

# USE OF LIBRARY'S INTERNET FACILITIES BY TEACHERS OF GOVERNMENT SECONDARY SCHOOLS BASAWA DISTRICT IN SABON GARI LOCAL GOVERNMENT AREA OF KADUNA STATE

By

MOHAMMED Abubakar Abdullahi (CLN), MAIFATA Nurudeen Muazu and DAN'AZUMI Dalhatu Umar Ahmed (CLN)

## Abstract

*The study was conducted to assess the Use of Government school Library's Internet facilities by Teachers of Government Secondary in Sabon Gari Local Government of Kaduna State. In order to achieve the objectives of the study, three research questions were raised and answered. Quantitative research methodology and survey research design were used. The population studied consisted of teachers in Government secondary schools in Sabon Gari Local Government with a total population of 1324 and sample size of 115. Data were collected through questionnaires. The data collected was analyzed using table frequencies and percentages. The findings showed that Government schools' libraries do not fully utilize Internet facilities; the study revealed that the greatest challenges that impeded the use of Internet facilities by the respondents is lack of library skills as indicated by the respondents and followed by instability of power supply. It is therefore recommended that adequate funds should be provided by government, non- governmental organisations (NGOs), and other philanthropic organization to support the purchasing and maintenance of Internet facilities in the schools.*

**KEY WORDS:** *Internet facilities, libraries, Government, school.*

## Introduction

The Internet serves as a useful tool in support of the various educational activities that ranged from research to teaching. Olalude (2007) and Olatokun (2008) noted that the Internet technology and Computers has made it possible for students to be active learners and allowed instructors to be facilitators. Jackson, et al. (2011) remarked that the Internet will level the educational playing field due to its availability to everyone, everywhere, and any time, irrespective of gender, race/ethnicity, income or other socio-demographic characteristics. Thus, the Internet is a vital tool that will propel University and Secondary school education to greater heights as the world move further into the knowledge-based economy. Universities worldwide now invest a lot on internet access because it reduces the time between the production and utilization of knowledge; improves co-operation and exchange of ideas with fellow researchers in other institutions, regions or countries, furthers the sharing of information; and promotes multidisciplinary research. Tamiyu (2010) states that the Internet can substitute for expensive hardcopy libraries, by availing students' access to scholarly information resources.

Today, survival in academics without the Internet is hardly imaginable. The Internet has found useful applications in online data repositories, library catalogues, journals, news services, student and financial administration systems online supported or solely online conducted teaching, as well as in digital communication with fellow students and lecturers. Other contemporary uses of Internet by students include purchasing, entertainment, and even dating. The investigation of how the internet fits into the daily life of staff and students at educational institutions is worthwhile when one considers the ubiquitous and all pervasive communications tool features of the internet.

Consequently, studies have been carried out in many places to understand how secondary school students and staff use the Internet, the purposes for which the students and staff use the Internet, the search engines used, their internet skills as well as problems that hinder efficient internet use among other. The internet is very useful to university students and staff in Nigeria because it enables them to have access to timely, accurate and relevant information that cannot be obtained from library shelves. Emorjorhu and Nwalo (2009) noted that Internet searching helps secondary students to boost their intellectual development and job preparation. Due to the endless nature of information resources on the Internet, libraries are increasingly investing in provision of Internet services and resources to enable their clients have better access to the information.

The importance and usefulness of internet cannot be overemphasized. The National Policy on Education [2014], recognizes the prominent role of Information Communication Technology [Internet] in the modern world today hence the integration of ICT in Education in Nigeria [Adaomi and Kpangban, 2010]. To actualize this goal, the government promised to provide basic infrastructure and training at the primary school. At the junior secondary school level.

Computer Education is made a pre-vocational elective and a vocational elective at the senior Secondary school. The federal ministry of Education launched an ICT driven project known as School net which is intended to equip all schools in Nigeria with computers and communication techniques. To adequately provide ICT facilities to secondary schools, the Federal Government commissioned a Mobile Internet Unit [MIU] which operated by the Nigerian national informational technology development Agency [NITDA]. The MIU is a locally made bus that has been converted into a mobile training and Cyber Centre with ten workstations all networked and connected to the internet. It is also equipped with printers, photocopiers and a number of the multimedia facilities.

## **Statement of the Problem**

Internet facilities have been found to be very supportive of many educational endeavours as it generates the ease with which activities are taken out. The information environment has changed rapidly in recent times with new advances in technology to smooth the progress and the easy accessibility to information by various users. The internet according to Olatokun (2008) is a universal network of computers linked together over large distances. It came into existence by the American military as revenue of statement and has been in occurring since 1950s.

The field of secondary school education has been affected by internet availability and access, which has been unquestioned affected teaching, learning, and explores (Yusuf, 2005). Education is an essential human process; a matter of values and action. The gather of technologies called the “Internet” has the aptitude to complete, underline, and to elevate the educational process (Simond, 2008). It takes the focal point of education from the institution to the student. The internet has come to make a friend, dwell with, and live advance away, both the teacher and the student. In Nigeria, government schools can pride themselves on the act of using internet in the teaching learning process. Ukpebor (2010) pointed out that the level of internet right to use in government schools is fear; this is because many of the schools do not have access to the internet and while those that do, the students are not frequently allow having access to the technology.

Preliminary investigation by the researchers revealed that secondary schools teachers in Basawa District encounters problems of availability, accessibility and utilization of Internet, lack of library skills and inadequate power supply, which could lead to a setback in their teaching. It is against this backdrop that this study investigates the Use of Internet facilities by government Secondary Schools’ Libraries in Sabon Gari Local Government Area of Kaduna State.

## **Research Questions**

The study has the following research questions:

1. What are the internet facilities available in government secondary schools' libraries Basawa District in Sabon Gari Local Government Area?
2. How accessible are the internet facilities in these government Secondary schools' libraries?
3. What are the challenges encountered using Library's Internet facilities by the teachers of these government Secondary Schools?

## **Scope of the Study**

The scope of this study was centered on the Use of Internet facilities by government Secondary Schools' Libraries in Sabon Gari Local Government Area of Kaduna State namely: Government Girls Secondary School Samaru, Government Secondary School Basawa, Government Secondary School Kwangila, Government Secondary School Bomo and Government Secondary School Zango. The population of this study was the teachers alone.

## **Availability of Internet Facilities in Secondary Schools' libraries**

In Nigeria, the deployment of networking technology into the education environment has been limited to date. Yet, it is in this environment that perhaps the most striking developments can be undertaken and the essential basic groundwork laid for the longer-term productive integration of information technologies in our society. Accordingly, there is much that must be done to ensure that the opportunities these technologies offer to the classroom and the children are optimized. The internet computer-based worldwide information network have had enormous impact on information seekers, as it offers a wealth of opportunities to improve access to information resources in support of both "traditional" on – campus instruction and distance- independent learning, (Borgman, 2000). In the last few years, in the foreign scene, internet connectivity in schools has grown by leaps and bounds, but some schools are just starting from the scratch especially, here in Nigeria.

Internet has become a useful tool for school assignments; Students and teachers trust and have confidence that internet is a good educational tool. Private school owners have high expectations in the use of internet by their children for school purposes. They see the need for parents to supervise the use of internet with their children. Students and teachers need more direction and training in the use of Internet. Teachers need to incorporate the use of Internet sites in classroom assignments. Since the bulk of the schools claimed to have computer systems, it is highly imperative that these systems are connected to the internet such that students and teachers can have access to it. Christopher and Maria (2012), stated that within a few short years, the Internet has reached many areas of activity, often acting as an agent of profound change. Much of the

evolution of the internet has occurred in the university and research environments, but more recently, it has entered a larger public arena. It is now making major inroads into elementary and secondary school environments and creating a new model for classrooms across the globe.

### **Accessibility to Internet Facilities in Secondary schools' libraries**

Access to internet in Nigeria in general is low. Not that the internet is not available across Nigeria but limited access because of costs and unavailability in remote and awkward areas making it non-existent for a vast majority of Nigerians (Kamara, 2010). The major factor that facilitates internet access in Nigerian schools, is the need to ensure that the internet support the educational goals for students. In other words, the learning goals should drive the technology use. Access to the internet is facilitated by so many factors, which include: the presence of internet connections in schools and at home, adequate number of computers, the level of information literacy on the part of the students, speed of access, cost, and stability of the network and power supply and satisfaction of information accessed. Students in schools are only interested in having access to the internet when there is an enabling environment. With these aforementioned factors, students and teachers are encouraged to make use of the internet even at their most inconvenient time.

Teachers does not only access resources for their classes but also provide their own materials, knowledge and ideas for other teachers via the Internet. For example, they can create homepages for the purpose of their lessons and put their materials on-line. Muechleisen (2007) recommends ESL/EFL teachers to utilize the Internet in their classes for motivating students to use the English language outside the classroom and to make the language a part of their daily lives. Tamiyu (2010) indicate that language learners with access to Internet can potentially communicate with native speakers of English all over the world. They can communicate either on a one-to-one or many-to-many basis anytime they like, from school, home or work. Therefore, it is not surprising that some ESL/EFL teachers have embraced ICT Assisted Language Teaching (IALT) and have developed new ways of using the Internet with their students.

The field of secondary education has been affected by internet access, which has undoubtedly affected teaching, learning, and research (Yusuf, 2005). Education is a fundamental human process; a matter of values and action. The cluster of technologies called the "Internet" has the ability to complement, reinforce, and to enhance the educational process (Simond, 2008). It will take the focus of education from the institution to the student. The internet has come to befriend, dwell with, and live beyond, both, the teacher and the student. African wisdom says, "It takes an entire village to raise a child. Uses of the internet which is the second lowest in the world, while Asia statistics showed the

highest with 44% of internet use (Internet World Stats, 2011). In the later part of 2008, an estimated 100% of US public schools had one or more instructional computers with internet access and the ratio of students to instructional computers with internet access was 3.1: 1. Ninety-seven percent of schools had one or more instructional computers located in classrooms (excluding laptops on carts) and 58% of schools had laptops on carts (U.S. Department of Education, National Center for Education Statistics, 2010). While in Nigeria, very few schools can pride themselves on the use of internet in the teaching learning process.

The internet is a vast global network that links millions of computers ranging from the smallest handheld personal mobile digital assistants to the most powerful computer systems ever constructed. The power of the internet is that it allows a worldwide community comprising millions of people to communicate, access, and publish information. People are using the internet to gain access to libraries throughout the world, aid in research projects and cross-cultural studies, solve school assignments, and enhance foreign language skills, and simply exchange ideas and studies with their peers. The internet has become a global cultural phenomenon; tens of millions of people have access to the system. It is of the same magnitude as television was in its early years and is the most powerful current trend for societal change. According to Olalude (2007), "Participation in the internet collapses geography and time". The cost is independent of distance and the information is accessed in real or virtual time with little delay. However, Internet is not self-dependent but a network itself. One needs computer or an enabled mobile phone to access the information and other multimedia resources through the internet. Therefore, because of the countless benefits from using the internet especially the educational value, schools now acquire computer systems with telecommunication tools to have access to the internet.

While, Pennington (2006) points out that an Internet-based learning environment can offer an instructional tool. Ryder and Graves (2007) also assert that the Internet is a dynamic medium, which provides teachers and students with immediate access to tools and resources. Similarly, Internet can provide a wealth of information to students that are not readily available in textbooks or lectures. Students can access information and resources simply by having a computer with an Internet connection. The information is usually presented in meaningful contexts to explore widely or specifically. In addition, the use of the Internet can be interactive and collaborative in nature. Through e-mail, conferencing tools and newsgroups, a virtual community of learners can exchange knowledge, ideas and perspectives on certain issues or topics

## **Challenges Associated with the use of Internet Facilities in Secondary School Libraries**

Erratic power supply: one municipal facility that is the bane of Nigeria at the moment is supply of electricity. Electricity which is an essential for economic growth is lacking in Nigeria as a whole. Without electricity, it would be difficult to exploit the best that Internet could offer. Erratic supply of electricity has in some cases led to destruction of equipment in Nigerian libraries (Olatukun 2008) as it does to domestic equipment in homes as well. An attempt to redress this with the use of generators is hampered by the high cost of fuel (petrol and diesel). Adeleke (2010) revealed that many public schools in Nigeria do not Internet centre in their schools. Kamara (2010) lamented that; most of our secondary schools in Nigeria do not have software for the computer to function and those that have; the facilities are grossly inadequate for any meaningful teaching or learning to take place. On teachers' competence, teachers in Nigerian secondary schools are not competent in basic computer operation and in the use of genetic software, although they have positive attitude towards the use of computer (Yusuf, 2005, Mohammed 2013). This finding revealed the low level of Internet penetration in the Nigerian school system and also reveals the state of Internet in most of the Nigerian secondary schools.

**Funding:** Nwokocha (1998) lamented on the mode of funding and the ill-effect of poor funding of school libraries in Nigeria as a major problem that has persistently afflicted school library services delivery in Nigeria. Lack of fund is the major setbacks that hinder effective installation of Internet facilities and carrying out other public library routines. The subvention and overhead funds given to these libraries from the federal, state and local government can barely carry their salary paid to the workers leaving little or nothing to finance development of the library facilities.

**Good Policy on Internet:** There is no robust policy on the part of government as far as information and communication technology is concerned. This hampered the growth of the information and communication technology sector in Nigeria as a whole. According to Ajayi (2010) though Nigeria has science and technology policy but there is no policy on science and technology on information. There is a lack of systematic Internet policy in most libraries in developing countries which impedes the deployment of Internet.

**Inadequate manpower:** Nigerian school libraries that have managed to top into information technology resources lack trained information technology experts. This fact has left the information technology services of the library performing little or no of its functions. These libraries obviously do not have enough professionals as required and subsequently, there has been little or no training for the available workers towards acquiring the necessary Internet skills in this regard. Faulty

equipment is abandoned in some libraries because there is no knowledgeable staff to repair them, Dike (2005).

**Lack of Internet Training Program:** to increase the Internet skills of information professionals of the school libraries there is need for continuous training and orientation programs. Although computer is becoming popular still we lack computer literate professionals. Many senior and old information professionals do not know how to operate computer. Majority of the information professionals in school libraries do not have adequate skills to handle computer and other information technologies, Dike (2005).

**Illiteracy:** there is no gain saying the fact that illiteracy affects the effective utilization of Internet. This ascertain is evident in the fact that many school library patrons/clientele have little or no idea about these modern technologies or electronic wonder and because of their lack of awareness they tends to discard it use on the ground that these technologies can be done electronically, they can also be done manually. It is therefore imperative that these set of people should be given lesson on how to operate and use these technologies, Tamiyu (2010).

**Lack of Adequate Infrastructure:** the effective utilization of Internet can be hindered where there is no good roads, good telephone communication network, power supply etc. the problem of poor infrastructural facilities especially erratic power supply has been the major cause of setback in the integration of Internet in library services. Government should therefore provide enabling environment that would allow donor agencies to provide investors particularly those in information sector to take full advantage of recent advances in information technology to bring our libraries up-to-date, Dike (2005).

**Cultural Factors:** Language is one of the major factors that hinder the easy assimilation of Internet by many developing countries, this hinder transfer of technology. The radio and TV programmes, computer software and the printed texts produced in different countries bearing different cultural backgrounds, Palani (2010)

## **Methodology**

Survey method was used for this study. Nikulaous and Yannis (2018) stated that survey research tries to collect information from a representative group and based on such information, inferences are drawn about the performance of the population entirely. They added that survey

research is vital as it allows the researcher to conduct an effective study on a large population where samples are used to represent the entire target population for the study. The population of this study was 115 teachers of the schools, and 115 of the teachers were used as the sample for the study. Ibrahim, (2013) states that in a condition where the population to be studied is small and can be managed, the researcher can study the entire population. The research instrument used for this study was the questionnaire; the data collected for the study were analyzed using the simple descriptive statistics of frequency counts and percentages based on the responses made by the respondents.

## Findings and discussion

The data for this study was analyzed with the use of simple statistical tools and presentation of result is provided below.

### Section A: Availability of Internet Facilities in government secondary schools' library

Availability of Internet Facilities with respect to the use of Internet Facilities in government secondary school's libraries by teachers in Sabon Gari local government area of Kaduna State is that, it helps teachers of Secondary Schools in Sabon Gari local government area to understand the meaning of the content and apply it for practical purposes; this had a score of 100% of the total respondents. The responses were analyzed in table of frequencies and percentages.

**Table 1: Internet facilities available in your school**

Internet Facilities	GSS kwangila		GGSS		GSS Bomo		GSS Basawa		Gwammati Sec. Sch		GGSS Samaru		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
<b>Modem</b>	14	12.2	11	9.6	10	8.7	8	7	17	14.8	10	8.7	70	61
<b>Computer</b>	15	13.1	11	9.6	11	13.1	7	6.1	17	14.8	10	8.7	71	65.4
<b>Software</b>	7	6.1	6	5.3	7	6.1	7	6.1	6	5.3	8	7	41	35.9
<b>VSAT</b>	10	8.7	10	8.7	9	7.9	6	5.3	16	14	9	7.9	60	52.5
<b>Internet Server</b>	2	1.7	5	7.9	5	7.9	7	6.1	6	5.3	7	7.9	32	36.8
<b>Router</b>	3	2.6	3	2.6	4	3.5	4	3.5	5	7.9	4	3.5	23	23.6
<b>ISP Account</b>	2	1.7	2	1.7	4	3.5	3	2.6	5	7.9	2	1.7	17	19.1

Table 1: shows the responses of availability of internet facilities in government secondary schools' libraries. As can be seen on table 1, was indicated that 71 (56.4%) of the respondents stated

that computers are available in their schools. Another response given 70 (61%) of the respondents for availability of internet facilities stated that modem was available at their respective schools. About 17(19.1%) said **ISP Account** is available. Also 23 (23.6) of the respondents confirmed that **Router** is available. It can therefore, be concluded that the respondents found most of internet facilities in government secondary schools' libraries are not available as indicated on table 1. This finding is in line with that of Palani (2012) who pointed out that skills of information and communication technology, is an essential and important aspect for creating a literate society in this world.

## Section 2: Frequency of accessing Library's Internet facilities by Teachers of Government Secondary Schools in Sabon Gari Local Government Area

**Table 2: How frequent do you access the Internet facilities in your school library**

OPTION	Frequency of using Internet facilities								TOTAL	
	F	%	F	%	F	%	F	%	F	%
<b>Occasionally</b>	66	57.3	28	24.4	16	13.9	5	4.4	115	<b>100</b>
<b>Rarely</b>	76	66.1	22	19.1	10	8.7	7	6.1	115	<b>100</b>
<b>Very often</b>	58	50.4	29	25.2	20	17.4	8	7.0	115	<b>100</b>
<b>Always</b>	56	48.7	21	18.3	22	19.1	16	13.9	115	<b>100</b>

Table 2 shows the responses of using Library's Internet facilities by Teachers of Government Secondary Schools in Sabon Gari Local Government Area. As can be seen on table 2, as recorded with 76 (66.1%) of the respondents indicated that teachers use library's Internet facilities rarely. The respondents use library's Internet facilities **rarely**, this is perhaps the respondents have no much access to the internet facilities or the facilities are not available. Next is **occasionally** with recorded 66 (57.3%). Next to this, is **very often** which recorded with 58 (50.4%), and **always** with recorded 56(48.7%). These scores happened as a result of the fact that the two last options were as a result of courage given to the teachers by the authority of the schools. This finding tally with that of Usman (2010) who reported that, for young people to understand computers well there is the need for encouragement to them (young people).

The implication of this finding is that the respondents might stop patronizing libraries. This is in line with the view of Yusuf (2013) where he stated that provision of library facilities brings frequent patronizing of library, and sustains motivation to read more. It is expected that when teachers, students and researchers are not too much patronizing library it would be said that, the library is facing some hindrances in one way or the other

**Section 3: Challenges encountered using Library’s Internet facilities by the teachers in government secondary schools in Sabon Gari local government area**

**Table 3: Challenges encountered using Library’s Internet facilities by the teachers**

Challenges	Strongly Agreed		Agreed		Disagreed		Strongly Disagreed		Undecided		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Lack of electricity supply	20	17.4	27	23.5	15	13.0	30	26.1	23	20	115	100
Lack of funds	55	47.9	35	30.5	10	8.7	5	4.4	10	8.7	115	100
Lack of qualified staff	40	34.8	30	26	20	17.4	20	17.4	5	4.4	115	100
Lack of government’ support	30	34.8	40	26	20	17.4	20	17.4	5	4.4	115	100
Poor library building	20	17.4	23	20	30	26	40	34.8	2	1.8	115	100
Interest/library skills	30	26.1	35	30.5	37	32.1	10	8.7	3	2.6	115	100

Table 3 revealed that all the respondents 55(47.9%) agreed that lack of funds constitute a bottle neck to the provision of Internet facilities in government secondary schools in Sabon Gari local government area Kaduna state, this was followed by 40 (34.8%) of the respondents who argued that lack of qualify staff was a militating factor in the provision of Internet facilities in government secondary school in Sabon Gari local government area, Kaduna state. This finding agrees with that of Mohammed (2013) who discovered that lack of funds and qualified staff constitute militating factor in the provision of ICT facilities in libraries.

The finding agrees with Folorunso (2010) which posited that the problem of ICT literacy is one of the major issues discouraging the use of Internet facilities in the library.

**Summary of Findings**

Based on the data collected and analysis for this study, the findings are summarized as follows:

1. The outcome from the study showed that computers, modem, internet server and software are available in the libraries.
2. The study shows that greater part of the respondents indicated that the available facilities are not frequently accessible
3. The study shows that lack of qualified staff to manage the library and lack of finances to acquire facilities are the major factors affecting internet facility usage in the libraries.

## **Conclusion**

School libraries are important and fundamental organs supporting in the teaching and learning procedure in the secondary schools as they are expected to provide sufficient information resources and services to both teachers and students for better academic achievement. However, for the library to be resourceful in the school environment especially in the digital age, internet facilities must be adequately provided in order to meet the information needs of the teachers and students. Moreover, apart from making the internet facilities available in the school libraries, sufficient and effective use of the facilities is of utmost importance. Therefore, it is observed that the government school libraries studied have few internet facilities such as computers, modem, and internet server and software use by both teachers and the students for their academic and educational needs; and the facilities are sufficiently used by the staff and users are also fulfilled with the internet facilities.

## **Recommendations**

Based on the result made from the study the following recommendations are made:

1. The school management should employ qualified and professional staff to manage the library and the internet facilities and also train the existing staff on how well to manage the library.
2. The school management should also make adequate provision of funds for the school library especially for the acquisition of relevant internet facilities in the library.
3. The government through its intervention program should aid the schools in equipping their libraries with sufficient resources and facilities that are required to assist the teachers and students in meeting their information needs.

## **References**

- Adaomi, S and Kpangban, S (2010). Application of ICT in Nigeria Secondary School Libraries. British journal of education vol, 5; pg. 9. Retrieved from [www.eajournal.org](http://www.eajournal.org).
- Adeleke, S (2010). Use of Library Resources by Academic Staff of the Nigerian Polytechnics: Journal of Library Science: Vol., 12; pg. 15-24
- Ajayi, A (2010). Towards effective use of information and communication technology for teaching in Nigeria colleges of education. - Asian J. mf.techno: Benin.
- Dike, E (2005). The Junior Secondary School in Nigeria. Retrived from [www.academic.edu.education](http://www.academic.edu.education) for sustainable-development. The junior-school.

- Emojorho, D. and Nwalo, K. I. N. (2009). Availability and use of ICTs in collection management in university and special libraries in Niger-Delta region Nigeria. *Library Philosophy and Practice*, Vol 3(5), Pg. 85. Retrieved from <https://digital. Common/ui.edu.ng/comp/ict>.
- Fumilayo, O (2007) Utilization of Internet Sources for Research by Information Professionals in Sub-Saharan Africa- *African Journal of Library, Archives and Information Science*, Vol. 17, pg. 53-57
- Jackson, L.A., von Eye, A., Witt, E.A., Zhao, Y., & Fitzgerald, H.E. (2011). A longitudinal Study of the effects of Internet use and videogame playing on academic performance.<https://digital. Common/ui.edu.ng/comp/ict>.
- Ibadan, Yusuf (2005). Information and communication education- Analyzing the Nigerian national Policy for information technology: *International Education Journal* Vol. 63, pg. 316-321.
- Ibrahim, U (2013). Technology for writing and presentation of theses/dissertation: A companion guide for Postgraduate student in Nigeria university system; ABU Press, Zaria
- Ideom, D (2011) Internet Access Should Be Free for All in Africa: <http://www.internetworldstats.com/stats2.htm>. Retrieved 14<sup>th</sup>- August, 2018
- Kamara, M (2010). Using the Internet in college English classes. (Undergraduate Project) *The internet TESL journal* Vol. 3(6), pg.1 – 7.
- Lawrence, B (2000). Evaluating Digital Libraries for Teaching and Learning in Undergraduate Education (A case study of the Alexandria Digital Earth Proto Type): <http://www.findartiles.com>. Retrieved 15<sup>th</sup> April, 2007
- Maria, B (2016) Availability and the use of computer and internet by secondary school students in Benin City, Nigeria. *International Journal of Library and Information Science*, Vol. 4(2), Pg. 16-23
- Mohammed, A.A (2013). Application of Information and Communication Technology in Five Research Institutes Zaria Kaduna State. (MLIS Unpublished Thesis) University of Ibadan.
- Nikulaous, B and Yannis, P (2018). Quantitative and Qualitative Research in Suitable Business and Technology: justify a suitable research methodology. *Review of Integrated Business and Economic Research*, vol, 7(1).pg.91.
- Pennington, P (2012). *The power of the computer in language education*. Houston: Athelstan.
- Pew Internet & American Life Project (2005) “Protecting Teens Online” <http://www.pewinternet.org> Retrieved 28th June 2008 from Ryder, R.J. (2007). Using the Internet to enhance students’ reading, writing, and information gathering Skills. - *Journal of adolescent & adult literacy*, 4(4), Pg. 244-254.
- Simond, G. (2008). The technology and content in dilemma. - [www.ed.gov/technology/techcont](http://www.ed.gov/technology/techcont): Retrieved 24<sup>th</sup> September 2018

Ukpebor, C.O (2010). Use of Internet by private secondary school students in Benin City. Cosmopolis Press, Edo

Warschauer, M. (2000). On-line learning in second classrooms (Network-based language teaching: Concepts and practice): Cambridge University Press. New York

Yusuf H. O (2013). Fundamentals of Curriculum and Instruction. - Joyce Publishers: Kaduna

Yusuf M. O (2005). Information and communication education: Analyzing the Nigerian national policy for Information Technology. Institute Education Journal Vol. 6(3), Pg. 316-321.