

User Satisfaction in the Use of Internet for Academic Activities among Undergraduate Students in the Department of Library and Information Science Bayero University, Kano.

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Abstract

The study was conducted to investigate User Satisfaction in the use of Internet for Academic Activities among Undergraduate Students in the department of Library and Information Science Bayero university, Kano. The study used a quantitative methodology using survey research design to collect data from the respondents. The population of the study comprised of 438 (four hundred and thirty eight) undergraduate students in the department of Library and Information Science, Bayero university, Kano. Proportionate sampling technique and simple random sampling was used to obtain a sample size of 219 (Two hundred and nineteen) Library and Information Science students. Questionnaire was the only instrument used to collect data. A total of 219 (Two hundred and nineteen) copies of questionnaire were administered, and 200 (two hundred) were returned and found useful. The data collected were analyzed using descriptive statistics such as frequencies and percentages. The findings revealed that the Undergraduate students under study use internet daily for education and research. The findings also showed several factors availability of internet enabled devices, the ease of navigation and access to online academic resources facilitate utilization of the internet. Findings from the study also revealed that the library and Information Science students are very much satisfied with the use of internet for academic purpose. Furthermore, the findings showed that several challenges affect the use of internet for academic activities by undergraduate students such as technical issues, limited access to databases and frequent disruption in the internet connections. The study recommend increase in the speed of internet for academic activities by the University. The University and department of Library and Information Science should organize programs such as training on how to use online academic resources effectively. This would go a long way to influence the students use of the internet for academic activities.

Keywords: Internet, Use, User Satisfaction, Academic Activities, Undergraduate Student,

Introduction

The Internet is a global network of interconnected computers, servers, phones and smart appliances that communicate with each other using the transmission control protocol (TCP) standard that enable a fast exchange of information and files, along with other types of services (Peters & Doyle, 2020). The internet has become an indispensable tool for academic activities, particularly in higher education. In the 21st century, the internet has revolutionized the way students access information, collaborate with peers, and engage with academic content. Among undergraduate students, especially in the Department of Library and Information Science at Bayero University, Kano, the internet is a primary resource for academic work, research, and learning. The internet provides access to vast amounts of academic resources, ranging from ebooks, academic journals, and databases, to educational videos and interactive learning platforms (Anderson, 2020; Gupta & Pandey, 2019).

One of the most significant advantages of the internet is the unprecedented access it provides to educational resources. The internet allows students to easily search for and retrieve academic materials, including textbooks, scholarly articles, journals, research papers, and multimedia content, which are critical for academic work. Online databases, digital libraries, and academic search engines such as Google Scholar, JSTOR, and PubMed have made it easier than ever to access peer-reviewed articles, research findings, and other scholarly resources from around the world. For students in fields like Library and Information Science, the internet provides access to a vast array of online catalogs, archival systems, and bibliographic databases that are crucial for research and learning.

In the context of academic activities, students are expected to use the internet not only for research purposes but also for the development of information literacy skills, which are integral to their professional training. As a result, the effective and efficient use of the internet for academic purposes is crucial to their academic performance and future career success (Ajiboye, 2019).

The rapid growth of the internet has significantly transformed how individuals, particularly students, access information, interact with peers, and engage in academic work. In higher education, the internet is a fundamental resource that facilitates a wide range of academic activities, including research, communication, collaboration, and online learning. For undergraduate students, the internet is indispensable in their academic journey as it provides access to scholarly resources, learning materials, academic databases, and online platforms for distance learning and virtual collaboration (Jansen et al., 2020; Shah & Babar, 2019). In many academic institutions, the internet has become the primary channel for accessing academic content, ranging from ebooks, peer reviewed journal articles, research papers, online libraries, and other academic resources. Therefore, the internet plays a central role in ensuring that students are equipped with the skills necessary to navigate an increasingly digital world.

User satisfaction is a significant aspect when evaluating the effectiveness of technology, particularly in academic settings. The concept of satisfaction in the context of the internet relates to how well students are able to use the available resources to meet their academic needs and goals (Hernández, 2020). Understanding user satisfaction in this context is vital to identifying areas for improvement and enhancing the overall academic experience.

Understanding students' satisfaction with internet usage in academic activities is essential for academic institutions to enhance their ICT infrastructure and services. This knowledge enables

universities to better support students by identifying the limitations they face and offering solutions to improve internet access, resource availability, and information literacy training (Ogunleye et al., 2020). The study of user satisfaction is therefore crucial, as it not only contributes to the academic success of students but also improves the overall educational experience. Therefore, this study seeks to evaluate how undergraduate students in the Department of Library and Information Science at Bayero University, Kano,

Statement of the Problem

The internet plays a pivotal role in modern higher education, particularly in providing access to vast academic resources, facilitating communication, and supporting various learning activities. It serves as a key tool for undergraduate students offering them a wide array of online databases, ebooks, journals, and other educational resources. The utilization of the internet in academic activities allows students to engage in research, complete assignments, participate in online learning, and stay informed on relevant academic development.

Despite the advantages that the internet provides, several challenges persist that may hinder its effective use for academic purposes. One of the central issues is the varying level of satisfaction among students with respect to their use of internet for academic activities. Students face difficulties such as slow internet connections, limited bandwidth, and technical failures that disrupt their academic activities. Such challenge can lead to frustration and a lack of motivation ultimately impacting students' academic performance.

In addition, there may be barriers such as institutional restrictions, subscription limitations or difficulty in retrieving pertinent academic materials. This disparity in access contributes to varying levels of satisfaction among students as supported by Akinwale (2020) who stated that the perception of the internet's usefulness for academic activities is likely to vary depending on students' individual experiences. Some students may view the internet as a vital academic tool, while others may see it as a source of distraction or an inefficient means of studying. These perceptions of the internet's role in their education can significantly influence their satisfaction levels. It is against this background the study investigates User Satisfaction in the use of Internet for Academic Activities among Undergraduate students in the department of Library and Information Science, Bayero University Kano.

Research Questions

This study is guided by the following research questions as follows:

1. What is the purpose of use of Internet by undergraduate students in the department of library?
2. What are the factors that influence the utilization of the internet for academic activities by the students under study?
3. What is the level of satisfaction of the students with regards to the use of Internet for academic activities?
4. What are the challenges associated with the use of the internet for academic activities by the students under study?

Literature Review

The internet has become an indispensable tool in the academic world, fundamentally transforming how students and educators engage with learning materials, conduct research, and

collaborate in educational environments. Its integration into academic activities has enhanced the quality, accessibility, and efficiency of learning processes, making it essential for students to acquire a range of skills and knowledge to thrive in today's information-driven society. The internet allows students to easily search for and retrieve academic materials, including textbooks, scholarly articles, journals, research papers, and multimedia content, which are critical for academic work. The internet provides students with access to vast amounts of information, tools for organizing their work, and opportunities for feedback, all of which contribute to better academic outcomes. Additionally, the internet supports time management and productivity. Students can access productivity tools, such as scheduling apps, note-taking software, and project management platforms, to organize their academic tasks and deadlines more efficiently. These digital tools help students stay on top of their assignments, track progress, and avoid procrastination, ultimately leading to improved academic performance (Cohen, 2021).

The internet's role in enhancing academic performance is well-documented. Studies show that students who effectively use the internet for research limited access to or knowledge of digital tools. For instance, a study by Akinsola (2020) found that students who utilized online resources and e-learning platforms consistently outperformed their peers who relied solely on traditional learning methods. Similarly, Akinwale (2020) conducted research in Nigerian universities to understand how library and information science students used the internet for research, assignments, and professional development. The study found that students heavily relied on internet resources for their studies, particularly for research purpose and online resources for academic tasks.

Several factors influence students' internet usage in academic settings. These factors are interrelated, and their importance can vary depending on the individual student's needs, their technological skills, and the specific academic tasks they are engaged in. According to the Technology Acceptance Model (TAM) (Davis, 1989), the perceived ease of use and usefulness of technology is one of the most significant determinants of user satisfaction. When students feel that digital tools are intuitive and user-friendly, they are more likely to engage with these tools and report higher satisfaction levels. In the context of academic activities, this translates to platforms that facilitate easy access to lectures, assignments, peer discussions, and submission portals, all of which improve the overall learning experience. A study by Al-Fadhli (2021) highlighted the importance of having robust technical support services in place for university students. Students who reported quick and effective assistance for resolving internet-related issues were more likely to express satisfaction with their overall online learning experience. Additionally, technical support services that offer guidance on maximizing internet resources and troubleshooting common issues contribute to higher levels of satisfaction and greater confidence in using the internet for academic purposes. In addition, students' satisfaction is influenced by how well they can integrate internet tools with their specific learning needs. For instance, students in fields such as Library and Information Science require access to specialized databases and research tools that are tailored to their area of study. When these needs are met, satisfaction increases, as the internet becomes a valuable resource for supporting learning and academic achievement (Mohammad et al., 2020).

User satisfaction with internet usage, particularly in the context of academic activities, has become a key area of interest in educational research. As the internet increasingly plays a central role in the academic lives of students, understanding what drives satisfaction in the use of the internet for academic purposes is critical for improving the overall academic experience. Satisfaction in this context is not only influenced by the technological aspects of internet access but also by the content, usability, support systems, and individual experiences students

encounter while using the internet for educational purposes. For example, a study by Gibbons and Smyth (2020) used surveys to assess students' satisfaction with the use of e-learning platforms. They found that student satisfaction was positively correlated with factors such as the perceived ease of use of the platform, the quality of content, and the speed of technical support. As noted by Madu and Madu (2020), students who are satisfied with the internet's role in their education are more motivated to engage with academic content and complete assignments, which ultimately contributes to higher academic performance. In contrast, dissatisfaction with the internet can lead to disengagement from academic tasks, resulting in poorer performance. A study by Ogunlade and Osuji (2021) demonstrated that students who were dissatisfied with their internet experience for academic purposes reported lower levels of academic achievement, as they faced difficulties accessing course materials, communicating with instructors, and submitting assignments on time.

While the internet has become a crucial tool in modern education, students face a range of challenges when using it for academic purposes. These challenges can significantly impact their ability to effectively access resources, engage with learning platforms, and perform academic tasks. According to a study by Akinwale (2021), inadequate internet access is a major barrier to academic success for students in Nigerian universities. Slow or unstable connections prevent students from participating in online courses, attending virtual classes, or accessing digital libraries. This challenge is further exacerbated during peak times when network congestion can lead to delays in accessing online resources. According to research by Ezeani et al. (2020), many students report difficulties in using online research databases and accessing academic journals due to their limited digital skills. Inadequate technical skills can also hinder students' ability to troubleshoot problems with e-learning platforms or manage assignments and deadlines effectively. Research by Muniandy et al. (2019) suggests that students are often anxious about their personal data being exposed when using academic platforms or conducting research on the internet. The fear of identity theft, hacking, and other online threats can create a sense of distrust and discomfort, ultimately lowering students' satisfaction with online learning and their willingness to use internet-based resources.

These challenges faced by students in using the internet for academic purposes are multifaceted and can significantly impact their academic experience and outcomes. Addressing these challenges requires concerted efforts from educational institutions, governments, and students themselves. Improvements in internet infrastructure, digital literacy programs, technical support services, and privacy protection can help students navigate the digital landscape more effectively, ultimately enhancing their ability to use the internet as a powerful tool for academic success.

Methodology

For the conduct of the study, quantitative research methodology using survey research design was used. The population of the study comprise of 438 Undergraduates students from Level 1-4 in the Department of Library and Information science, Bayero university Kano. Using proportionate sampling technique, a sample size of 219 was obtained. A study sample of 50% of the total population was used as distributed proportionally among all the level. There are 438 Library and Information Science students in the department of Library and Information Science out of which 50% of the respondent group will be selected from each of the level under

study using proportionate sampling method. Therefore, a total of 219 respondents was selected for the study. This is made up of 34 respondents out of 68 in level 1, 45 respondents out of 90 in level 2, 39 respondents out of 78 in level 3, and 101 respondents out of 202 in level 4. The instrument for data collection was questionnaire designed into sections covering the research questions of the study. Data collected was analyzed using descriptive statistics (frequency distributions and percentages). The Statistical Package for Social Sciences (SPSS) software was used for data processing and interpretation.

Findings and Discussions

Table 1: Response Rate

	Frequency	Percentage (%)
Questionnaire administered	219	100%
Questionnaire Returned	200	91%
Not returned	19	9%

Table 4.1 shows that 219 copies of questionnaire were administered to the respondents, out of which 200 (90%) were filled, returned and found useful. While 19 (9%) were not returned. The high response is attributed to the fact that the respondents are within the reach of the researcher and also acknowledging the help of the research assistant.

Table 2. Point of Internet Connection

Point of Internet Connection	Frequency	Percentage (%)
Phone	150	75%
Library Internet	40	20%
Internet Café	5	2.5%
Others	5	2.5%
Total	200	100%

Source: Field Survey, (2024)

Table 2 shows that majority of the respondents 150 (75%) use their phone as the primary type of internet connection for academic activities. This indicate that students rely on phone for internet connectivity as the connection is more stable, reliable and fast. The table also shows that 5% of the respondents used internet cafe and other sources to connect to the internet. This implies that students are more in possession of smart phones than using Cafe and other means as their source of internet connections.

Table 3: Purpose of Use of the internet

Use of internet	Frequency	Percentage (%)
Education and research	100	50%
Communication	40	20%
Socialization	50	25%

Others	10	5%
Total	200	100%

Source: Field Survey, (2024)

Table 3 shows that majority 100 (50%) of the respondents use internet for academic activities such as education and research. The findings imply that the internet is easily accessible by the students to perform their academic task. It also means that the internet is where the students can access current and updated information materials.

Table 4: Frequency of Use of Internet

Frequency of Use of Online Academic Resources	Frequency	Percentage (%)
Daily	120	60%
2-3 times a week	50	25%
Once a week	20	10%
Rarely	10	5%
Never	0	0%
Total	200	100%

Source: Field Survey, (2024)

Table 4 shows that 120 (60%) of the respondents use the Internet daily for their academic activities while 10 (5%) of the respondents use the Internet occasionally for their academic activities. The findings show that the use of Internet on daily basis support the students or the respondents in their academic pursuit making it easier to conduct research and write assignments.

Table 5: Factors Influencing Utilization of internet

S/N	Statement	SA	A	D	SD
1.	The availability of internet access on campus significantly influences my satisfaction with online academic activities.	130 (65%)	50 (25%)	15 (7.5%)	5 (2.5%)
2.	I am satisfied with the availability of internet-enabled devices for academic work in the department.	100 (50%)	80 (40%)	10 (5%)	10 (5%)
3.	The ease of navigation and access to online academic resources positively affects my use of the internet for learning.	110 (55%)	70 (35%)	15 (7.5%)	5 (2.5%)
4.	The quality of the internet connection influences my ability to effectively complete academic tasks.	120 (60%)	60 (30%)	15 (7.5%)	5 (2.5%)
5.	The training or orientation on using the internet for academic purposes has improved my ability to use it efficiently.	90 (45%)	80 (40%)	20 (10%)	10 (5%)

Source: Field Survey, (2024)

Findings from Table 5 shows the following percentage 130(65%), 100 (50%), 110 (55%), 120(60%), 90(45%) present that majority of the respondents unanimously indicated several factors that influence their utilization of the internet such as availability of internet enabled

devices, ease of navigation and access to online academic resources. The quality of the internet connection, the training orientation on using the internet. The analysis shows that when all this factors are put in place, students would maximally utilized the internet for academic activities

Table 6 Satisfaction with use of Internet

Level of satisfaction	Frequency	Percentage (%)
Very satisfied	100	50%
Satisfied	80	40%
Unsatisfied	10	5%
Very unsatisfied	10	5%
Total	200	100%

Source: Field survey, (2024)

Table 6 shows the level of satisfaction with the use of internet for academic activities. It shows that more than half of the respondents are very satisfied with the use of Internet. This implies that the internet is not only accessible to the students but also compliment their educational activities

Table 7: Challenges with the use of Internet for Academic Activities

S/N	Statement	SA	A	D	SD
1.	I face technical issues (e.g., slow internet, access problems) when using the internet for academic work.	110 (55%)	70 (35%)	15 (7.5%)	5 (2.5%)
2.	Limited access to academic databases or resources on the internet is a major challenge.	100 (50%)	80 (40%)	15 (7.5%)	5 (2.5%)
3.	There are frequent disruptions in the internet connection while I am doing academic work.	100(50%)	80 (40%)	10 (5%)	10 (5%)
4.	I struggle to find relevant academic materials when using the internet for assignments.	10 (5%)	90 (45%)	30 (15%)	70 (35%)
5.	The lack of proper guidance on how to use the internet for academic purposes is a significant challenge.	10 (5%)	90 (45%)	20 (10%)	80 (40%)

Source: Field Survey, (2024)

Respondents were asked to indicate challenges associated with the use of internet. Table 7 shows that majority of the respondents indicated challenges such as technical issues, Limited access to academic data basis and frequent disruption in the internet connections. Although 70 which is 35% and 80 which is 40% of the respondents indicated that they do not face certain challenges when using the internet. This shows that addressing the above would go a long way to facilitate effective use of the internet for academic purpose.

Discussion of Findings

The study investigates User Satisfaction in the use of Internet for Academic Activities among Undergraduate students in the department of Library and Information Science, Bayero university Kano. The discussion is based on four research questions addressed in the study.

On the purpose the Undergraduate use the internet, the study found that undergraduate use internet daily for education and research. The students primarily used their phones to access the internet, this is in line with the study of Manca and Raniera (2020); Van Deursen and Van Dijk (2019) that the majority of students globally now have reliable internet access, particularly in higher education, supporting the notion that the internet has become a crucial tool for academic engagement.

In an attempt to identify the factors that influence the utilization of the internet by students, the findings reveal several factors that could facilitate the utilization of the internet as compared to the studies of Davis (1989) on perceive ease and use of technology as influencing factor to use the Internet. The findings also support the study of Al- fadhi (2021) who highlighted the importance of technical support on training to use internet for academic activities.

On satisfaction with the use of Internet for academic activities, the study found that the Library and Information Science students are very much satisfied with the use of Internet for academic purpose. Thus, reaffirming the findings of Gibbons and Smyth (2020) who surveyed that students' satisfaction was positively correlated with factors such as perceived ease of use of platform. The quality of content and the speed of technical support.

On challenges associated with the use of internet, the study found that several challenges affect the use of internet for academic activities by undergraduate students such as technical issues, limited access to databases and frequent disruption in the internet connection. The findings align with the study of Ezeani (2020) that many students face barriers such as difficulty in using online research databases and limited digital skills. It also align with Akinsola (2020) and Ibrahim (2021) who found that students experience technical problem leading to lower satisfaction with the use of internet for academic activities.

Conclusion and Recommendation

The Undergraduate students in the department of Library and Information Science, Bayero university Kano, expressed high level of satisfaction with the use of Internet and indicated the use of internet for the purpose of their academic activities. Based on the findings of the study and conclusions drawn, the following recommendations were made

1. The university should improve the speed and reliability of internet on campus to address technical issues relating to the use of internet for academic activities. The university should also subscribe to academic databases that may not be easily accessible to students to conduct their researches and assignments.
2. The university and department of Library and Information Science should organize programs such as trainings on how to use online academic resources effectively. This would go a long way to influence the students use of internet for academic activities.

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