use at Kuvempur University. The results indicate that most of the respondent access internet in the library, as well as commercial places. Salaam (2008) in a survey of the use of internet services in Nigeria university libraries, found that access to internet services in the libraries surveyed was restricted to staff only. Akporido (2006) in research carried out on internet use in Nigeria suburban setting-Abraka Delta State, observes that in order to enable students at Delta State University, Abraka to use the internet, users must pay for access in cybercafés. They are usually given a ticket password that is keyed into the system before getting access. As soon as the access time paid for expires, the system automatically logs the user off.

Salaam and Adebore (2010) investigated internet access and use by students of private university in Ogun State, Nigeria. The investigation found that students pay for internet access as part of their school fees ranging from ₦10,000.00 to ₦30,000.00 per session while Crawford University Igbesa, Ogun state charged students N100.00 per hour for internet access. The investigation also revealed that 57.29% of the students access internet through the University library, 35.4% through ICT centre, while 5.31% through lectures offices. Raknuzzaman (2006) investigated internet access in a large public University in Bangladesh and revealed that 90% of the respondents mentioned that internet facilitated them to access a wide range of information sources including e-books, e-journals, digital these and dissertations on diverse subjects fields. The internet has emerged as an important component in academic institutions as it plays a pivotal role in meeting information and communication needs of institutions (Luambano, Nawe, 2006). According to them, the internet makes it possible to access a wide range of information that is up-to-date. The net enables scholars and academic institution to disseminate information to a wider audience through hosting websites and search facilities (Luambano and Nawe, 2006).

#### **Search Engines**

Dong (2008) investigated internet use by the Chinese faculty, research, and students. They mostly browsed www (58.2) for their information search. Nassir Uddin (2009) investigated internet use by 218 faculty members of the University of Rajshahi, Bangladesh. (74.64 percent) used WWW to search for information. Hussain Al-Ansari (2006) investigated internet use by the faculty members of Kuwait University and concluded that most popular search engines used are Yahoo, Altavista, Inforseek, and Google in that order. It is interesting that Google, as far as these respondents are concerned has not yet caught up with Yahoo. Salamo and Tiamiyu (2007) investigated the use of search engines for research by students and found that 78.3% use Google and 21.7 uses the Yahoo. Salaam and Adegboro (2010) investigated internet access and use by students of private Universities in Ogun state, Nigeria. The study revealed that 55.47% use the Google search engine, 31.45% use the Yahoo and 24.13% used Altavista. Raknuzzaman (2006) investigated internet access in a large public university in Bangladesh and revealed that of the 58 respondents, 56 (almost 97%) claimed that they were using both Yahoo and Google either for e-mail or for searching while 31 (53%) used Altavista, 25(43%) Hotmail, 20 (34%) Eudora, and

22(38%) used others including some local and international search engines.

### **Internet Facilities**

Dong (2008) investigated internet use by the Chinese faculty, researchers, and students. They mostly used e-mail (84.8 percent). Nasir Uddin (2009) investigated internet use by 218 faculty members of the University of Rajshahi, Bangladesh and found that (88.07 percent) use internet for e-mail, file transfer protocol (FTP) (55.96 percent), mailing list (8.26 percent). They mainly used the internet for making contact with overseas education and research organizations. A study of internet use by the faculty of the University of Sharjah (UAE) was conducted by BuMa'rafi (2009). The results of the study show that (88.57 percent) use internet for e-mail. Abdel Moley and Al-Anzy (2007) surveyed internet use by faculty members of the college of Basic Education, Kuwait and found that (64.0 percent) used the internet mainly for e-mail, (21.0 percent) used the internet FTP. Salaam and Adegbore (2010) investigated internet access and use by students of private universities in Ogun State, Nigeria. The study revealed that e-mail and F.T.P are used frequently, while instant messaging; newsgroups, webboards and charts rooms are rarely used. Roknuzzaman (2006) investigated internet access in a large public University in Bangladesh and found that among some common internet facilities e-mail and web browsing were most popular, being used by all the concerned sectors (100%) of the university, followed by file transfer protocol (FTP) 76%, electronic books and journals 71%, IRC 29% and Newsgroup 16%. Adika (2007) conducted a study on the internet use among faculty members of universities in Ghana. The study revealed that 56% of the respondent used e-mail, 23% used F.T.P and 21% used Newsgroup.

### **Problems of Internet Use**

BuMa'rafi (2009) conducted a study of internet use by the faculty of the University of Sherjah (UAE) and found that lack of time and training as the major problems associated with the use of internet. Momani (2007) evaluated the nature, extent and satisfaction with the use of the internet by applied science and technology faculty in Jordan. He identified lack of time, lack of access, lack of speed, lack of training, and lack of university support as problems. Abdel Motey and Al-Anzy (2007) surveyed internet use by faculty members of the college of Basic Education, Kuwait and found that lack of time and training as major problems

associated with the use of internet. Rehman and Ramzy (2006) investigated the use of the internet by 131 health sciences faculty at Kuwait University and found that slow access speed, lack of time and lack of training as major problems. Husain Al-Ansari (2006) investigated internet use by the faculty members of Kuwait University and found that 83.9% indicated problem of slow access speed, lack of time (37.1%) and lack of internet access from home (33.6%). Eynon (2008) conducted a study on the use of internet in higher education and use of ICTs in teaching and learning. The study identified lack of time, dissatisfaction with the software available and copyright issues as problems. Salaam (2008) in a survey of the use of internet services in Nigerian university libraries found poor telecommunication system, unreliable electrical supply, lack of internet service providers in some parts of the country and poor funding of the university system as major problems militating against access and use of internet facilities.

Nwokedi (2007) posits that lack of searching skills still hindering good use of internet. He asserts that acquisition of internet skills can lead to discovery of valuable research and teaching resources, which would in turn, causes the users to use the internet to enhance their research, teaching and learning capabilities. Internet access ability would be expected to stimulate regular use of the internet and minimize the perceived barriers to its use. Salaam and Adegbore (2010) investigated internet access and use by students of private universities in Ogun State, Nigeria and revealed that irregular power supply, slow access speed and lack of time as major problems faced in internet use. Raknuzzaman (2006) investigated internet access in a large public University in Bangladesh and found lack of sufficient computers and accessories, financial inabilities, lack of IT literacy, lack of space, computer processing speed and interrupted power supply as problems that affect the access and use of internet.

### **Methodology**

#### **Research Design**

In this study survey research design was used. This design is chosen because only a population of the area was considered and used for the study. According to Yalams and Ndomi (2009). A survey research is the gathering of information about a large number of people or object by studying a representative sample of the entire group.

**Table 4.1: Population of the Study**

Department	Male	Female	Total
Accountancy	9	1	10
Economics	12	0	12
Information Technology	13	1	14
Library and information science	4	3	7
Management Technology	18	1	19
<b>Grand total</b>	<b>56</b>	<b>6</b>	<b>62</b>

Source: Departmental Secretaries

The population of this study consists of all academic staff of SMIT in MAUTECH Yola, which comprises the following: -

Since the population of the study is 62, the researchers used the whole population to generate data because of its smaller size. Out of the 62 questionnaires administered to the respondent 51 representing (82.2%) have been collected and used for the analysis.

**Data Collection and Analysis**

The instrument for data collection that was used for this study is questionnaire. The questionnaire consists of five sections to obtain information based on the research objectives. The first section was bio data of the respondent, the second provide information on internet access, the third section provide information on internet search engines the forth section provide information on the type of internet facilities use by the academic staff in teaching and research and the last section provide information on general problems of internet. The questionnaire was administered personally by the researchers to the individual respondents of the various departments to ensure 100% return. The data collected was analyzed through descriptive statistic using the frequency table and percentages.

**SECTION ‘A’**

**TABLE 4.1: Bio Data of Respondents**

Rank	Frequency	Percentage
Lecturer I	3	5.8%
Lecturer II	18	35.2%
Asst. Lecturer	28	54.9%
Graduate Asst.	2	3.9%
<b>TOTAL</b>	<b>51</b>	<b>100%</b>

From the above data it can be seen that Assistant Lecturers have the highest frequency 28 representing 54.9%, lecturer II followed with a frequency of 18 representing 35.2%, lecture I 3 representing 5.8% and Graduate Assistance with the frequency of 2 representing 3.9% of the entire population. It can be concluded that majority of academic staff of SMIT are assistant lecturers, this may be the reason why most of them are on study fellowship either on full time or part time basis.

**Table 4.2 Distribution of respondents by Sex**

Sex	Frequency	Percentage
Male	47	92.2%
Female	4	7.8%
Total	51	100%

From the above table it can be seen that male have the highest frequency of 47 representing 92.2% and female have 4 representing 2.8% of the respondent. It can be concluded that majority of academic staff of SMIT are male.

**TABLE 4.3: Access to Internet**

Do you have personal internet facilities?

Response	Frequency	Percentage
Yes	45	88.2%
No	6	11.8%
Total	51	100%

From the above table, those that respond having personal internet facilities have the highest frequency of 45 representing 88.2% while those that don't have personal internet facilities are 6 representing 11.8% of the respondent. From the above analysis it will be concluded that majority of academic staff in SMIT are having personal internet facilities which can be seen evidently by each of them having laptop, desktop or both.

Table 4.4: Do you have internet facilities in your Department

Response	Frequency	Percentage
Yes	3	5.9%
No	48	94.1%
Total	51	100%

From the above table those respond not having internet facilities in their Department have the highest frequency of 48 representing 94.1% while those that admitted having internet facilities in their Department have the frequency of 3 representing 5.9% of the respondent. From the analysis above, it can be concluded that the departments don't have internet facilities. This may not be unconnected to

the school not having independent internet service provider.

Table 4.5: Do you have internet facilities in your university?

Response	Frequency	Percentage
Yes	49	96.1%
No	2	3.9%
Total	51	100%

The table above shows that 49 (96.1%) of the respondent admitted having internet facilities in the university while 2 (3.9%) said 'no'. It can be concluded that the university is having internet facilities, because of the existence of Jibril Aminu ICT centre, computer centre and the cyber café in the library.

Table 4.6: If yes. Is it wireless?

Response	Frequency	Percentage
Yes	48	94.1%
No	3	5.9%
Total	51	100%

From the above table 48 respondent representing 94.1% of the respondent says the internet facilities in the university is wireless while 3 (5.9%) say 'No'. it can be concluded that the internet service in the university is wireless. Because where ever you are you will access the internet when you use a proper password and air time.

Table 4.7: Do you pay fee in getting access for the internet?

Response	Frequency	Percentage
Yes	50	98.1%
No	1	1.9%
Total	51	100%

From the above table 50 respondent representing 98.1% admitted paying access to the internet while 1 representing 1.9% of the respondent says he don't pay for any fee to access the internet. It can be concluded that fee have to be paid in getting access to the internet by buying an air time. The findings is in line with the findings of Akporido (2006) and salaam and Adegboire (2010).

Table 4.8 Internet Search Engines

Items	Frequency	Percentage
Google, Yahoo and Database	27	53.0%
Google, Yahoo and others	8	15.6%
Google, Yahoo and AltaVista	2	4.0%
Google and Yahoo	9	17.6%
Google only	4	7.9%
Other only	1	1.9%
Total	51	100%

The above table shows that 27 (53.0%) of the respondent use Google, Yahoo and Database search for their information search, while 9 (17.6%) use Google, Yahoo and other search engines for their information search, 2 (4.0%) use the Google, Yahoo and AltaVista search engines and 1 (1.9%) use other search engines for their information search. it can be concluded that majority of the academic staff in SMIT uses the Google, Yahoo and database search engines in their information search which is in line with findings of Hussaini Al-Ansari (2006), Salaam and Tiamiyu (2007) and Salaam and Adegboire (2010).

Table 4.9: Search engines use for Teaching purpose

Items	Frequency	Percentage
Google, Yahoo and Database	31	60.6%
Google, Yahoo and others	6	11.8%
Google, Yahoo and AltaVista	2	4.1%
Google and Yahoo	6	11.8%
Google only	3	5.9%
Database only	3	5.9%
Total	51	100%

From the above table, those that uses Google, Yahoo and Database search engine for their teaching purpose have the highest frequency of 31 representing 60.6%, while those using Google, Yahoo and other search engines and those using Google and Yahoo have the frequency of 6 each representing 11.8% of the respondent, those using Google search engine only and those using database search engine only also have the frequency of 3 each representing 5.9% and those using Google, Yahoo and AltaVista search engine have a frequency of 2 representing 4.1% of the respondent. It can be concluded that Google, Yahoo and database search engines are use by academic staff of SMIT for their teaching purpose which is in line with findings of Raknuzzaman (2006).

Table 4.10: Search engine use for research purpose

Items	Frequency	Percentage
Google, Yahoo and Database	35	68.6%
Google, Yahoo and others	3	5.9%
Google, Yahoo and AltaVista	1	1.9%
Google and Yahoo	9	17.7%
Google only	2	4.0%
Others only	1	1.9%
Total	51	100%

From the table above those responded using Google, Yahoo and Database search engines for their research purpose have the highest frequency of 35 representing 68.6% of the respondent followed by those using Google and Yahoo having frequency of 9 representing 17.7% and those using Google, Yahoo and other search engines having a frequency of 3 representing 5.9% and those using Google only have the frequency of 2 representing 4.0%, and those using Google, Yahoo and AltaVista and those using other search engines have a frequency of 1 each representing 1.9% of the respondent. It can be concluded the academic staff in SMIT are using the Google, Yahoo and database for their research purpose which is in line with the findings of Hussaini and Al-Ansari (2006).

Table 4.11: Reasons for choosing the 1, 2, and 3 search engines

Response	Frequency	Percentage
Speed and Accuracy	30	58.8%
Up-to-date information	14	28.0%
Familiarity	7	13.2%
Total	51	100%

From the table above those that give speed and accuracy as reasons for choosing the 1, 2, and 3 search engines have the highest frequency of 30 representing 58.8%, followed by those that give up-to-date information having 14 representing 28.0% and those that give familiarity having a frequency of 7 representing 13.2% of the respondent. From the above analysis it can be concluded that speed and accuracy of information is the reason why academic staff of SMIT are using the above internet search engines for their information search both for teaching and research purposes.

### Internet Facilities in Teaching and Research

Table 4.12: Which of the following internet facilities do you frequently use?

Items	Frequency	Percentage
E-mail, E-books, E-Journal	35	68.6%
E-mail, Facebook and 2go	5	9.9%
E-mail, and Newsgroup	5	9.9%
E-books, and E-Journals	2	3.9%
E-books, and Facebook	1	1.9%
E-mail only	3	5.8%
Total	51	100%

From the table above those that responded using E-mail, E-books and E-Journals as their frequently used internet facilities have frequency of 35 representing 68.6%, followed by those using E-mail, Facebook and 2go and those using E-mail and Newsgroup having the a frequency of 5 each representing 9.9%. Next one those using E-mail only having a frequency of 3 representing 5.8% those using E-books and E-Journals having the frequency of 2 representing 3.9% and those using E-mail and Facebook having a frequency of 1 representing 1.9% of the respondent. It can be concluded that majority of the academic staff of SMIT use e-mail, e-books and e-journals internet facilities for their information search which is line with the findings of Raknuzzaman (2006) and Dong (2008).

Table 4.13: Internet Resources frequently use for teaching purpose

Items	Frequency	Percentage
E-mails, E-books, E-Journals	37	72.6%
E-books, and E-Journals	12	23.6%
E-books, E-Journal and others	1	1.9%
E-Journal only	1	1.9%
Total	51	100%

The table above shows those responded using E-mail, E-books, and E-Journals internet resources for their teaching purposes have the highest frequency of 37 representing 72.6%, those using E-books and E-Journals have the frequency of 12 representing 23.6% those using E-books, E-journals and other internet facilities and those using E-Journals only have the frequency of 1 each

representing 1.9% of the entire respondent. It can be concluded that majority of academic staff of SMIT uses the E-mail, e-books and E-journal for their teaching purpose which is in line with the findings of Adika (2007).

Table 4.14: Internet resources frequently use for research purpose

Items	Frequency	Percentage
E-mails, E-books and E-Journals	33	64.8%
E-books and E-Journals	14	27.5%
E-Journals	2	3.9%
E-mail	1	1.9
Others	1	1.9%
Total	51	100%

From the table above those responded using E-mails, E-books and E-Journals internet facilities for their research purposes have the highest frequency of 33 representing 64.8%, followed by those using E-books and E-Journals having a frequency of 14 representing 27.5% and those using E-Journals only having a frequency of 2 representing 3.9% and finally those using E-mail and those using other internet facilities having a frequency of 1 each representing 1.9% of the entire respondent. From the analysis above, it can be concluded that the academic staff of SMIT uses the e-mail, e-books and e-journals for their research purposes in line with the findings of Raknuzzaman (2006), Abdul Motey and Al-Anzy (2007).

Table 4.15: Reasons for choosing the 1, 2, and 3<sup>rd</sup> internet facilities?

Response	Frequency	Percentage
Provision of relevant information	30	58.8%
Provision of to date information	13	25.5%
Familiarity	8	15.7%
Total	51	100%

From the table above it can be seen that those that give provision of relevant information as their reasons for choosing the 1, 2, and 3<sup>rd</sup> internet facilities have the highest frequency of 30 representing 58.8% followed by those that give provision of up to date information with a frequency of 13 representing 25.5% and those that give familiarity having a frequency of 8 representing 15.7%. From the analysis above, it can be concluded that provision of relevant information is the reasons advanced by the academic staff of SMIT, for using the e-mail, e-books and e-journals

internet facilities for their information search both for teaching and research.

Table 4.16: What problems do you face in the use of internet?

Items	Frequency	Percentage
Slow speed	49	96%
Shortage of fund for internet services	47	92%
Interrupted power supply	51	100%
Lack of time	39	76%
Inadequate internet access from home	30	58.8%

From the above table it can be seen that interrupted power supply is having the highest frequency of 51 representing 100% of the respondent which cannot be argued considering the state of power in Nigeria. The next problem is that of slow internet speed with a frequency of 49 representing 96% of the respondent shortage of funds for internet services is also another problem that have the frequency of 47 representing 92% of the respondent, while lack of time by the academic staff to be using the internet have the frequency of 39 representing 76% and inadequate internet access from home have the frequency of 30 representing 58.8%. it can be concluded that academic staff of SMIT are facing all the above problems of using the internet, which is in line with findings of Momani (2007), Abdul Motey and Al-Anzy (2007), Rehman Ramzy (2006), Hussiani and Al-Ansari (2006), Salaam Adegboro (2010) and Raknuzzaman (2006).

### Conclusion

From the findings of this study, it was concluded that majority of the academic staff of School of Management and Information Technology (SMIT) in Modibbo Adama University of Technology, Yola are Assistant Lecturers while most of them are male. The study equally revealed that majority of the academic staff has personal internet facilities, though provision has not been made for departmental internet facility. The study also indicates the university is having internet access, and is wireless though fee have to be paid. The study have also revealed that academic staff of SMIT use Google, Yahoo and Database search engines for their information search, they also use the same search engines for their teaching and research purposes. The study has revealed speed and accuracy as the reasons for using the above search engines. Furthermore, the study have revealed E-mail, E-books and E-Journals as the most frequently use internet facilities by the



academic staff, they also use the same internet facilities for their teaching and research purposes. Relevance of information is among the reasons advanced for the use of such internet facilities. Finally, the study have identify slow internet speed, shortage of fund for internet services, interrupted power supply, lack of time and inadequate internet access from home as problems they face in the use of internet.

### **Recommendations**

Based on the finding and the conclusion drawn in the study, it is hereby recommended that:

- a. The university management should also provide access free internet services to the university to encourage and enhance teaching and research.
- b. The academic staff should considered using other search engines instead of concentrating on only Google, Yahoo and Database for their information search, teaching and research purpose.
- c. The academic staff should also consider using other internet facilities rather than concentrating on the use of E-mail, E-books, and E-Journals for their teaching and research purposes.
- d. The academic staff of SMIT should considered the importance of using the internet for their teaching and research purposes so that they can create time for that and should embrace the use of modem to reduce the problem of having in adequate internet access at home.

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