

ASSESSMENT OF THE UTILIZATION OF INTERNET SERVICES AMONG STUDENTS OF FEDERAL COLLEGE OF EDUCATION, OBUDU, CRS, NIGERIA

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Abstract

*This study assessed the utilization of internet services among students federal college of education, Obudu, Cross River State, Nigeria. The study adopted a survey design. The population of the study was two thousand and three hundred (2300) students. Seventy two (72) respondents were sampled. Random sampling technique was used in the selection of the 72 students which constituted the sample of the study. A 20-item questionnaire titled Internet Services Utilization Questionnaire (ISUQ) **validated by experts and its Cronbach Alpha estimate was 0.77** was used for data collection. The data were analyzed using frequency, percentages, mean, standard deviation, and t-test statistical technique. The results revealed that majority of the respondents agreed that availability of internet infrastructure on campus is a significant factor. Also, most of the respondents agreed that students feel internet has a direct influence on their overall learning experience, and that students experience technical issues that hinder their ability to use the internet services for their educational purposes. The study concluded that a significant number of students have access to internet services. It was recommended that government should provide funding for the development of telecommunications infrastructure in federal college of education, Obudu.*

Keywords=Utilization, Internet service, Students, College of education

Introduction

The rapid advancement of Information and Communication Technology (ICT) has transformed educational practices globally, with the internet serving as a major platform for knowledge dissemination, research, collaboration, and communication. Sunday and Neji (2023) averred that in contemporary higher education, internet services facilitate access to electronic resources, virtual classrooms, academic databases, online libraries, and interactive learning platforms. In Nigeria, the integration of internet services into tertiary education has significantly improved students' learning experiences, academic engagement, and research productivity. Studies indicate that Nigerian students increasingly rely on internet facilities for academic assignments, communication, and collaborative learning (Olateju, 2019; Sawyerr-George & Agina-Obu, 2023).

The internet has become an indispensable resource in the field of education, providing students and educators with access to vast amounts of information and enabling communication and collaboration across distances (Adams, Ayuba & Abifarin, 2025). In the context of tertiary education, the effective utilization of internet services is crucial for academic success, research, and the overall learning experience, with the advent of technology, internet services have become a vital tool for education, offering vast opportunities for students in tertiary institutions. Understanding how students utilize these services can provide insights into improving educational outcomes and access to information (Olateju, 2019). The education sector was among the first to embrace the use of internet, and it continues to provide a broad range of opportunities within institutions of higher learning, worldwide. The internet is a useful tool in support of various educational activities, from research to teaching.

Sanchez and Hueros (2020) noted that internet technology and computers have made it possible for students to be active learners and has allowed instructors to be facilitators. Jackson (2011) remarked that the internet will level the educational playing field due to its availability to everyone, everywhere, and at any time, irrespective of gender, race, ethnicity, income, or other socio-demographic characteristics. Thus, the internet is a vital tool that can propel higher education to greater heights as the world moves further into the knowledge-based economy social capital, information technology and economic development (Dutton & Peltu, 2007).

Today, colleges of education worldwide invest heavily in internet access because it reduces the time between the production and utilization of knowledge (Echem et al, 2022), improves cooperation and exchange of ideas with fellow researchers in other institutions, regions, or countries; furthers the sharing of information and promotes multidisciplinary research. Bon (2018) noted that the internet can substitute for expensive hard copy libraries by providing students access to scholarly information resources. The internet has found useful application in online data repositories, library catalogues, journals, news services, student's financial administration system, Application of internet in teaching gives enormous possibilities for learning according to individual needs, interest, and learning pace of an individual, learning by means of electronics media is attractive to students because of active and interactive communication, visualization of information dynamics.

Electronic media are suitable for students because they provide students with information quickly, meet their curiosity; ensure the possibilities of fast ideas exchange, acquisition of knowledge through fun and etc., (Nadrljanski & Solesa 2008). Amartya and Martha (2008) stressed the importance of individual capabilities to function and participate fully in society. Socio economic factors can influence student capabilities to access and utilize internet services. For example, limited financial resources may restrict student's choices in terms of internet subscription plans or acquiring necessary hardware and software.

Additionally, socio – economic constrictions can impact student capabilities to develop digital literacy skill and engage effectively with online resources. The capability Approach provides a lens to understand how socio- economic factors shape students' opportunities and capabilities for internet service utilization (Bankole & Adio, 2017). Dhawan (2020) suggested that internet Access facilitates online learning experiences, as tertiary institution increasingly adopt digital learning platform and after online courses. A study conducted by Adeyemi and Adeyinka (2015) tertiary institution in Nigeria have varying level of internet access facilities. This include universities, polytechnics and collage of education Adeyemi and Adeyinka (2015) found that most tertiary institution in Nigeria have internet access but the quality and availability of the internet varies. Some institutions have limited access, with intermittent connections or slow speed. This can be attributed to factors such as inadequate infrastructure, limited funding's and outdated equipment. Oluwadare (2016) stated that while some institutions have invested in high-speed internet connections and modern equipment, others still rely on shared internet

access or have outdated systems. This lack of consistent and reliable, internet access can hinder student's ability to conduct research, access online resources, and participate in digital learning activities. Nigeria tertiary institutions generally have internet access facilities, but the quality and availability of the internet vary.

Chatterjee and Correia (2020) suggested that feelings of community increase information flow, cooperation, support, and a sense of commitment toward group goals. Many studies have explored the significance of sense of community and collaborative learning activities in online learning environments. Using a correlational study. The relationship between student's sense of community and their attitude toward online collaborative learning was examined in this study. Result indicated that collaboration and sense of community were moderately correlated. A positive correlation between collaboration and student's sense of community was determined. It was also noticed that the degree of correlation between sense of community and collaborative learning was higher among graduate students than among undergraduate students. Furthermore, a higher degree of correlation existed between a positive attitude toward collaborative learning and the dimension of sense of community when compared to the correlation between a negative attitude toward collaborative learning and sense of community (Chatterjee & Correia, 2020).

E-Library also known as electronic libraries or digital libraries, have transformed the way student's access and utilize academic resources in higher institutions. E-Libraries provide convenient access to a wide range of digital materials, making them valuable tools for students. This discussion will explore the significance of e-libraries in academic higher institutions, examining their benefits challenges and impact on information access and learning experiences. E-libraries offer several key benefits to students in academic higher institution firstly, they provide unpatrolled accessibility. Students can access e-libraries from anywhere at any time as long as they have internet connectivity as suggested by Awusu, Ansah, Rodriguez, and Walt(2019). This eliminates the limitations of physical libraries operating hours and allows students to study and conduct research according to their own schedules. Additionally, E-libraries overcome geographical barriers, enabling students in remote areas or distant campuses to access the same resource as their counterparts in more centralized location of digital resources. Knox and Mayer (2009) suggested that academic e-libraries platform often provide access to a wide range of e-book, e-journals, research articles, data base and multi-media materials.

Olansile and Raheem (2020) stated that e- libraries or electronic libraries, play a crucial role in academic higher institutions in Nigeria. E-Libraries offer training and support services to help students and faculty make the most of the digital resources and navigate the e-library effectively, some e-libraries may offer inter library loan services allowing students to request digital copies of materials not available in their institution collection. Challenge related to internet connectivity and infrastructure. Reliable high-speed internet access is essential for the effective use of e-libraries. Efforts to improve internet infrastructure can greatly benefit student and faculty. To fully leverage e-libraries, students and faculty need to have digital literacy skills. The study reveals that institutions can provide training and support to ensure users are comfortable with accessing, navigating, and utilizing digital resources effectively.

Okunlola (2021) stressed that higher institution can collaborate with other universities, libraries, and institutions within Nigeria and globally to expand the availability or digital resources and expertise can enhance the quality and diversity or material available in e-libraries. E-libraries can play a role in preserving local academic and cultural heritage. They can digitized and store historical documents, manuscripts, and research papers, ensuring their long-term availability and accessibility.

Marchionini and Maurer (2005) emphasized that digital libraries have obvious role to play in formal learning setting by providing teachers and learners with knowledge bases in a variety of media. In addition to expand the formal of information (e.g. multimedia, simulation), digital libraries offer more information than most individual or schools have been able to acquire and maintain. Digital libraries are accessible in classrooms and from home as well as in central library

facilities where access, display, specialized and tools may be shared. Remote access allows possibilities for various field trips, virtual speakers, and access to rare and unique materials in class rooms and at home. The promise is one of better learning through broader, faster, and better information and communication services. The capabilities of digital libraries will open door for opportunities to expand the pool of teachers with varying roles able to provide support for learners in a variety of flexible settings. With the changing roles of the teachers. Oliver (2013) argued that many people who were not highly qualified will participate in the teaching process. These include work place trainers, mentors, and specialist from the work place and so on.

However, the level of access and utilization varies considerably across institutions, especially between universities and colleges of education. Federal College of Education, Obudu, located in Cross River State, is a teacher-training institution mandated to produce professionally competent educators. Effective utilization of internet services is crucial for improving students' academic engagement, research competence, and pedagogical development. Despite the importance of internet facilities, anecdotal evidence suggests that infrastructural and socio-economic challenges limit optimal utilization among students. Therefore, this study systematically assesses the level, purpose, and challenges of internet utilization among students of FCE Obudu.

Statement of the Problem

The internet has revolutionized various aspects of modern life, including education. Colleges of Education and other institutions of higher learning around the world have embraced the use of the internet as a valuable tool for research, teaching, and learning. However, the extent of internet utilization among students in Federal College of Education, Obudu in Cross River State, Nigeria, remains a subject that require further investigation while the internet presents several opportunities for academic and personal growth, it also poses several challenges that hinder its efficient utilization among students in tertiary institutions. For example, inadequate infrastructure, high cost of access, poor internet connectivity, and lack of digital skills are among the factors that may limit the effectiveness of internet use among tertiary institution students.

Studies such as Sunday and Neji (2023) have explored the patterns of internet use among university students globally, providing insights into the purposes for which they use it, the search engines they prefer, their internet skills and the problems that hinder efficient internet use. Therefore, this study aims to assess the utilization of internet services among students of Federal College of Education students in Obudu, Cross River State, Nigeria, with the aim of providing insights into the patterns of internet use. The purpose for which they use it, the search engines they prefer, and the challenges they face in accessing and utilizing the internet.

Purpose of the study

The purpose of the study was to assess the utilization of internet services among students of Federal College of Education, Obudu, Cross River State, Nigeria. Specifically, the study intends to:

1. determine the sources of internet services used in FCE, Obudu, Cross River State
2. Examine the challenges of access to internet services among students in FCE, Obudu, Cross River State
3. Determine the relevance of internet services among students of FCE, Obudu, Cross River State
4. Examine the rate of utilization of internet services among students in FCE, Obudu, Cross River State

Research Questions

Four research questions were raised as a guide to the study.

1. What are the sources of internet services used in tertiary institutions FCE, Obudu, Cross River State?
2. How does students perceive the impact of internet services in FCE, Obudu, Cross River State?
3. What are the challenges of internet services among students of FCE, Obudu, Cross River State?
4. What is the rate of differences in the utilization of internet services among students in FCE, Obudu, Cross River State?

Research Hypotheses

Two research questions were formulated and test at .05 level of significance.

Ho1. There is no significant difference in the access of internet services among students in FCE, Obudu, Cross River State

Ho2. There is no significant difference in the rate of utilization of internet services among students in FCE, Obudu, Cross River State?

METHODOLOGY

Research Design

The descriptive survey research design was used for the study. According to Asika (2009), survey research often referred to through the structuring of investigation aimed to identify variables and their relationships to one another. In this study, questionnaire served as useful instrument for obtaining the opinion of people to generate data for this study.

Population

The population for this study comprises all students in Federal College of Education, Obudu is 2903 from four (4) departments. A sample size of seventy two (72) final year students were selected using the stratified random sampling procedure. The population consisted of both male and female students in Federal College of Education, Obudu. The reason for choosing final year students as a sample was that students at this level need internet services for their research works and academic resources. In addition, internet help students to access online libraries and academic journals for research purposes.

Instrumentation

The research instrument was a 20-item questionnaire containing two sections. Section A required demographic data of the respondents. The items in section B were divided into four parts, based on the number of research questions. Each part had five items that solicited responses (Yes \No) from the respondents, making up a total of 20 items.

Validity and Reliability

The instruments designed for the study were subjected to both face and content validity for consistency and fitness for use in gathering data from the respondents. The drafted questionnaire was subjected to thorough scrutiny and proof-reading by experts in Measurement and Evaluation and was reconstructed and restructured based on the inputs by the experts, that supports the view of Berg (1995) who stated that any research instrument to be ascertained of its validity be given to a panel of experts to determine if its items (contents) can elicit the desired data they were intended to elicit. That in essence ensures its content validity and also ensures that necessary adjustment was made; thereafter the instrument was administered on the respondents to respond and return to the researcher for analysis and testing

A measuring instrument is said to be reliable if it measures consistently under varying conditions and at different times of Person's performance or trait. The data collection instrument was pilot tested to measure the reliability of the instruments using the Pearson Product Moment Correlation(r). A reliability coefficient of 0.77 was obtained, this value was within the acceptable range.

Data administration

The researcher presented a letter of introduction to the respective heads of department in the FCE, Obudu. After due permission, the data was collected by distributing copies of the questionnaire to the sampled students. The researcher with the help of two research assistants personally administered the instruments to the students. The respondents were informed about the investigation and implored to feel free to respond to the items independently. Thereafter, the researcher retrieved the completed copies of the questionnaire.

Data Analysis

The data for this study were collected through survey, using a 20-item questionnaire from students in Federal College of Education, Obudu. The researcher answered research questions using simple percentage while the research hypotheses were tested using independent t-test statistical method at 0.05 level of significance.

RESULTS

Research question one:

What are the sources of internet services used in tertiary institutions FCE, Obudu, Cross River State?

Table 1: Sources of Internet Services used among students in Federal College of Education, Obudu

S/ N	Items	RESPONSES	
		Accepted	Rejected
1.	Does the institution offer free or subsidized internet access to students?	64 (88.88%) Accepted	8 (11.12%) Rejected
2.	Are there financial challenges that limit student's access to the internet?	53 (73.61%) Accepted	19 (26.38%) Rejected
3.	Is the availability of internet infrastructure on campus a significant factor?	61 (84.72%) Accepted	11 (15.27%) Rejected
4.	Are students provided with technical support for internet-related issues?	59 (81.94%) Accepted	13 (18.05%) Rejected
5.	Do students in tertiary institutions have access to reliable internet connection?	51 (70.83%) Accepted	21 (29.16%) Rejected

The result from table 1, item 1 revealed that 88.88% of respondents disagreed that institutions does not offer free or subsidized internet access to students while 11.11% agreed. This shows that the institution does not provide free internet services for the students. In item 2, 73.61% of the respondents agreed that students have financial challenges that limit their access to the internet, while 26.38% disagreed. Item 3, revealed that 84.72% of the respondents agreed thatthe availability of internet infrastructure on campus is a significant factor while 15.27% disagreed. Item 4, on the same table revealed that 81.94% of the respondents agreed that students are provided with technical support for internet-related issues while 18.05% disagreed. This clearly shows that the institution provides technical support for internet-related issues. Also in item 5, the result revealed that 70.83% of respondents agreed that students in federal college of education have access to reliable internet connection while 29.16% disagreed.

Research question two:

How does students perceive the impact of internet services in FCE, Obudu, Cross River State?

Table 2How Students in federal college of education, Obudu Perceive the Impact of Internet

S/ N	Items	RESPONSES	
		Accepted	Rejected
6.	Does students believe that internet access positivity impact academic performance?	63 (87.5%) Accepted	9 (12.5%) Rejected
7.	Does students find it easier to access educational resources and material online?	68 (94.44%) Accepted	4 (5.56%) Rejected
8.	Do students feel that the internet has a direct influence on their overall learning experience?	69 (95.83) Accepted	3 (4.16%) Rejected
9.	Do students believe that online research and information retrieval enhance their academic work?	63 (87.5%) Accepted	9 (12.5%) Rejected
10.	Do students think that online communication tool (e. g email, video, conference) improve their learning experience?	65 (90.28%) Accepted	7 (9.72%) Rejected

The result from table 2 above item 1, revealed that 87.5% of the respondents agreed that students believe that internet access positively impact academic performance while 12.5% of the respondents disagreed. In item 2, 94.44% of the respondents agreed that students find it easier to access educational resources and material online while 5.55% disagreed. This shows that with the use of internet students find it easier to access educational resources and material

online. In item 3, 95.83% of respondents agreed that feel that the internet has direct influence on their overall learning experience while 4.16% disagreed. This means that internet has direct influence on their overall learning experience. In item 4, 87.5% of the respondents agreed that students believed that online research and information retrieval enhance their academic work while 12.5% answered no. While in item 5, 90.28% of the respondents agreed students think that online communication tool (e. g email, video, conference) improve their learning experience and 9.72% of the respondents disagreed. This clearly showed that online communications help students to improve their learning experience.

Research question three:

What are the challenges of internet services among students of FCE, Obudu, Cross River State?

Table 3: The Challenges that Students Face in Accessing and Using Internet Services in federal college of education, Obudu, and the Challenges Affecting their Educational Outcomes

S/ N	Items	RESPONSES	
		Accepted	Rejected
11.	Do students faces challenges related to their affordability of internet service in school?	57 (79.17%) Accepted	15 (20.83%) Rejected
12.	Do students encounter difficulties in finding a stable and reliable internet connections on campus?	67 (93.05%) Accepted	5 (6.94%) Rejected
13.	Do students experience technical issues that hinder their ability to use the internet service for their educational purposes?	69 (95.84%) Accepted	3 (4.16%) Rejected
14.	Do students have concern about privacy and security when using internet services for their studies?	60 (83.33%) Accepted	12 (16.67%) Rejected
15.	Do students find it challenging to access online educational resources due to restrictions or limitations imposed by the institution	55 (76.38%) Accepted	17 (23.62%) Rejected

The result from table 3 above in item 11, revealed that 79.17% of the respondents agreed that students faces challenges related to their affordability of internet services in school while 20.83% disagreed. This implies that students faces challenges to their affordability of internet service in school. Item 12, indicate that 93.05% of the respondents agreed that students encounter difficulties in finding a stable and reliable internet connection on campus while 6.94% disagreed. This means that students encounter difficulties in finding a stable and reliable internet connection on campus is a challenge that students face in accessing and using internet service in school. Also item 13, revealed that 95.84% of respondents agreed students experience technical issues that hinder their ability to use the internet service for their educational purposes while 4.16% disagreed. This implies that students experience technical issues that hinder their ability to use the internet service for their educational purposes is a challenges affecting their educational outcomes. Item 14, clearly indicate that 83.33% of respondents agreed students have concern about privacy and security when using internet services for their studies while 16.67% disagreed. Finally item 15, revealed that 76.38% of respondents agreed that students find it challenging to access online educational resources due to restrictions imposed by the institution while 23.62% disagreed. This implies that students find it challenging to access online educational resources due to restrictions or limitations imposed by the institution is a challenge students faces in accessing and using internet services in school.

Research question four:

What is the rate of differences in the utilization of internet services among students in FCE, Obudu, Cross River State?

Table 4: The differences in Internet Services Utilization among Students in Different Disciplines within federal college of college

S/ N	Items	RESPONSES	
		Accepted	Rejected
16.	Do students from different disciplines within the same institution vary in their utilization of internet services for academic purposes?	69 (95.83%) Accepted	3 (4.17%) Rejected
17.	Do students encounter difficulties in finding a stable and reliable internet connections on campus?	57 (79.16%) Accepted	15 (20.84%) Rejected
18.	Do faculty members in various departments encourage or require different level of internet-based activities for their students?	47 (65.27%) Accepted	25 (34.73%) Rejected
19.			
20.	Do student perceive variety in the important of internet service based on their chosen fields of study?	66 (91.66%) Accepted	6 (8.34%) Rejected
	Do student from different courses experience variation in the quality and reliability of internet access in		

The result in table 4 above revealed that in item 16, 95.83% of the respondents agreed that students from different disciplines within the same institution vary in their utilization of internet services for academic purposes while 4.17% disagreed. This implies that students from different disciplines within the same institution vary in their utilization of internet services for academic purposes facilitate the differences in internet services utilization among students in different disciplines within federal college of education, Obudu. In item 17, 79.16% of the respondents agreed that students from diverse majors report differences in their access to specialized online resources related to their field while 20.84% disagreed. Also in item 18, 65.27% of the respondents agreed that faculty members in various departments encourage or require different levels of internet-based activities for their students while 34.73% disagreed. In item 19, 91.66% of the respondents agreed that students perceive variations in the importance of internet services based on their chosen fields of study while 8.34% disagreed. Finally, item 20 of the same table revealed that 83.33% of the respondents agreed that students from different courses experiences variations in the quality and reliability of internet access in specific academic buildings or campus while 16.66% disagreed.

Test of Hypotheses

Hypothesis one:

There is no significant difference in the access of internet services among students in FCE, Obudu, Cross River State

Available	129	64.24	13.12		
				-20.73	.000
Not Available	128	32.95	10.99		

Results from Table 5 revealed that there was significant difference in academic performance between available and not available with p-value (0.00) less than the level of significant (0.05). The mean score of the students not available (mean= 64.24) is higher than available (mean= 32.95). Therefore, internet was not available.

Hypothesis two

There is no significant difference in the rate of utilization of internet services among students in FCE, Obudu, Cross River State.

Table 6: Summary of the independent sample t-test on the Mean difference of the Usage and Not Usage

	N	$\bar{X}$	S.D	t_{cal}	P-value
Internet Usage	123	34.11	11.94		
				-18.95	.000
Not usage	123	63.86	12.67		

Results from Table 6 revealed that there was significant difference in academic performance between usage and not usage with p-value (0.00) less than the level of significant (0.05). The result further revealed that the mean score of the not usage (mean= 63.86) is higher than the usage (mean= 34.11). Therefore, there is need for proper enlightenment on the usage of internet in the campuses.

DISCUSSION

The findings about institutions does not offer free or subsidized internet access to students. This finding is similar to the finding of Oluwadare (2016), who stated that while some institutions have invested in high speed internet connection and modern equipment, others still rely on shared internet access or have outdated systems. This lack of consistent and reliable internet access can hinder student's ability to conduct research, access online researches, and participate in digital learning activities. The findings about students feel internet has direct influence on their overall learning experience.

The finding is in line with Bankole and Adio (2017) who found that over 90% of students in Federal University Oye-Ekiti regularly used internet services for academic tasks, research, and entertainment. Similarly, Sawyerr-George and Agina-Obu (2023) reported that most undergraduates in Nigerian universities utilize internet services daily for learning, research, and personal development. In colleges of education, Adams et al (2025) observed that although internet facilities are less available than in universities, utilization rates are relatively high due to students' academic needs. Common challenges include unstable power supply, slow network speed, limited bandwidth, high cost of data, and poor ICT infrastructure (Echem et al., 2022; Olateju, 2019). These barriers significantly affect students' academic engagement and research productivity.

Bankole and Oludayo (2012) view that students in tertiary institutions, like students elsewhere use the internet for variety of purposes, students may use the internet to submit assignments, and take online exams. Internet connectivity enables students to communicate with their peers, professors, and family members. They use email, messaging apps, social media stay in touch. The internet allows students to access digital textbook, open educational resource and online lecture notes. Students use internet to stay informed about current events, including those related to their academic field. The finding about students experience technical issues that hinder ability to use the internet service for their academic purposes. Ifeanyi and Stella (2020), view that a large number of students asserted that they have no adequate internet facilities in schools. This means that there is an insufficient digital readiness among the institutions. The findings about students from different disciplines within the same tertiary institution vary in their utilization of internet services for academic purposes. The students from different disciplines within the same tertiary institutions often vary in their utilization of internet services for academic purposes. The extent to which they use online resources, research databases, and educational platforms can be influenced by the specific requirements and nature of their respective fields of study.

CONCLUSION

Based on the findings of the study, a large percentage of the respondents agreed that students are provided with technical support for internet-related issues. The result of the study showed that most of the respondent agreed that students feel that the internet has a direct access influence on their overall learning experience. The result of the study showed that majority of the respondents agree that students experience technical issues that hinder their ability to use internet services for their educational purposes. The result of the study also showed that majority of the respondents agreed that students from different disciplines within the same institution vary in their utilization of internet services for academic purposes.

RECOMMENDATIONS

In order to improve the utilization of internet service among students of Federal College of Education, Obudu several recommendations have been made:

1. The government should provide more funding for the development of telecommunications infrastructure of federal college of education, Obudu. This will help to reduce the cost of data plans and improve the quality of internet services.
2. Federal college of education, Obudu should invest in expanding their internet facilities to provide students with reliable and affordable access to the internet.
3. Students should be provided with training on how to use the internet effectively for academic purposes. This training could include workshops on how to conduct online research, how to use online discussion forums, and how to access online library resources.
4. Federal college of education, Obudu should develop more online learning resources to supplement traditional classroom instruction. This could include online courses, interactive tutorials, and digital textbooks.
5. Students should be encouraged to develop their digital literacy skills, which will help them to use the internet effectively and safely. This could include teaching students about online safety, critical thinking skills, and information literacy. By implementing these recommendations, we can help to ensure that all students in federal college of education, Obudu have equitable access to the internet and the resources it provides. This will help to improve the quality of education and prepare students for success in the 21st century workforce.

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