

Use of Internet and Learning Habits of Students in Universities within Ile-Ife Metropolis, Osun State, Nigeria

Ajibare Oluwaseun Oluropo

ajibare.oluwaseun@lcu.edu.ng

*Information Management Department,
Lead City University, Ibadan, Oyo State, Nigeria*

Ojo Olumuyiwa Emmanuel

muyeskin@gmail.com

*Information Management Department,
Lead City University, Ibadan, Oyo State, Nigeria*

Oguntoye Folasade Busayo

oguntoye.folasade@lcu.edu.ng

*Information Management Department,
Lead City University, Ibadan, Oyo State, Nigeria*

ABSTRACT

The use of the Internet has become an essential tool for students to pursue their educational interests and to excel in their learning habits. This study investigated the influence of internet use on the learning habits of students in universities within Ile-Ife Metropolis, Osun State, Nigeria. A descriptive survey was conducted among 168 students in selected tertiary institutions. Two research questions guided this study. A self-administered questionnaire through an online platform was used to collect data. Mean scores were used for data analysis. The findings of the study revealed that there was a high influence of internet use on learning habits amongst the students, and the use of online learning platforms and online library resources played a major role as a form of internet usage in improving the learning habits of the respondents (3.36 and 3.44 respectively). However, the following conclusions were drawn from the result: there is a high use of the internet by students in selected universities within Ile-Ife Metropolis; internet usage had a significant positive influence on the learning habits of students as they spent most of their time on academic activities and the use of online learning platforms and online library resources was the best tool for improving learning habits among the students.

Keywords: Internet use; Learning habits; University students; Online learning platforms; Online library resources

INTRODUCTION

Learning habits are the way of learning in a systematic way that guides a student's cognitive process and is considered an important predictor of achieving academic success. It also refers to a student's method of studying. Thus, good learning habits are an art that needs practice. Healthy and good learning habits result in good performance of students. For students to be successful and qualified for examinations, they depend upon skills of learning. Good and systematic learning habits bring enormous rewards in the sense of positive student achievement such as a positive attitude towards various subjects which are assessed directly

through tests, reports, examinations, assessments and ratings. It is also beneficial for the completion of their assignments, project work and also in self-study. To achieve these educational goals, the Internet has become an inevitable learning tool in 21st-century education. The usage of the internet has resulted in significant changes in the lifestyles and learning habits of students.

The use of the Internet offers a suitable platform for enhancing the knowledge pool, communicating as well as participating in creating and sharing information with millions of people worldwide. Furthermore, it is also used in most educational institutions as a medium to sustain and promote students' educational journeys. As a result, internet connectivity has vastly improved in recent decades and is now available in households, offices, travel, and classrooms (Ellore, Niranjana, & Brown, 2014). From both outside and within the classroom in the education sector, the Internet is an integral part of the teaching and learning process for students. The term Internet refers to the worldwide communication system, which includes hardware and infrastructure (Techopedia, 2020). It is a worldwide network system that connects a diverse set of commercial, public, business, academic, and government networks to enable global communication and access to data resources. Internet usage explains the use of the World Wide Web to enhance academic work. The internet is the most important information and communication technology that has caused a global shift in information quality (Yebowaah, 2018).

Research evidence (Akande & Bamise, 2017) shows that students' academic success is influenced by access to information. Because of its capacity to act as a support medium for several functions in creating and sharing information, learners can broaden their academic knowledge, research, and tasks by gaining access to global information and maintaining efficient communication in the world of academia (Siraj et al., 2015). Accordingly, many learners in Nigeria's schools believe that the Internet is better and more convenient than their school libraries who view the Internet as a database of general information, which helps improve their learning behaviors and school success. As a result, the Internet is often used as an online learning resource, which has helped students improve their academic outcomes (Siraj et al., 2015). University students in general regard the Internet as a conducive tool for learning and a source of appropriate and practical places to search for readily available materials or information (Yebowaah, 2018). Thus, recent studies have linked internet use by students to higher student academic achievement (Torres-Diaz et al., 2016; Carter, 2016). In Universities in the Ile-Ife metropolis, Osun State, however, research on the influence of the Internet on student learning habits is either nonexistent or minimal. Consequently, the emphasis of this study is on the Internet and learning habits of Students in Universities in the Ile-Ife metropolis, Osun State.

LITERATURE REVIEW

THE USE OF INTERNET

Several studies have shown that the Internet is one of the greatest recent achievements in the world of information technology and has become a vital instrument that has fostered the process of making the world a global village (Akhter, 2013). According to current research, the Internet enables people to access data sites including social networking sites, online sports, and cybersex (Yebowaah, 2018). Due to internet connectivity, the majority of students have access to the internet on their mobile devices.

According to Ellore et al. (2014), Students will expand their intellectual horizons due to internet use on academic success and face-to-face conversation. Laptop use and online

resource accessibility are crucial for learners (Akande & Bamise, 2017). It is believed that a student's demographics affect both their usage of the internet and their academic achievement. According to a demographic comparison, adult males were more frequently given to using the internet than adult females (Akande & Bamise, 2017). According to a subsequent comparison analysis, male college students used the internet more often (Ellore et al., 2014). In a similar vein, there was no discernible correlation between students' socioeconomic background and internet access in research that looked at the socioeconomic backdrop, internet access, and academic achievement (Adegoke, 2013). Low-income students use their friends' phones to access the internet, and in some cases, their friends pay for them at cybercafés and cyber cafés; in other cases, they have enough money to pay for themselves. Furthermore, Adegoke (2013) found that while internet usage has little effect on a student's academic progress, socioeconomic data have a significant impact on a student's contentment. Rather, there was a considerable contribution to educational results from the two combined socioeconomic backgrounds and internet usage.

BENEFITS OF THE INTERNET USE TO STUDENTS

The Internet has now become a familiar object in most people's lives. However, because of its addictiveness, someone who uses it frequently is at risk of negative repercussions. According to Aitokhuehi et al. (2014), students who are proficient with the Internet outperform those who are not. According to Türel and Muhammet Toraman (2015), students' online addiction declines as their academic achievement rises. This implies that the internet use of students affects their performance in the classroom. Austin and Totaro (2011) discovered that university students who use the internet at school and home (moderate use) earn higher grades than those who do not. Despite the many issues surrounding extreme internet usage, Siraj et al. (2015) came to the conclusion that students who utilize the internet do better academically because it gives them access to a wealth of material that can expand their knowledge. Students' social skills and academic success are protected by their use of the internet (Mami and Hatami-Zad, 2014). This supports the idea that students' internet usage habits may have a significant influence on their academic performance (Aitokhuehi et al., 2014; Türel & Muhammet Toraman, 2015). Thus, students should be taught how to use computer tools to double-check their understanding of their academic work. The main risk of utilizing the Internet for social networking and emailing, according to Singh et al. (2013), is psychological difficulties.

STATEMENT OF THE PROBLEM

In a similar vein, Shahibi & Khafidhah (2017) also noted that the purposes for which students use the Internet include: social networking with people, academic research, global communication, entertainment, and sourcing for study materials. The several advantages of the Internet over the traditional library are expected to be of immense benefit to undergraduates and postgraduate students especially in sourcing for study materials and literature review relevant to their research projects. However, studies have shown conflicting findings as to the effect of the Internet on the academic performance of students in tertiary institutions (Orhan & Nadir, 2017). While some studies found a positive relationship between the Internet and students' learning habits, some found a negative relationship. It therefore became apparent and necessary to investigate further, especially in Nigeria, what effect the Internet is having on students' learning habits.

RESEARCH OBJECTIVES

1. To study the influence of the use of the Internet usage on learning habit of students

2. To study influence of Internet use on the academic performance of students in a given population.

METHODOLOGY

To achieve the study goal, a descriptive cross-sectional survey research design was used to assess students' internet use and learning habits in universities. Therefore, the purpose of the survey was to investigate the influence of learning strategies on academic performance and how the use of the Internet affects students' academic performance.

The target population for this research consists of students in Obafemi Awolowo University and Oduduwa University Ipetumodu; in Ile-Ife, Osun state. The accessible population was final-year students pursuing Communications and ICT programs in the universities. In the selected universities, the estimated population of final-year students from the selected universities was about 168.

The sample consisted of one hundred and sixty-eight (168) students studying in the departments of Communications and ICT from Obafemi Awolowo University and Oduduwa University respectively. Only final-year students were sampled. The reason is that, with the chronology of experience, they would have learned the importance of the internet and learning over time.

A well-structured self-administered questionnaire was designed and provided to students to assess the usage of the internet and its effect on learning habits. The questionnaire consists of three parts. The first part details students' background information, as indicated in section A. Section B consisted of statements about the influence of learning habits on academic performance. Section C consisted of statements on the frequency of internet usage and how it influences academic performance.

The researchers utilized a self-administered questionnaire to obtain data from the respondents. A link was sent to the respondents through their various groups' online platforms which enabled them to avail themselves. The respondents were intimated on the purpose of the study and their consent was obtained.

The Methods of data analysis include coding and entering data into the Statistical Package for Social Sciences (SPSS) spreadsheet where appropriate transformation was done. Descriptive statistics consisting of frequencies, means, standard deviations as well as ANOVA tests were used in the analysis and results were presented in tables.

RESULTS AND DISCUSSION

Table 1: Background Information of Respondents

Variable	Frequency	Percent (%)
Gender		
Male	82	48.8
Female	86	51.2
Total	168	100
Age		
16 – 20	90	53.6
21-25	48	28.6
25 above	30	17.8
Total	168	100

Social status		
High	60	35.7
Middle	75	44.7
Low	33	19.6
Total	168	100

The study revealed the background characteristics of the respondents. The main variables under consideration include gender, age, social status and internet usage. The distribution of these variables is shown in Table 1. Out of the 168 respondents investigated, 48.8% were males and 51.2% were females. 53.6% were found to have a minimum age of 16 - 20 years, 28.6% were found to be between 21 – 25 years and 17.8% were above 25 years. The age gap suggests that many students are much younger and probably are considered early in their academic development. It was discovered that 37.7% have high social status, 44.7% have Middle status and 19.6% have low social status. The results also revealed that the majority (92.8. %) of the respondents are Internet users while only twelve (12) respondents representing 7.2% are not Internet users. The results suggest that many of the students are Internet users in their schools.

Table 1: Influence of internet usage on learning habit of students?

S/No.	Students' perception of IS	SA	A	D	SD	Mean	SD
1	Makes student lousy in reading their books/handouts	89 (53.0)	50 (29.8)	18 (10.7)	11 (6.5)	3.46	0.75
2	Compliment their study material	105 (62.5)	29 (17.3)	22 (13.1)	12 (7.1)	3.25	0.88
3	Makes students read on the go	54 (32.1)	48 (28.6)	46 (27.4)	20 (11.9)	2.51	0.91
4	Discourages analytical learning skills	28 (16.7)	18 (10.7)	84 (50.0)	38 (22.6)	2.27	0.92
5	Reduces time of perfect classroom learning	16 (9.5)	22 (13.1)	87 (51.8)	43 (25.6)	2.33	0.98

SA= Strongly Agree; A = Agree; D = Disagree; SD = Strongly Disagree. Source: Field survey, 2024

Decision rule for table 1 using mean as the measure

1- 1.75	Strongly disagreed
1.76 – 2.51	Disagree
2.52 – 3.26	Agree
3.27 – 4.00	Strongly Agree

Table 1 indicates the responses of students to the perceived influence of internet usage on learning habits. Findings from Table 1 revealed that the respondents strongly agreed that internet usage could influence their learning habits by making students lousy in reading their books/handouts (mean = 3.46, Std. Dev. = 0.75). This agreed with the findings of Langat (2015) which revealed that students most preferred time for social media engagement was at night and this affected their ability to revise their lecture notes during the night period. Also, the results reveal that internet usage influences their study habit as it can be used to complement their study materials going by the mean score of 3.24 and standard deviation of 0.88. These findings are consistent with the work of Stathopoulou et al. (2019) who revealed

that incorporating internet usage in education has a positive impact on students' deep learning experience. Social media is a supporting tool for students during the learning process, and it is helpful for educators as well. Furthermore, the result showed that the majority of the respondents do not perceive that internet usage will enable them to read on the go in a bid to influence their learning habits judging by the mean score of 2.51 and standard deviation of 0.91. The study further reveals that internet usage does not discourage analytical learning skills as perceived by the majority of the respondents (mean = 2.27, Std. Dev. = 0/92). In addition, the findings reveal that internet usage does not reduce the time of perfect classroom learning going by the mean score of 2.33 and standard deviation of 0.98. This indicates that the respondents believe that internet usage will not influence their learning habits by reducing the time of perfect class learning. The finding of this study contradicts Ezeji and Ezeji (2018) which revealed that internet usage affects student's punctuality at lectures. The difference in the findings might be due to mostly the forms of internet sites used.

Table 2: Forms of internet usage that will most likely influence the academic performance of students?

S/No.	Students' perception of IS	EL	L	UL	EU	Mean	SD
1	The Use of online learning platforms	102 (60.7)	27 (16.1)	16 (9.5)	23 (13.7)	3.36	0.87
2	Search for online library resources	92 (54.8)	45 (26.8)	11 (6.5)	20 (11.9)	3.44	0.82
3	The use of YouTube	26 (15.5)	91 (54.2)	27 (16.1)	24 (14.3)	3.06	0.82
4	Administering course quizzes and assignment online	44 (26.2)	71 (42.3)	27 (16.1)	26 (15.5)	3.08	0.84
5	The use of social media	38 (22.6)	85 (50.6)	21 (12.5)	24 (14.3)	3.11	0.82

EL= Extremely Likely; L = Likely; U = Unlikely; EU = Extremely Unlikely Source: Field survey, 2024`

Decision rule for table 1 using mean as the measure

1- 1.75	Extremely unlikely
1.76 – 2.51	Unlikely
2.52 – 3.26	Likely
3.27 – 4.00	Extremely likely

The average values of the items in the forms of internet usage that will most likely influence academic performance factors, Tables, were evaluated against a threshold of 2.5. All listed items of internet usage influence on academic performance were high in the University. Table 2 shows that the various forms of internet usage will most likely influence the academic performance of the students as items were rated between 3.06 and 3.44. Search for online library resources (3.44) had the highest score and was followed by the use of online learning platforms (3.36), the use of social media (3.11), administering course quizzes and assignments online (3.08) and the use of YouTube (3.06). This shows that internet usage has a significant influence on academic performance as the respondents believe that internet usage could influence their academic performance. This study confirms Mehmood & Taswir's, (2013) study that the use of technology such as the Internet is one of the factors that can influence students' performance positively or adversely. This finding also conforms to the findings by Owusu-Acheaw and Larson (2015) who reported that the use of the internet

can influence the academic performance of students negatively and that there was a direct relationship between the use of social media sites and academic performance.

CONCLUSION

Internet access raises academic standards among students because those who use it for academic purposes have made greater progress in their learning habits than those who do not. However, having many connections to websites does not guarantee an instant improvement in a student's learning habits. It is evident from the above that students with internet access utilize it for a variety of purposes, but they mostly use it to help and support their academic achievement. Conclusively, the internet is a form of support for individuals all around the world, shaping their attitudes, opinions, and behaviors, hence, students should endeavor to frequently use the internet to achieve their academic goals at all times.

IMPLICATIONS OF THE STUDY IN EDUCATIONAL INSTITUTIONS

Based on the findings of this study, the implications of this study for educational institutions are as follows:

- As a result of the high extent students use the internet for academic purposes, lecturers and instructors should ensure that this medium is an instructional strategy that will help influence students' learning habits.
- Since the use of the internet was found to have a positive influence on learning habits, tertiary institutions should therefore encourage the students more use the platform by providing free Wi-Fi connectivity in the academic environment.
- Lecturers and instructors should also ensure to train themselves to become computer literates to enable them become versatile in using the internet as a teaching tool to influence the learning habits of students.

REFERENCES

- Adegoke, S. P. (2013). Socio-economic background and access to the internet as correlates of students' achievement in agricultural science. *International Journal of Evaluation and Research in Education (IJERE)*. 2(3), 123-128. Retrieved on June 30, 2020, from <http://iaesjournal.com/online/index.php/IJERE>.
- Aitokhuehi, Oseghale, J. & Ojogho, J. (2014). The impact of computer literacy on students' academic performance in senior secondary schools in Esan West local government area. *Journal of Education and Human Development*, 3(3), 265-270.
- Akhter, N. (2013). Relationship between Internet Addiction and Academic Performance among University Undergraduates. *Journal of Science and Technology Education Research*. 8(19), 1793-1796. DOI: 10.5897/ERR2013.1539
- Austin, W. & Totaro, M. W. (2011). High school students' academic performance and internet usage. *Journal of Economics and Economic Education Research*, 12(1), 41-54.
- Ellore, S. B., Niranjan, S., & Brown, U. J. (2014). The influence of internet usage on academic performance and face-to-face communication. *Journal of Psychology and Behavioral Science*. 2(2), 163-186.
- Ezeji, P O. Ezeji K E. (2018). Effect of Social Media on the Study Habits of Students of Alvan Ikoku Federal College of Education, Owerri. *World Academy of Science*,

Engineering and Technology International Journal of Educational and Pedagogical Sciences 12(1), 220 - 224.

- Langat, A. C. (2015) Influence of Social Media on Study habit of Undergraduate students in Kenyan Universities. *International Journal of Novel research in Humanity and Social sciences*, 2(4), 42- 55.
- Mami, S. & Hatami-Zad, A. (2014). Investigating the effect of internet addiction on social skills and in high school students' achievement. *International J. Soc. Sci. & Education*, 4(3), 56-61.
- MehMood, S, & Taswir, T, (2013) The effect of social networking site on the Academic Performance on students in college of applies sciences, Nizwa, Oman. *International Journal of Arts and Commence* 2(1), 111-123.
- Orhan, I. & Nadir, Ç. (2017). Exploring the impact of Internet addiction on academic achievement. *European Journal of Education Studies*, 3(5).
- Osunade, O. (2013). An evaluation of the impact of internet browsing on students' academic performance at the tertiary level of education in Nigeria. Retrieved June 10, 2020, from http://www.rocare.org/smallgrant_nigeria2003.pdf
- Owusu-Acheaw M. and Larson A.G (2015). Use of Social Media and its Impact on Academic Performance of Tertiary Institution Students: A Study of Students of Koforidua Polytechnic, Ghana. *Journal of Education and Practice* 6(6), 94-101.
- Singh, B., Gupta, R., & Garg, R. (2013). Study of medical students and internet usage. *International Journal of Scientific and Research Publications*, 3(5). Retrieved June 28, 2020, from www.ijsrp.org
- Siraj, H. H., Salam, A., Hasan, N. A., Jin, T. H., Roslan, R. B., & Othman, M. N. B., (2015). Internet usage and academic performance: A study in a Malaysian Public University. *International Medical Journal*, 22(2), 83-86. Retrieved June 20, 2020, from <https://www.researchgate.net/publication/275833912>.
- Stathopoulou, A.; Siamagka, N.-T. and Christodoulides, G. A (2019) multi-stakeholder view of social media as a supporting tool in higher education: An educator-student perspective. *Eur. Manag. J.*, in press.
- Türel, Y. K. & Toraman, M. (2015). The relationship between internet addiction and academic success of secondary school students. *Anthropologist*, 20(1,2), 280-288.
- Yebowaah, F. A. (2018). *Internet use and its effect on senior high school students in Wa Municipality of Ghana*. Retrieved June 2, 2021 from <https://digitalcommons.unl.edu/libphilprac>
- Young, B. (2006). A study on the effect of Internet use and social capital on the academic performance. *Development and Society* 35(1), 107-123.