

JOURNAL OF EDUCATIONAL STUDIES



2010
VOL. 15, No 1

Institute of Education
University of Jos - Nigeria



Editorial Comment

This edition of JES is as usual aimed at furthering the course of research and development in Education. The articles which cover different facets of the Education enterprise are aimed at facilitating and highlighting the inter-relatedness among various areas of Education. They are either research findings or well research theoretical papers.

We thank our numerous readers for their patronage as we look forward to more quality contributions in the future. HAPPY READING

Editorial Board

Prof. A. Nwoke	Editor
Rev. Dr. Dokong	Associate Editor
Mrs. R. Guyit	Associate Editor
Mrs. R. Ukachi	Associate Editor

Consulting Editors

Prof. P. N. Lassa (Mon)
Prof. M. A. Adewole
Prof. P. O. Awotunde
Prof. I. Bulus
Prof. G. O. Akpa
Prof. J. I. Iheanacho
Prof. T. Oyetunde
Prof. G. Bozimo

Table of Contents

REMIEDIATING LEARNING AND READING DISABILITIES AMONG PRIMARY SCHOOL CHILDREN USING PHONOLOGICAL AWARENESS INSTRUCTION. <i>Peter I. Osuorji</i>	1
THE IMPLICATION OF DEBT RELIEF ON ECONOMIC AND EDUCATION DEVELOPMENT: THE NIGERIAN PERSPECTIVE. <i>Nandi Kennedy Drenkat</i>	10
SELECTED CULTURES IN JOS NORTH L.G.A. OF PLATEAU STATE <i>Ameh M. A.</i>	18
TEACHING OF ECONOMICS IN THE NIGERIAN SECONDARY SCHOOL SYSTEM: PROBLEMS AND PROSPECTS <i>Mr. Augustine S. Azi</i>	27
AUTISM, CATEGORIES, SYMPTOMS AND INTERVENTION STRATEGIES. <i>Maimuna Suleiman Isah Mai'adua</i>	34
COMMUNICATIVE APPROACH TO TEACHING POETRY IN SECONDARY SCHOOLS IN NIGERIA <i>Dr. A. M. Maisamari and Dr. D. G. Rinji</i>	39
AN INVESTIGATION INTO THE ACADEMIC PERFORMANCE OF MALARIA-INFECTED JUNIOR SECONDARY SCHOOL BOARDING HOUSE STUDENTS IN ST. JOHN'S COLLEGE, JOS <i>'Okeke, Onyekachukwu F.I. and 'Attah B.G.</i>	44
COMPARATIVE STUDY OF FEMALE STUDENTS PERFORMANCE IN AGRICULTURE SCIENCE- BASED SUB-DISCIPLINES IN FEDERAL COLLEGE OF FORESTRY, JOS <i>Chomini M. Stephen and Nyam A. Mary</i>	54
EFFECTS OF METACOGNITION ON THE MEANINGFUL LEARNING OF BIOSTATISTICS IN SENIOR SECONDARY SCHOOLS IN NASARAWA STATE. <i>Mrs Christine Agbowuro</i>	66
EDUCATION AS A STRATEGY FOR WOMEN EMPOWERMENT IN NIGERIA: IMPLICATIONS FOR ECONOMIC DEVELOPMENT <i>Salako Comfort Taiwo (Mrs)</i>	74
THE IMPACT OF SHEHU UTHMAN DAN FODIO'S JIHAD ON THE EMANCIPATION/EDUCATION OF WOMEN IN THE NORTH <i>Dr. Haruna Muhammad</i>	79
EFFECTS OF INTENSIVE PRACTICAL ACTIVITY EXPOSURE ON ACADEMIC ACHIEVEMENT IN RELATION TO GENDER ISSUE AMONG JUNIOR SECONDARY SCHOOL INTEGRATED SCIENCE STUDENTS IN ZARIA LGA, KADUNA STATE. <i>Dr. Isah Usman</i>	85
THE EXTENT OF INTERNET USE BY UNDERGRADUATE STUDENTS OF THE FACULTY OF NATURAL SCIENCES, UNIVERSITY OF JOS, NIGERIA <i>Obaje Alfred Michael</i>	91
PROMOTION OF MENTAL HEALTH OF THE CHILD WITH AUTISM SPECTRUM DISORDERS (ASD): IMPLICATION FOR TRAINING OF THE CHILD. <i>Anne N. Okwudire</i>	102

IMPROVING THE TEACHING OF PRIMARY SCHOOL MATHEMATICS FOR THE ATTAINMENT OF THE MILLENNIUM DEVELOPMENT GOALS Daniel Danladi Gotring	108
AN INVESTIGATION INTO THE ATTITUDES OF SENIOR SECONDARY SCHOOL STUDENTS TOWARDS SEXUAL PRACTICES AND THE SPREAD OF HIV/AIDS Osasebor, O. F. (Mrs)	115
THE INCLUSION CHARTER: THE PROSPECTS AND CHALLENGES Adebisi, Rufus Olanrewaju	122
FAMILY SIZE, INCOME AND MARRIAGE TYPES AS PREDICTORS OF HEALTHY LIVING: A CASE STUDY OF FAMILIES IN OGUN STATE. Adeoye, Ayodele. O.	129
ACHIEVING THE OBJECTIVES OF UNIVERSAL BASIC EDUCATION (UBE) AT THE PRIMARY EDUCATION LEVEL THROUGH IMPROVED INFRASTRUCTURAL FACILITIES Mairama I. Takaya	136
WAIT-TIME USE IN BASIC PRIMARY SCIENCE CLASSROOMS: CONCEPT, TRENDS, CHALLENGES AND PROSPECTS FOR TEACHING IMPROVEMENT IN JOS SOUTH, PLATEAU STATE. Chollom Azumi Grace	142
DEVELOPING THE READING SKILLS OF SENIOR SECONDARY SCHOOL STUDENTS FOR BETTER ACADEMIC PERFORMANCE Mrs P. U. Mmegwa	155
TEACHING AND TEACHER DEVELOPMENT IN THE 21 ST CENTURY NIGERIA: USING MODERN TECHNOLOGY IN TEACHING AND LEARNING. Dr. Daniel E. Sopuru	161
MORAL LAXITY AMONG NIGERIAN YOUTHS AND ITS IMPLICATION FOR COUNSELLING Dr. A. L. Lannap	169
METHODS OF TEACHING MATHEMATICS TO CHILDREN WITH SPECIAL NEEDS IN AN INCLUSIVE EDUCATIONAL SETTING: IMPLICATION FOR PRIMARY SCHOOLS Bala Galle Attah and Ozegya E.A.	174
PROBLEMS AND CHALLENGES IN THE IMPLEMENTATION OF NATIONAL POLICY ON EDUCATION FOR CHILDREN WITH SPECIAL NEEDS IN NIGERIA Ozegya, A.E.	183
INFORMATION AND COMMUNICATION TECHNOLOGY IN TEACHING ENGLISH LANGUAGE IN NIGERIA SECONDARY SCHOOLS DR. A.M. MAISAMARI and DR. D.G. RINJI	188
A COMPARATIVE STUDY OF ATTITUDINAL BEHAVIOUR OF BOYS AND GIRLS IN THE LEARNING OF CHEMISTRY IN SECONDARY SCHOOLS IN JOS NORTH LOCAL GOVERNMENT AREA OF PLATEAU STATE Oriade L. Taiwo (Mrs)	193
POVERTY ERADICATION: PANACEA FOR ENVIRONMENTAL SUSTAINABILITY IN NIGERIA (1) Barrister Ekpo, Charles George (2) Haruna, Okuri Loris (3) Akinola, David Babatunde	199
MEASURING NUMBER SENSE WITH NIGERIAN PRIMARY SCHOOL CHILDREN FROM LOW AND MIDDLE SES BACKGROUNDS Katrina A. Korb	204

13

THE EXTENT OF INTERNET USE BY UNDERGRADUATE STUDENTS OF THE FACULTY OF NATURAL SCIENCES, UNIVERSITY OF JOS, NIGERIA

OBAJE ALFRED MICHAEL, (DBA., B.Sc., M.LS.)
Librarian I, Medical Library, University of Jos Library

ABSTRACT

The research focused on the extent of Internet use by undergraduate students of the faculty of Natural Sciences, University of Jos. The study was guided by five objectives. In order to achieve objectives, questionnaire was designed and administered on a sample of 350 out of which 325 representing 92.8% were duly completed, returned and used for the study. Interview was conducted with students in the laboratories and lecture halls to confirm some responses to questionnaire as well as observation of some activities in the laboratories. Analysis revealed that students' level of awareness of internet services is very high, but the awareness of online databases for their study is very poor. Also the computer literacy level among female students is higher than that of male, that is, 67.4% female as against 50.8% male, and 138(42.5%) of undergraduate students in the faculty of Natural sciences are not computer literate in this computer age. It was revealed that female students own personal computers more than their male counterparts and majority of the students needed training to acquire competence in the use of internet for their studies. Majority of students who could use internet only used it when the need arose. Female students patronized computer laboratories more frequently (daily) than their male counterparts. Majority of students used Internet for e-mail, browsing and assignment and for students who knew how to use Internet, the use of the internet met their information needs. Few facilities, that is, access points remain the major constraint to the use of Internet for students in the faculty.

INTRODUCTION

Internet access in the University of Jos started with a small step of accessing electronic mail through American Online in 1996 and Skannet in early 1997. Then in June 1997 the backbone for a campus wide area network was laid with a server maintained in the NUNet office. The intranet was activated in 1998. The Intranet was used to send and receive mails as well as host the University's newly created web site which was created in 1998 by an American Fulbright scholar Cliff Missen, with the assistance of student Interns he had trained. (A Jos Carnegie Partnership Project. 2006).

However, the University of Jos website between 1999 and May 2001 was hosted by the University of Iowa at <http://www.uiowa.edu/intlinet/unijos/>; at that time, University of Jos did not have a direct connectivity to the Internet. The present direct Internet connectivity was achieved in May 2001 via a Very Small Aperture Terminal (VSAT). The website is now being hosted and maintained in the University of Jos. (Stephen A. Akintunde, 2002).

It is not enough to make internet facilities available to students. While this is important, it is equally important to follow up the rate at which students put it into use and for what purpose. This study looked critically into the use of internet by undergraduates in the faculty of Natural Sciences University of Jos and what Internet is being used for. According to Becker (1998), just as information-gathering for lesson preparation

is the most common use of the Internet by teachers, students use the Internet for "research," or information-gathering, more than for any other purpose. This study will validate what Becker found out in his study. However, despite the added benefits of this tool to learning, teaching and research, a number of problems still plague Internet connectivity and usage in the Nigerian University system (K.O Jagboro, 2003). Obviously, there may be some apparent constraints on students' use of internet. According to Ojokoh and Asaolu (2005), insufficient training, slow internet connection and frequent power failure especially in Nigeria are some of the difficulties faced with internet usage. This study is expected to validate some of these issues and make new discoveries

STATEMENT OF THE PROBLEM

The use of Internet by undergraduate students of University of Jos including other users is free for now. This has made it easy for students to use the Internet within the University of Jos conveniently. It is therefore necessary to determine the level of awareness of this important service to users particularly the undergraduate students that form the largest population of users.

The availability and awareness may not be enough, it is important to find out the level of competence in the use of computer by the undergraduate students of the Faculty of Natural Sciences. Several questions come to mind: Are users aware of this service? How competences are they? How useful are the resources in the Internet to these undergraduate students? Do the contents meet their information need? What are the constraints? The study was expected to find answers to these questions.

SCOPE OF THE STUDY

The study focused on the extent of Internet use by undergraduate students of the Faculty of Natural Sciences, University of Jos. All the

departments in the faculty were covered in the study.

OBJECTIVES OF THE STUDY

The study had the following objectives:

1. Determine the level of awareness of Internet services among undergraduate students.
2. Assess the level of competence in the use of computer to access the Internet.
3. Determine the purpose(s) for which undergraduate students use the Internet in the faculty.
4. Determine whether the internet use meet information need of the students.
5. Find out the major constraints in the use of Internet by undergraduate students of the faculty.

RESEARCH QUESTIONS

1. What is the level of awareness of internet services among undergraduate students of the faculty of Natural Sciences?
2. What is the competence level in the use of computers by the undergraduate students?
3. For what purpose (s) do students use the internet?
4. To what extent does the use of internet meets information needs of the students?
5. What are the major constraints in the use of internet by the undergraduates in the faculty?

SIGNIFICANCE OF THE STUDY

This study is very significant because the result of the study will clearly show whether undergraduate students of the faculty of Natural Sciences are aware of the provision of Internet services and the resources for their study and research. The outcome will indicate the level of competence in the use computer, usefulness of resources and constraints in the use of Internet. Knowing all these will guide the University administration and Library management the way to improve the Internet

and services. Hence reward for huge investment put in the Internet services may be achieved. The undergraduate students will benefit as the constraints will be minimised if not totally removed by the university management. The librarians and information professionals involved in providing the Internet services will realise satisfaction derived by the undergraduate students in this faculty. It will give insights to other studies in the remaining faculties in the University of Jos.

RESEARCH METHODOLOGY

The survey approach was used for this research. The population of the undergraduate students of the Faculty of Natural Sciences, University of Jos as at 2007/2008 session (Academic Office Record) was 3, 754 . For a population of 3,754, a sample size of 350 was chosen by the researcher to be representative of the population, using the table for determining sample size from a given population by Krejcie, Robert & Morgan, Daryle.W (1970). The sample size for each department was

determined using the percentage ratio to the total population. A structured questionnaire was developed and administered to undergraduate students in libraries and lecture halls between February and March 2009. Three research assistants accompanied me to administer questionnaire in the labs, lecture halls and subsequent collection. The researcher confirmed some responses by the respondents by conducting interviews and observation of facilities. Data collected were analyzed using descriptive statistic-frequencies, percentages employing the use of Statistical Package for Social Scientists (SPSS).

DATA ANALYSIS AND RESULTS

The data generated for this research were analysed using the Statistical Package for Social Scientists (SPSS). A total of 350 questionnaires were distributed to undergraduate students of the Faculty of Natural Sciences, University of Jos. 325, representing 92.8% were duly completed, returned and used for the research.

Table 1: Population of Students in the Faculty of Natural Sciences

DEPARTMENT	LEVEL				Total	Percent
	100L	200L	300L	400L		
Botany	73	71	100	86	330	8.8
Chemistry	62	60	134	77	333	8.9
Industrial Chemistry	53	52	46	31	182	4.8
Geology & Mining	145	142	166	117	570	15.2
Computer Sc	86	84	75	56	301	8.0
Statistics	53	51	45	50	199	5.3
Maths	69	67	205	53	394	10.5
Microbiology	154	151	135	121	561	14.9
Physics	130	128	120	87	465	12.4
Zoology	114	112	110	83	419	11.2
TOTAL					3, 754	100

The table shows that Geology and Mining population is highest (15.2%) followed closely by Microbiology (14.9%). Physics is next (12.4%), then Zoology (11.2%), Maths (10.5%), Chemistry (8.9%), Botany (8.8%), Computer science (8.0%), Statistics (5.2%) and Industrial Chemistry had the least percent of undergraduate students as at the time of this research with 4.8% . The total number of students is 3, 754 . Using the table for determining sample size from a given population by Krejcie, Robert & Morgan, Daryle.W (1970), for a population of 4,000 a sample size of 351 is needed to be representative. For a population of 3,754

undergraduate students of the Faculty of Natural Sciences for 2007/2008 session (Academic Office Records) a sample size of 350 was chosen by the researcher to be representative of the population.

The researcher used the percentage of each department to the total population in Table 1 above to calculate the sample size for each department. E.g. for Botany = $8.8 \times 350 = 30.8$, since sample size is a whole number, 31 is the nearest whole number

100

The table for the calculation is represented in Table 2 below.

Table 2: Sample Size

Department	Total	Percent	Sample size
Botany	330	8.8	31
Chemistry	333	8.9	31
Industrial Chemistry	182	4.8	16
Geology & Mining	570	15.2	53
Computer Sc	301	8.0	28
Statistics	199	5.3	19
Maths	394	10.5	37
Microbiology	561	14.9	52
Physics	465	12.4	44
Zoology	419	11.2	39
Total	3,754	100	350

From the table above, the sample size for each department was determined. Questionnaire was distributed in the various departments considering levels of study, and the rate of return is given in the table three below.

Table 3: Rate of return of questionnaire by departments

Department	No of questionnaire distributed	No of questionnaire returned	Percent %
Botany	31	27	87
Chemistry	31	30	97
Industrial Chemistry	16	16	100
Geology & Mining	53	48	90
Computer Sc	28	25	89
Statistics	19	17	89
Maths	37	35	94
Microbiology	52	48	92
Physics	44	42	95
Zoology	39	37	94
Total	350	325	92.8

The rate of return of questionnaire shows a total percentage average of 92.8%.

This shows a very good response to questionnaire by the respondents.

Table 4: Gender

Gender	Frequency	Percentage (%)
Male	193	59.4
Female	132	40.6
Total	325	100

Majority of the respondents were male with the total number of 193 (59.4%). Female respondents were 132(40.6%). The questionnaire distribution was randomly done to avoid bias.

Table 5: Awareness of free Internet services in the Departmental Labs and Library laboratories

	Responses						Total No	%
	Yes	%	No	%	No response	%		
Departmental Labs	206	63.4	89	27.4	30	9.2	325	100
Library Labs	320	98.5	-	-	5	1.5	325	100

The above table shows that 206(63.4%) are aware of the internet services in the departmental laboratories, while 89(27.4%) are not aware. Also, 320(98.5%) are aware of the internet services in the library laboratories, while 5(1.5%) did not respond to this question. This shows that students' level of awareness of internet services is very high in both laboratories. The lower percent in the departmental laboratories is a result of lack of internet lab in some of the departments in the faculty of Natural Sciences.

Table 6. Use of Online Databases by students

DATABASES	FREQUENCY	PERCENTAGE (%)
JSTOR	7	2.2
HINARI	18	5.5
EBSCOHOST	-	0
NIGERIAN VIRTUAL LIBRARY	13	4.0
DATAD	-	0
OXFORD JOURNALS ONLINE	-	0
No response	287	88.3
TOTAL	325	100

The table above shows that students' awareness of online databases for their study is very poor. They are not aware of Ebscohost, DATAD and Oxford Journals online. Few students 7(2.2%) use JSTOR, 18(5.5%) use HINARI and 13(4.0%) use Nigerian Virtual Library, 287 (88.3%) did not respond to this question, showing that

they don't have idea about the online databases. This posed a very serious need to sensitize students on the use of very important online resources available to them. The above online databases are available in full text and subject librarians have the user ids and passwords.

Table 7: Gender * Computer literacy Cross tabulation

Gender	Computer literacy		Total
	Yes	No	
Male	98 (50.8%)	95 (49.2%)	193 (100%)
Female	89 (67.4%)	43 (32.6%)	132 (100%)
Total	187	138	325

The table shows that 98 (50.8%) male are computer literate, while 95 (49.2%) are not computer literate. Also, 89 (67.4%) female that responded are computer literate, while 43 (32.6%) are not. This shows that computer literacy level among female is higher than that of male, that is, 67.4% female as against 50.8% male. On a general note, it is worrisome that 138(42.5%) of undergraduate students in the faculty of Natural sciences are not computer literate in this computer age.

Table 8 : Ownership of personal computer

Gender	Ownership of personal computer		Total
	Yes	No	
Male	45 (23.3%)	148 (76.7%)	193 (100%)
Female	51 (38.6%)	81 (61.4%)	132 (100%)
Total	96	229	325

The table shows that 45 (23.3%) male have personal computers, while 148 (76.7%) do not have. Also, 51 (38.6%) of female have personal computers, while 81 (61.4%) do not own personal computers. This results show that female own personal

computers more than their male counterparts. It may not be wrong to conclude here that ownership of personal computer is directly related to computer literacy skills.

Table 9: Need for assistance or training in the Internet use

<i>Responses</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Yes	194	59.7
No	131	40.3
Total	325	100

The above shows that 194 (59.7%) of the students need assistance or training in the internet use. 131(40.3%) can use computer without assistance. This result shows that majority of the students need training to acquire competence in the use of internet for their studies.

Table 10 :

Competence level of undergraduate students in the faculty of Natural Sciences by Department in the use of computer.

<i>Department</i>	<i>How good are you using computer?</i>					<i>Total</i>
	<i>Excellent</i>	<i>Good</i>	<i>Fairly good</i>	<i>Not good at all</i>	<i>I can't use computer</i>	
Botany	-	5	3	-	19	27
Chemistry	2	7	9	-	12	30
Industrial Chemistry	-	6	3	-	7	16
Geology & Mining	5	8	9	-	26	48
Computer Sc	15	10	-	-	-	25
Statistics	2	4	2	-	9	17
Maths	22	8	5	-	-	35
Microbiology	-	12	10	-	26	48
Physics	-	11	8	-	23	42
Zoology	1	13	7	-	16	37
Total	47	84	56	-	138	325
	(14.5%)	(25.8%)	(17.2%)		(42.5%)	(100%)

The table shows that 47(14.5%) of the respondents use computer excellently, 84 (25.8%) are good in the use, 56(17.2%) are fairly good in using computers, while 138 (42.5%) cannot use computer. It must be noted that computer science and Maths students are more competent in the use of computer than students from other departments.

Table 11: Gender * how often Internet is being used Cross tabulation

Gender	How often Internet is being used					Total
	Daily	Two times a week	Three times a week	Only when the need arises	I can't use internet	
Male	5 (2.6%)	15 (7.8%)	6 (3.1%)	72 (37.3%)	95 (49.2%)	193 (100%)
Female	28 (21.2%)	4 (3.0%)	1 (0.8%)	56 (42.4%)	43 (32.6%)	132 (100%)
Total	33	19	7	128	138	325

The table above shows that, 72(37.3%) male and 56 (42.4%) female use internet only when the need arises, 5 (2.6%) male and 28(21.2%) female use internet daily, 15 (7.8%) male and 4(3.0%) female use internet two times a week, 6 (3.1%) male and 1 (0.8%) female use internet three times a week, while 95(49.2%) male and 43

(32.6%) female cannot use internet. This shows that majority of students who can use internet only use it when the need arises, followed by those who use internet daily. It is also clear that female students patronize computer laboratories more frequently (daily) than male students.

Table 12: Purpose(s) of internet use

Responses	Frequency	Percentage (%)
e-mail, browsing and assignment	107	32.9
e-mail, research and browsing	75	23.1
e-mail, leisure and online studies	5	1.5
I can't use internet	138	42.5
Total	325	100

The table shows that 107 (32.9%) use internet for e-mail, browsing and assignment, 75 (23.1%) use it for e-mail, research and browsing, 5 (1.5%) use it for e-mail, leisure and online studies, 138 (42.5%) cannot use internet. This result shows that majority of the respondents that can use the internet, use it for e-mail, browsing and assignment followed by e-mail, research and browsing.

Table 13 : Internet use meets my information needs

Responses	Frequency	Percentage (%)
Yes, to some extent	180	55.4
Yes, to little extent	7	2.1
No, not at all	-	-
I can't use internet	138	42.5
Total	325	100

The above table shows that 180 (55.4%) confirmed that internet use meets their information needs to some extent, while 7 (2.1%) indicated to a little extent, and 138(42.5%) cannot use internet. The result shows that, for the students who know how to use Internet, the use of the internet meets their information needs.

Table 14 : Constraints to the use of the Internet

Responses	Frequency	Percentage
Few facilities	179	55.1
Electricity	-	0
Network downtime	1	0.3
Staff attitude	1	0.3
Viruses	6	1.8
Others, specify	0	0
No response	138	42.5
Total	325	100

The table above shows that 179 (55.1%) indicated that the major constraint is few facilities in the labs, followed by viruses 6 (1.8%) respondents, network time and staff attitude are 1 (0.3%) while 138 (42.5%) did not respond to this question. This shows that few facilities (access points) remain the major constraint to the use of Internet in the laboratories.

DISCUSSION/CONCLUSION

The study shows that students' level of awareness of internet services is very high in laboratories, 63.4% and 98.5% in the departmental and library laboratories

respectively. The study reveals that students' awareness of important library online databases is very low. They are not aware of Ebscohost, DATAD and Oxford Journals online. Few students 7(2.2%) use JSTOR, 18(5.5%) use HINARI and 13(4.0%) use Nigerian Virtual Library, 287 (88.3%) did not respond to this question, showing that they don't have any idea about the online databases.

The research shows that computer literacy level among female is higher than that of male, that is, 67.4% female as against 50.8% male are computer literates. It was also found that 138(42.5%) of

undergraduate students in the faculty of Natural sciences were not computer literate. This result is very disappointing in this information age, that many university undergraduates are still not computer literates. The table shows that 45 (23.3%) male have personal computers, while 148 (76.7%) do not have. Also, 51 (38.6%) of female have personal computers, while 81 (61.4%) do not own personal computers. The study shows that females owned personal computers more than their male counterparts, that is, 38.6% female against 23.3% male.

It was also discovered that 194 (59.7%) of the students needed assistance or training in the internet use. 131(40.3%) can use computer without assistance. This result shows that majority of the students need training to acquire competence in the use of internet for their studies. Also, 47(14.5%) of the respondents use computer excellently, 84 (25.8%) are good in the use, 56(17.2%) are fairly good in using computers, while 138 (42.5%) cannot use computer. Computer science and Mathematics students were more competent in the use of computer than students from other departments. Majority of students used the internet only when the need arose and that female students patronized computer laboratories more frequently (daily) than male students.

It was revealed from the study that 107 (32.9%) used internet for e-mail, browsing and assignment, 75 (23.1%) used it for e-mail, research and browsing, 5 (1.5%) used it for e-mail, leisure and online studies, 138 (42.5%) could not use internet. Hence, majority of the respondents that could use the internet, used it for e-mail, browsing and assignment followed by e-mail, research and browsing. Also important is the fact that 180 (55.4%) confirmed that internet use met their information needs to some extent, while 7 (2.1%) indicated to a little extent, and

138(42.5%) could not use internet. Consequently, for the students who knew how to use Internet, the use of the internet met their information needs. Finally, the study revealed that 179 (55.1%) indicated that the major constraint were inadequate facilities in the laboratories, viruses 6 (1.8%), network time and staff attitude 1 (0.3%) while 138 (42.5%) did not respond to this question.

RECOMMENDATIONS

1. There is a crucial need for University of Jos library to extend the internet training workshop to the undergraduate students of the Faculty of Natural Sciences.
2. There is need to encourage and sensitize students to use online databases available to them in order to improve on their studies and researches.
3. The University authority should liaise with Laptops' vendors to negotiate at cheaper rates for more students to be able own personal laptops.
4. The few facilities issue (provision of more access points) should be addressed by the university authority so that, students will maximise their use of internet on campus.

REFERENCES

- A Jos Carnegie Partnership Project. (2006). *The History of Information and Communication Technology at the University of Jos*. Jos: Fab Educational Books.
- Akintunde, S. (2002, February 13). *Widernet*. Retrieved March 17, 2009, from [W i d e r n e t . o r g : http://www.widernet.org/TripReports/February2002/jos02/Docs/InterAccess.ppt](http://www.widernet.org/TripReports/February2002/jos02/Docs/InterAccess.ppt)
- Becker, H.J. (1998) *Internet Use by Teachers*, available at:

<http://www.cyberbullyingprevention.com/teachers/internet-used-by-teachers.pdf>

(retrieved 14 March, 2009)

Jagboro, K.O. (2003). A study of Internet usage in Nigerian universities: A case study of Obafemi Awolowo University, Ile-Ife, Nigeria. *First Monday*, 8(2) (February 2003), visited at: <http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/viewArticle/1785/1665> (Retrieved on 17/03/2009).

Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30, 607-610.

Ojokoh, B.A and Asaolu M. F (2005) Studies on internet Access and Usage by Students of the Federal University of Technology, Akure Nigeria. *African Journal of Library, Archive and Information Science*. 15(2), 149 -153