



Internet Use and Its Addiction among Colleges of Education Students in Delta State

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ABSTRACT

This study examined internet use and addiction among student of college of education, Agbor. The research design adopted for this study is the descriptive survey design. The population of the study is three thousand two hundred and twenty-two (3,222) students. The sample size for the study is one hundred and sixty-one (161) respondents. Questionnaire was used to collect data from the respondents and the data were analyzed using simple percentage and frequency counts. The findings of the study revealed that the internet resources used by students are e-journals, Facebook, e-mail and search engines. The level of use of the internet by the students is one hour per day, the purpose of use of the internet by the student are research, communication, learning and information dissemination, the effect of internet addiction are lack of time to read and conduct research as well as depression. Recommendations made among others were students should be adequately sensitized about the consequences of internet addiction.

ARTICLE INFO

Article History

Received: May, 2019

Received in revised form: June, 2019

Accepted: July, 2019

Published online: August, 2019

KEYWORDS

Internet, addiction

INTRODUCTION

The technological advent of the internet has invaded every aspect of student's life throughout the world. The use of the internet in the academic arena has empowered students to sharpen and refine their skills and communication capabilities in the pursuit of successful strategies. Internet is becoming a widely accepted channel for information exchange including communication and information access. Wikipedia (2015) reported that the internet is seen as a network of computer networks that communicate with each other, often over telephone lines, it enables individual's organization institution and student to share and have access to information across the world.

Ifidon (1999) states that the introduction of the internet illustrates the dictum that man is knowing more and more about less and less. The internet is very relevant in garnering of information such as making online searches for information is a variety of ways using world wide web, browsing software like AOL, Netscape, search engines such as web crawler etc.

Olakokun (2001) states that the advent of the internet has broken down barriers of communication and information access from around the world; it is fast, reliable and does not have limitation and restrictions on content or format. The internet has a limitless range of facilities, which assist users to access the almost infinite information on the net. Internet is the transport vehicle for the information stored in files

or document on another computer (Aquil and Ahmad, 2011) it carries together various information and service, such as e-mail, on line chat file transfer, inter-linked web pages and other documents of the world wide web (Aquil and Ahmad, 2011).

Students in higher institution of learning has been observed to have positive attitude towards the use of the internet for learning research, communication, interaction, resource sharing and information dissemination (Akhtar, 2013). The use of the internet has been observed to increase geometrically among higher education students including colleges of education student (Akhtar, 2013)

Mistral, Draus, Goreva, Leone and Caputo (2014) stated that the term internet addiction is defined as the compulsive uncontrolled dependence on the internet, internet freak and practice to such degree that causes severe emotional, mental, psychological and physiological reaction

Muslim-Ahmad and Zakari (2012) define internet addiction as problematic or maladaptive use of the internet that leads to social and functional impairment Islamic and Daby (2013) stated that the internet has both positive and negative effects on student. The positive effects of the internet including the delivery of practical learning resources, research materials, effective communication entertainment, online shaping, resource sharing application and information

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access. However, the internet through its excessive use can lead to internet addiction, internet stress, depression, mental disorder, physical and psychological breakdown, internet anxiety, tiredness and hostility (Islam and Daby, 2013). All these leading to poor academic output and poor reading habit among students.

Tung (2014) reported that higher institution students are the most additive users of the internet. Majority of student on higher institution spend over 5-7 hours daily browsing the internet, chatting with friends, playing online games and gamble, blogging, watching internet event and catching fun (Yen, Ko and Yen, 2013)

Griffiths (2010) reported that students who are addicted to the internet suffer considerable academically because of the excessive time spent on the internet which leaves them little or no time to study, conduct meaningful research and concentrate academically. Moraham –martin and Schumacher (2010). Measured the degree of internet usage among students and the extent to which academic suffer as a result of excessive internet usage. It was found out the 27.3% of student with high degree of inherent usage (internet addiction) missed lectures several times because of online activities. Hence internet addiction is consequential top student academically, physically and psychologically.

The internet seems to have opened a distractive door of danger and addiction among student. The excessive use of the internet affects student negatively, leading to their poor reading habit, physical psychological effects it has been observed that student spend more time using the internet than necessary for non-academic related activities, thereby limiting their learning potential and becoming addictive internet users. It is against this background that this study is embarked upon.

Objectives of the Study

The study seeks to:

- i. Find out the internet resources used by students in college of education, Agbor
- ii. Determine the level of use of the internet by students
- iii. Examine the purpose for which the students use the internet

Bio Data of the Respondents

Table 1.0: Gender of the respondent

Gender	No. of questionnaire	Percentage %
Male	89	55.3
Female	72	44.7
Total	161	100

- iv. Find out the effect of internet addiction among the students
- v. Find out the extent to which internet addiction can be controlled among students

Research Questions

The following research questions were raised to guide the study

- i. What are the internet resources used by students in college of Education, Agbor?
- ii. What is the level of use of the internet by students?
- iii. For what purpose do the students use the internet?
- iv. What are the effects of internet addiction among the students?
- v. To what extent can internet addiction be controlled among students?

METHODOLOGY

The study adopted the descriptive survey design. The population of the study is 3,222 respondents. These consists of college of education students, Agbor. Source: Office of college librarian. The sample size for this study is one hundred and sixty-one (161 students). The sample size was drawn from the population of 3,222 students. A sample size of 5% was drawn due to the large population. The Random sampling techniques was used. The instrument used for the collection of data was structured questionnaire. The questionnaire titled “internet use and addiction among college of education student’s questionnaire (IUAACESQ)”, was validated by two lecturers in the faculty of education. Their observations and corrections were incorporated by the researcher prior to the development of the one used for data collection. The data was collected by the researcher with the help of two research assistants from college of education Agbor, Delta state. Data collected were analysed using simple percentage and frequency counts.

RESULTS AND DISCUSSION

The data in this study were analyzed using simple percentage and frequency counts. The result is as presented below

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Table 1.0 shows the gender of the respondents. As shown in table 1.0, 89(55.3%) of the respondents are males, while 72(44.7%) of the

respondents are females. This implies that majority of the respondents are males

Table 2.0: Age range of the respondents

Age Range	No. of Response	Percentage %
16-20years	47	29.2
21-30years	114	70.8
31-years and above	-	-
Total	161	100

Table 2.0 shows the range of the respondents. As shown in the Table 47(29.26) of the respondents indicated 16-20 years, while 114(70.8) indicated 21-30 years. This implies that majority of the respondents are within the age range of 21-30.

Table 3.0: Marital status of the respondents

Marital status	No. of questionnaire	Percentage %
Married	3	1.9
Single	158	98.1
Total	161	100

Table 3.0 shows the marital status of the respondents. As shown in the table 3(1.9%) of the respondents are married, while 158(98%) of the respondents are single. This reveals that majority of the respondents are single.

PRESENTATION OF RESULTS FOR RESEARCH QUESTIONS

Research question one: What are the internet resources used by students in College of Education?

Table 4.0: Data analysis pertaining to research questionnaire is presented

Internet resources	Number of responses	Percentage %
Worldwide web	9	5.6
Website	7	4.3
E-mails	22	13.87
Search engines	21	13.0
E-books	2	1.2
E-journals	39	24.2
Facebook	23	14.3
Twitter	9	5.6
BBM	6	3.7
Online databases	3	1.9
Pornographic site	-	-
Game sites	3	1.9
Video/youtube	2	1.2
Badoo	3	1.9
Whatsapp	8	5.0
Yahoo messenger	4	2.5
Total	161	100%

Table 4.0 reveals the internet resources used by students in College of Education. As revealed in the table, majority of the respondent indicated the use of E-journals 39(24.2%), Facebook 23(14.3%) E-mail 22(13.7%) and search engines 2(13.7%). This implies that the majority internet

resources used by students in College of Education, Agbor are E-journals, Facebook, e-mail and search engines.

Research question two: What is the level of use of the internet by students?

Table 5.0: Level of use of the internet by the respondents

Level of use	Number of responses	Percentage %
1 hour per day	52	32.2
2-3 hour a day	21	13.1
4-5 hour a day	17	10.6
6-10 hours a day	11	6.8
Once a week	20	12.4
Twice a week	9	5.6
Thrice a week	3	1.9
Many times a week	28	17.4
Total	161	100

Table 5.0 revealed the level of use of the internet by the respondent. As reveal in the table, 52(32.2%) of the respondents indicated 1 hour per day 21(13.1%) 2-3 hours a day, 17(10.6%) a day, 4-6 hours a day, 11(6.8%) 6-10 hours a day. 20(12.4%) once a week, 9(5.6%) twice a week, 3(1.9%) thrice

a week, while 28(17.4%) of the respondents indicate many times a week.

Research question three: For what purpose do students use the internet?

Table 6.0: Purpose of use of the internet by the respondent

Purpose of use of the internet	Number of responses	Percentage %
Learning	31	19.3
Research	34	21.2
Communication	33	20.5
Entertainment	7	4.63
Information exchange and data dissemination	20	12.5
Cahttign	7	4.3
Recreation	2	1.2
Socializing	6	3.7
Assignment	10	6.2
Seminar	9	6.2
Lecture note update	2	1.2
Total	161	100

Table 6.0 reveals the purpose of use of the internet by the respondents. As shown in the table, majority of the respondents indicated the purpose of research 34(21.2%), communication 33(20.5%) learning 31(19.36%) and information exchange dissemination 20(12.5%). This implies that major

purposes of use of the internet by majority of the respondents are research communication, learning and information exchange/dissemination.

Research Question Four: What are the effects of internet addiction among the students?

Table 7.0: Effect of internet addiction among respondents

Effect of internet addiction	Number of responses	Percentage %
Poor academic performance	6	3.7
Inconsistency in class attendance	4	2.5
Depression	53	32.9
Lack of time to read and conduct research	81	50.4
Loss of concentration in class	6	3.7
Psychological disorder	-	-
Immoral behaviour	-	-
Poor interpersonal relationship	-	-
Poor reading habit	9	5.6
Total	161	100

Table 7.0 shows the effect of internet among the respondents. Majority of the

respondents indicated the effects of lack of time to reveal and conduct research 81(50.4%) and

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depression 53(32.9%) as effect of internet among respondents.

Research question five: To what extent can internet addiction be controlled among the students?

Table 8.0: How can internet addiction be controlled

Internet addiction control	Number of responses	Percentage %
Proper awareness about internet addiction	44	27.3
Adequate sensitization about internet addiction	46	28.6
Reduction internet usage	9	5.6
Decrease in the amount of time spent on the internet	8	5.0
Purposeful use of the internet/use at night	11	6.8
Avoidance of internet during sleep hour	43	26.7
Total	161	100

Table 8.0 reveals how internet addiction can be controlled among the respondents. As revealed in the table, majority of the respondents indicate adequate sensitization about internet use at night during sleep hour 43(26.7%).

DISCUSSION OF FINDINGS

Research question one reveals that the major internet resources used by students in Colleges of Education, are e-journal, Facebook, e-mail and services engine. This finding corroborates the findings of Harbaugh (2010) who reported that World Wide Web, e-mail, Facebook, search engines and e-journals constitute the major internet resources used by majority of College students. Bhatti, Asahr, Muskhtar and Chochan (2011) found that search engines, e-mail, e-journals, Facebook and twitter are the most frequent internet resources used by majority of College students.

The table in research question two reveals that the level of use of the internet by majority of the respondents is an hour per day. This finding is in line with finding of Krupa (2012) who reported that the daily usage of the internet by students for exceed the weekly and monthly usage of the library by student for most students visit the internet on regular basis and spend at least one hour for information access, retrieval, communication as well as for entertainment compared to the occasional use of the library, Jomit (2011) reported that student have formed the habit of using the internet for 1-2 hours per day as a primary and major source of information access, while the library is used as the secondary and supplementary source of information occasionally.

The data in research question three implies that the major purposes of use of the internet by majority of the respondents are for research, communication, and learning and information exchange/dissemination. This finding is in line with the findings of Aquil and Ahmad (2011)

who found that majority (85%) of students used the internet for learning and research, while other (15%) used the internet for chatting and communication.

Brosman (2014) reported that students tend to use the internet more for information access and retrieval than for communication and recreation. Majority of students visit the internet on regular basis to search for information resources for their research and to complete their assignment or to write seminar papers.

William and Sawyer (2013) reported that generally, students have a positive attitude towards the use and adoption of the internet for learning, research, communication and exchange of information.

Findings from research question four, implies that the major effects of internet addiction among the respondents are lack of time of read and conduct research as well as depression. This finding is in line with the findings of Griffiths (2010) who reported that students who are addicted to their internet suffer considerably academically because of the excessive time spent on the internet, while leaves them with or no time to study conduct meaningful research and concentrate academically. The findings in research question five implies that the major ways in which internet addiction can be controlled among the respondents are adequate sensitization about internet addiction, proper awareness about internet addiction and avoidance of internet use it night during sleep hour. This finding is in line with the findings of Yuan and Lavin (2014) who reported that the consciousness of the detrimental effects of internet addiction is the first step in controlling internet addiction among students.

CONCLUSION

Internet addiction covers all ages, gender and educational levels and its effects manifest in

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both physical and mental state. The study concludes that students of College of Education, Agbor, use internet resources such as e-journal, Facebook, e-mails and search engines for the purpose of research, communication, learning and information exchange/disseminations. However, the use of the internet has caused the effects of lack of time to read and conduct research as well as depression among the students.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are hereby made by the researcher.

1. The students should be adequately sensitized about the consequence of internet addiction
2. The students should be adequately educated on effective internet usage
3. Student's internet use should be monitored to help control excessive internet usage.
4. The students should endeavour to avoid internet use at night during sleep hour to avoid depression.

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