

**INFLUENCE OF THE INTERNET RESOURCES ON THE
INFORMATION SEEKING BEHAVIOUR OF UNDERGRADUATES
DURING COVID 19 ERA**

BY

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EDU1703344

**FACULTY OF EDUCATION
UNIVERSITY OF BENIN,
BENIN CITY.**

JUNE, 2022.

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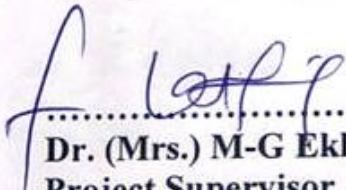
EDU1703344

**A RESEARCH PROJECT PRESENTED TO THE FACULTY OF
EDUCATION, UNIVERSITY OF BENIN, BENIN CITY. IN PARTIAL
FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF
BACHELOR OF EDUCATION [B.Ed.] DEGREE IN LIBRARY AND
INFORMATION SCIENCE**


JUNE, 2022.

CERTIFICATION

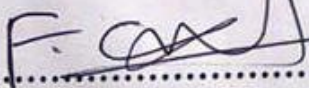
We the undersigned hereby certify that this research work was carried out by **Desmond Notalelomwan EWEMADE** with matriculation number **EDU1703344** and that the research work is adequate in scope and quality in the Department of Educational Management, University of Benin, Benin city, Edo state, in partial fulfillment of the award of Bachelor of Education (B.Ed.) degree in Library and Information Science.


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DEDICATION

This research is dedicated to Almighty God who gave me the grace and good health to successfully complete my academic programme in the University of Benin.

ACKNOWLEDGEMENT

I am immensely grateful to God Almighty, who made it possible for me to initiate and accomplish this research work.

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ABSTRACT

This study was designed to identify roles of academic libraries in promoting information literacy skills for lifelong learning amongst undergraduates of UNIBEN. Four research questions were raised and analyzed for the purpose of the study. The descriptive survey was used to survey all the two hundred and eleven (211) Professional, Para-Professional and Non-Professional Library Staff at John Harris Library, University of Benin, Benin, Edo State. The instrument used for data collection was the questionnaire and it was analyzed using frequency and simple percentage.

The results revealed the internet resources used by undergraduate student during COVID 19 era. It also shows the influence of internet resources on information seeking behavior of undergraduates during covid 19 era and the extent of use of internet resources by undergraduate students for seeking of information.

Based on the result, it was recommended that internet tools used for information retrieval should be maintained and used so that library staff can focus on other things. Students should be disciplined when using the internet for academic purpose as distractions is inevitable when using the internet. Finance also has a stronghold on the use of internet resources, ranging from bandwidth, power supply etc. Proper measures should be put into considerations to ensure the smooth use of the internet resources.

In order to save the patron's time, library professionals should respond to user queries as soon as possible when the nature of the problem to be answered is complex. Poor internet connections also have an impact on student's information-seeking behavior. Libraries and students should subscribe to a reliable and internet service provider or better still have options where one internet service provider is down for a moment, in such scenario, one can easily switch to the next internet service provider (ISP).

CHAPTER ONE

INTRODUCTION

Background of the Study

Internet sites have enabled users to share information with one another as information and communication technology has advanced. The internet has clearly become a highly effective instrument for providing services to academic institutions, notably libraries. The introduction of the internet brought about tremendous and ongoing transformations in academic environments. The difficulties confronting the educational system are at the center of these changes. One of these challenges is the COVID 19 pandemic. According to Boss (2015), with the use of standard communications protocols, the Internet, sometimes known as a "network of networks," connects millions of computers throughout the globe. John Onunga (2018) defines the internet as is "a computer network that uses a blend of private and public data and telephone lines to link numerous computer networks worldwide". As part of the internet's various daily activities, undergraduates can communicate electronic information via the internet. Besides from searching for information, the internet may be used for a variety of other purposes. In the contemporary digital era, the internet is one of the most important sources of information. Owolabi (2014) asserts that undergraduates use the internet as their main information source for academic advancement. Additional motivations for undergraduate web or

internet use include but are not restricted to social interaction, learning about oneself and one's development, and other things.

The Internet is now widely regarded as one of the most effective technologies for storing and retrieving information that can be accessed with a single click. According to Otolo (2016), "the Internet, which is a fundamental instrument for globalization, has impacted how individuals use and seek for information in libraries, suggesting that Internet use has had an effect on information behavior". Online message boards, bibliographical databases, preprints, journals, technical reports, biographies, directories, teaching/training materials, data archives, and library catalogues are examples of commercial information sources that are readily available in the public domain (Remy and Vijayakumar, 2015).

Internet resources are viewed as informational gold mines that can be simultaneously accessed from an infinite number of locations by a large number of audience, preserved through modern ICT devices, refined and redesigned, and more frequently kept in cyber space in the most tangible and compact form. Information retrieved via a computer is often referred to as a "electronic resource"; while they may be useful as bibliographic hints to potential sources, they are rarely recognised as references in and of themselves. Also known as digital documents, electronic resources are made accessible to library patrons using a computer-based information retrieval system. Due to their excellent multimedia display, electronic resources are now a source of information.

Access to Internet resources such as bibliographic and full text databases, library catalogues on Open Public Access Catalogue (OPAC), electronic mail, scholarly publications, newspapers, magazines, constitutions of various countries, and electronic comments is possible via the Internet. Undergraduate students' use of Internet resources is influenced in part by how universities meet their information needs by making Internet resources such as virtual libraries, e-books, e-journals, and so on available and adequate, as well as by providing basic Internet skills such as web surfing and creating awareness of Internet resources.

Information is a valuable resource that everyone needs to do their job well. This necessitates the pursuit of information. All people engage in information searching as a basic action in order to successfully complete their work or decision activities. According to Igwe (2012), information seeking is a personal method of obtaining and accessing information for personal use, updating knowledge, and development. Because everyone in society is trying to keep safe and healthy so that the epidemic does not take any more lives, they are attempting to obtain the essential information through the usage of the internet.

Undergraduates seek information mostly as a result of academic activities such as assignments, research, and tests. Undergraduates used to rely on the library to meet their information demands, but the 21st century, which is marked by advances in internet or web technology, has transformed the way students seek information. They have indicated a preference for web

information sourcing over other traditional methods such as libraries and other printed information sources. Furthermore, most undergraduates nowadays spend a large amount of time on the Internet for a variety of reasons.

"Information seeking behavior changes based on the nature of information requests and the type of perceived information gap that exists," writes Nadzir (2015). Information-seeking behavior refers to the technique or process of searching for information. The types of information required determine how people seek information. Therefore, information-seeking behavior arises when a person realizes what type of information is necessary, what the goals or objectives are, and what information resources to use.

The providing of desirable, current factual knowledge to students at the appropriate time to increase their welfare is described as their information needs, as are the ways or patterns sought by them in an effort to address an information need or needs. One of the human rights is access to information, and each user should be able to get the information they need at the appropriate time, place, and in the way they need it. A general term for a collection of actions made by a person, such as an undergraduate, to determine information needs, find information, assess and select information, and then apply that knowledge to those needs is called "information seeking behavior" (Fatima and Ahmad, 2013).

However, Singh and Satija (2016) saw information-seeking behaviour as "a human process that necessitates adaptive and reflective control over the

information seeker's afferent and efferent actions, in which information-seeking behaviour is triggered by the user's recognition of some needs, as perceived by the user, who then places a demand on a formal system such as libraries and information centres". So, they came to the conclusion that information seeking behavior is mostly concerned with the search for discrete knowledge items related to the three fundamental resources of people, information, and system. How people seek information is a topic that interests a wide range of professionals, including librarians, information scientists, communicators, sociologists, and psychologists.

The COVID 19 pandemic has also increased undergraduate students' usage of the internet to obtain information rather than going to a library or other information center. The pandemic has been a huge global shock. It has required people to stay at home whenever feasible and to socially isolate themselves from others while they are not at home. The closure of schools and libraries made it impossible for undergraduates to obtain material for assignments or research. In many cases, the Internet has bridged the gap, allowing family and friends to interact and enjoy themselves, allowing people to work from home, assisting students with virtual learning, and offering online tools, including health information, to help battle the pandemic.

"Looking at the influence of online resources on undergraduate students, since the beginning of the era, schools, colleges, and institutions around the world have transferred their classes to video conferencing systems like

Zoom and Google Meet," writes Shah in 2020. Together with these synchronous types of instruction, synchronous platforms such as edX and Coursera have witnessed a growth in enrollment.

Statement of the Problem

The key tasks of higher education institutions are teaching, research, and community service, all of which have been impeded by the COVID-19. The pandemic disrupted academic programs, examinations, admissions, conferences, workshops, and training, as well as graduate programs at higher education institutions.

Academic achievement and student performance are important indicators in university rankings, therefore they are important to the parent institution of learning. It is necessary to conduct a research of students' information needs and seeking behavior since delivering, analyzing, and utilizing such requests by students would improve their academic performance. Students' information demands and seeking behavior in research tasks, as well as overcoming other academic obstacles, are expected to necessitate a more thorough evaluation than students at lower levels. As a result, this study examines the Impact of Internet Resources on Undergraduates' Knowledge Seeking Behavior During the COVID 19 Period.

Objectives of the Study

The objective of this study is to look into how undergraduates' information-seeking behaviors during the COVID 19 era were affected by online

resources. The following precise objectives were established in order to achieve this goal:

1. To determine the types of internet resources undergraduate students use.
2. To determine the extent of use of internet resources by undergraduate students for seeking of information.
3. The influence of internet resources on information seeking behavior of undergraduates during COVID 19 era.
4. To determine the factors affecting the usage of internet resources on the information seeking behaviour of undergraduate students during COVID 19 era.

Research Questions

The study devised research questions in order to determine the above-mentioned aims. The following are the specific research questions for the study:

- i. What are the types of internet resources undergraduate student use?
- ii. What is the extent to which undergraduate student make use internet resources to seek for information?
- iii. What is the influence of internet resources on information seeking behavior of undergraduates during COVID 19 era?
- iv. What are the factors affecting the usage of internet resources on the information seeking behaviour of undergraduate students during COVID 19 era?

Significance of the Study

University students are increasingly using the internet as a method to pass their free time and as a different source of knowledge that may be both instructive and amusing. Hence, it is critical to investigate the impact that social media use has on its users, particularly how it affects students' academic progress. This study will learn this information, providing the researchers with a chance to investigate and learn new things. It can also be applied to future research. It is intended that the findings of this study will help the administration of the university and library understand how undergraduate students use social media and how they may take advantage of it to further institutional goals.

Scope of the Study

The purpose of the study was to evaluate the impact of the internet on undergraduate students' information-seeking behavior in the Covid 19 era. The study's focus will be on nursing students at the University of Benin. This study will be conducted on the grounds of the University of Benin in the state of Edo.

The only factors relevant to this study are those relating to the influence of internet resources on information seeking behavior of undergraduates during covid 19 era.

Operational Definition of Terms

Information Needs: It is considered to be necessary to obtain information about (or from) the serenity environment. Information need is defined as an expression of the shortage of tangible information by an individual (collective or territorial) user solving a specific scientific or technical challenge. Or any information that a user should have regardless of whether a need is felt.

Information: Is data that has been processed into a form that has meaning and is useful.

Information Communication Technology: This is a systematized body of tools, technique and infrastructures for generating collecting, storing, processing and transmitting data. It involves the application of microprocessor based digital technology for effective information handing.

Information Seeking Behaviour: This defines the stimulus that produces anxiety and attitudes in order to find out information or knowledge that is missing.

COVID-19: Stands for coronavirus disease-19. COVID-19 is the name of the infection caused by the novel (new) strain of highly contagious coronavirus (SARS-CoV-2) that was first identified in late 2019.

Internet: The internet is a global collection of many computers and computer networks that are linked together. It enables individual's organization, companies, libraries and government to share information across the world.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter gives us a comprehensive review of related studies on the topic Influence of the Internet Resources on the Information Seeking Behaviour of Undergraduate Students during Covid 19 era. The chapter is organized under the following headings:

- Concept of Internet
- Types of internet resources undergraduates uses
- Extent of use of internet resources by undergraduate students for seeking of information.
- The influence of internet resources on information seeking behavior of undergraduates during COVID 19 era.
- To determine the factors affecting the usage of internet resources on the information seeking behaviour of undergraduate students during COVID 19 era.
- Summary of Literature Review.

Concept of the Internet

The internet is a global network of interconnected computers and computer networks. It enables individuals, organizations, businesses, libraries, and governments to communicate knowledge globally. The Internet, as an inherent component of Information and Communication Technology (ICT), has given a rich worldwide resource and collaborative environment for knowledge and information distribution. It is quickly becoming an essential tool for high-quality teaching and learning in the classroom. Its impact on education has been enormous, giving rise to terminology like e-teaching, e-learning, virtual teaching/learning, e-training, and so on, all of which are based on internet applications in the field of education.

According to Agomuo (2015), the Internet, sometimes known as "the net," is a global system of computer networks a network of networks in which users at one computer can obtain information from any other computer if they have permission (and sometimes talk directly to the users at other computers). The internet is a global broadcasting capability, a means for information dissemination, and a medium for collaboration and interaction between persons and their computers that is not geographically limited. When it comes to utilizing the internet and researching internet use among teachers, particularly in Nigeria, instructors and students are at the forefront. Teachers can provide insight into future internet trends.

"The Internet is a large network that connects computers all over the world," according to Encyclopedia Britannica (2023). Despite the fact that the

internet has enormous educational potential. It has the potential to improve the school/education system's productivity and efficiency. First, in the classroom, the Internet can be utilized to encourage students to learn actively and independently, either on their own or in conjunction with others. Second, students can access teaching/learning resources (syllabi, course outline, lecture notes, seminars, and so on) online. Finally, it promotes education democratization, or universal access to education. Any student (able/disabled, adult/young, employed, etc.) has access to education at any time and from any location (home, school, office, etc.). It is also possible to communicate easily on educational content between teacher and student.

The internet has been defined as a communication superhighway that connects, hooks, and transforms the entire world into a global village where different individuals can easily communicate, see, or speak to one another, as well as exchange information instantly from one point of the globe to another (Shitta, 2012). This technology has transformed tertiary educational practice by improving academic learning (Apuke & Iyendo, 2017; Manasijevi, 2016) and will become more viable in the future. According to Hussain (2012), the internet and its use in higher education have boosted educational development and research while also encouraging virtual interactions for sharing research findings.

Additionally, Go, Kirschner, and Woperies mentioned in Igbinedion and Edeh (2014) that persons with an Internet connection can share information and converse from anyplace. The internet has enormous educational

potential. It has the potential to improve the school/education system's productivity and efficiency. First, in the classroom, the Internet can be utilized to encourage students to learn actively and independently, either on their own or in conjunction with others. Second, students can access teaching/learning resources (syllabi, course outline, lecture notes, seminars, and so on) online. Finally, it promotes education democratization, or universal access to education. Any student (able/disabled, adult/young, employed, etc.) has access to education at any time and from any location (home, school, office, etc.). It is also possible to communicate easily on educational content between teacher and student.

Types of Internet Resources Undergraduate Uses

The internet is an interconnected worldwide network of computer networks. The protocol used by computers and computer networks to communicate with one another is called TCP/IP (Transmission Control Protocol/Internet Protocol). Users can send and receive emails, share files, and access the World Wide Web through the internet because computers are linked by telecommunications networks. Internet and computer technology have made it possible for students to be active learners and for teachers to act as facilitators, according to Anderson and Reed (2013). The internet will level the playing field in education, according to Jackson (2011), because it is available to everyone, everywhere, and at any time, regardless of gender, race/ethnicity, income, or other socio-demographic factors. Hence, as the

globe transitions to a knowledge-based economy, the internet is a crucial instrument that will propel higher education to new heights.

The internet, according to The Library Association (2012), is a huge global network of interconnected computer networks. Users can communicate with one another for professional, amusement, social, and private reasons. It is mostly free and open. Since the internet is so big and unstructured, the network is an amalgam of data from numerous sources. There are numerous directories and publications, everyone can mail, and all subjects have access to resources. Additionally, everyone can forward and distribute documents globally.

To communicate with library users, use email. This method entails the sending, storing, and receiving of messages via electronic communication systems. Subscribers receive frequent updates via email from the internet on the subjects that interest them. Using the internet and email, one can access a wide range of different discussion groups and social networking resources. You will be alerted as soon as the content is available at your email address if you have enabled e-Alert and RSS feeds. A simple idea underlies how electronic mail works. Electronic mail systems enable the creation and delivery of messages to specific individuals or groups of individuals. The recipient can then read, respond, electronically store, send the communication to another person, print it out on paper, and delete it. The technology and range of levels and forms of electronic transmission, however, are significantly more complicated.

See Trudell et al. for a backgrounder on the scientific and cultural background of electronic mail (2011). Speed of delivery, security, reliability of delivery, and message privacy are the next three advantages of electronic mail that Trudell outlines. The use of electronic mail still has issues with flexibility and universal distribution. Additional advantages of electronic communication include the use of shorter, written messages that take advantage of the fact that people read about six times faster than they speak and fewer interruptions from incoming phone calls. The potential work day can be extended by using electronic mail, which can be sent and received at any time. However, using electronic mail usually gets rid of "telephone tag" and the annoyance of not being able to reach the person you need to speak to. Because of its speed, electronic mail makes a good research tool. Delivery of messages happens instantly. The academic discussion group facilitates learning and teaching. Mehta and Sivadas (2005) assert that cautious attempts have been made to use email as a research tool, mostly in quantitative approaches like online focus groups and interviews. Due to its simplicity, email makes an excellent research tool.

Subjects are free to respond whenever and however they want, according to Thach (2006), who claims that synchronous communication is not required. It also encourages collaborative research by making it possible for academics to communicate without having to pay for travel fees. It allows library patrons to access digital materials like text, images, audio, and video. To communicate with its patrons in the twenty-first century, libraries

presently employ electronic bulletin boards. Users may publish messages and respond to those posted by other users on electronic bulletin boards.

One of the most popular online resources is the World Wide Web. To utilize the capabilities of the sites, a web browser, a specialized piece of software, is required. Websites are collections of pages that have been written and published by businesses or individuals that wish to communicate with internet users across the globe. Each website is uniquely identified with a URL, or a Universal Resource Locator (URL). Kreyche (2015) claims that the World Wide Web is a network of interconnected documents that provides graphical access to the internet and contains a wide range of multimedia webpages. The World Wide Web can be used in libraries for a variety of reasons, one of which is that it gives students access to electronic resources by providing hypertext links that they can use to navigate between pages and find information. It can also be flexible. Although their primary duty is to provide a variety of library services, libraries currently make use of the web environment to provide their users with high-quality content, usually in digital format. Because of the internet and online technologies, organizations like governments, businesses, and educational institutions can webcast any type of content using multimedia capabilities in a brand-new setting.

One benefit of the World Wide Web is its capacity to offer information on anything, anyone, or anywhere (WWW). Everyone seemed to be online, especially information and resource providers. It has also impacted the

notions of "traditional" and intellectual visits to actual libraries. Desktop access to library information and services is now easily accessible electronically. In this era of technological advancement, libraries have embraced websites. Libraries have always made an effort to adopt the most cutting-edge tools for gathering and preserving information. A website can become "a house where every single window is also a door" by using links. The initial library websites were made in the 1990s. Academic health science libraries began developing websites as soon as the first web browser, Mosaic, was released in 1993. Brower (2004) describes how the University of Nevada-Las Vegas (UNLV) Libraries created a library website that went live in 1996. Right now, there aren't many libraries that don't have websites. With the proliferation of library websites, it became essential to assess them. Iterative development is used to create library websites. As sound design principles are developed, website evaluations and library websites ought to be integrated into general web management procedures. Users frequently turn to Google or other sources when they need information, despite the fact that library websites offer more reliable, trustworthy, and organized information and internet sources than the general internet, according to Ward and Mervar. Previous analyses of library website content evaluated the navigation, accessibility, speed, overall library information, collection, catalogue access, electronic resources, mission statement, and other interactive features like RSS feeds and chat with a librarian.

An online database is a file with organized data that is machine-readable and allows for user interaction via a terminal connected to the computer hosting the file. In order to communicate with the computer, the terminal can do so either directly or through a communications network. Online databases contain a variety of published materials, including books, articles, periodicals, image collections, and journals. It enables students to easily access online resources for research, term papers, assignments, and other needs. Despite the information boom, the cost and accessibility of scholarly digital content have increased. According to Abdulmumin, libraries are forming formal alliances or partnerships known as consortiums for this reason (2010). Now that this has happened, libraries can share resources. In accordance with Olorunsola (2011), institutions like the United Nations (UN) provide free or reduced-price access to journals and databases through programs like the Health Internetwork Access to Research Initiative (HINARY), Electronic Information for Libraries Network (EIFL.NET), and Access Global Online Research in Agriculture (AGORA).

The government has also provided funding for EBSCO Host, an online research database. The library can now sign up for more database subscriptions thanks to this. In higher education, both students and teachers are required to locate, utilize, and apply information in their chosen subject. The bulk of this content may be found in or utilized in combination with web-based indexes and databases in the technologically sophisticated educational environment of today.

The majority of research conducted by lower-level students now takes place in general topic databases like Wilson Omni File and Readers Guide, Ebscohost's Academic Search and Master FILE, and ProQuest's Newspapers. Subject-specific online indexes are important sources of literature for faculty research and advanced course work. In a sense, these indexes have taken the place of their paper-based counterparts. For clarity's sake, the word "databases" will be used in this article to refer to both indexes and full-text databases. These are enormous databases of data that can be accessed by computers and are maintained by businesses that are for profit. They have subscriptions to various libraries, which makes it easy to use and have access to the most recent information.

Whole text is not accessible; just bibliographic information is; this is a negative. When the system is down for whatever reason, it is impossible to access the data. As examples, consider Compendex, SciFinder Scholar, Web of Science, and Current Contents (2011).

Academics and industry experts have shown a great deal of interest in studies on the benefits and downsides of Web 2.0 in libraries. Prior studies on social media and academic libraries placed a strong emphasis on libraries' capacity to market and promote services, stay relevant to younger generations, and achieve a new level of participation among library staff, current users, and potential users.

In the presently available research, early social media platforms like blogs and wikis have been seen as suitable channels for disseminating news and

information. The size and haste of Quan (2012). For instance, Cooper and May (2009) described the use of a blog at a small university library in Alabama as an essential tool for establishing connections with students, regardless of their activities on campus or previous library experience. Lani Draper and Turnages (2008) discovered that blogs were primarily utilized to advertise the library's services, whereas Belden (2008) discovered that external websites like Wikipedia and My Space were helpful for advertising the digital assets of a small university library in Texas. Social media and Web 2.0 applications have gained praise for their capacity to link libraries with individuals who may not be aware of the resources and services they provide.

Sadeh (2007) asserts that maintaining a social media presence is crucial for being relevant and meeting user expectations, particularly among younger generations. Brian Mathews asserts that libraries may develop services that are more responsive to altering customer requirements (2006). This will be especially evident to the learner of the twenty-first century. Three essential skills—life and career, learning and innovation, and information and media technology—are included in the framework for 21st century learning, according to Trilling and Fadel (2009). According to study by Linh (2008), Xu, Ouyan, and Chu (2009), Barhanna, Secholzer, and Salem (2009), and Kim and Abbas (2010), libraries, particularly those that cater to the Millennial or Generation Y groups, take their users' degree of technical awareness and sophistication for granted. These groups could utilize these

technologies mainly for social and recreational activities, but they might not be as skilled in accessing and evaluating digital resources or in discovering and utilising information online. Moreover, according to Xu and colleagues (2009), Kim and Abbas, and librarians, students often have less familiarity with social networking applications (2010). This is crucial because, to students, social media is likely seen as a private tool for social interaction that is largely used for peer engagement rather than a way to access and use library resources and services.

Extent of Use of Internet Resources by Undergraduate Students for Seeking Of Information.

Several studies have shown that younger people with higher levels of education use the internet more often than older people with lower levels of education (Poushter 2015). Ivwighreghweta and Igere (2014), for instance, looked at how the internet affects academic performance in a few higher education institutions in Nigeria and found that most students were computer savvy and only used the Cyber Café to acquire relevant academic materials. Most students said that utilizing the internet helped them prepare better for exams. E-books and e-journals were the resources that were utilized the most often. A number of the issues that inhibited effective internet access or use were power outages, sluggish internet speeds, a lack of computer terminals, excessive hits or information overload, and a lack of computers.

According to reports, mobile device learners at colleges and universities have access to a broad variety of knowledge. For instance, Ahmed and

Bukar (2016) discovered that the majority of Nigerian students at Adamawa State University who use the internet for study and enjoyment do so using mobile devices. Fasae and Adegbilero-Iwari (2015) discovered that scientific students in Nigerian private colleges utilize mobile internet services like e-mail, social media, and search engines for communication and education. Yet, it was found that the students' main issues were a poor internet connection and high data subscription costs.

According to Agboola (2010), students studying agricultural science in Nigeria often access the internet via their mobile devices. According to the same poll, most students who use the internet for educational and recreational reasons choose The Essential Electronic Agricultural Library (TEEAL) above print materials. According to Otunla (2013), the majority of undergraduate students in Nigeria access and use the internet through their mobile phones and computers, with a modem acting as a router. The university's digital center is used by very few students, and no one uses the library. It was also shown that data retrieval was made feasible through the internet, enhancing students' academic growth.

A more recent survey found that just 24% of university students in Nigeria utilized their cellphones for academic reasons, while 38.2% used them for social networking and 98% for keeping in touch with friends and family (Nwachukwu and Onyenankeya, 2017). This survey found that some students don't utilize mobile devices to support their academic endeavors. Another research of Nigerian students revealed that using mobile devices in

the classroom has benefits such easy information access, instructional usage, and convenience for the user (Mojaye, 2015).

Students use their mobile devices to hold class discussions, practice online quizzes or tests, search the internet and library databases for academic materials, and exchange messages and files related to their studies with classmates, according to a study done by Shonola (2016) on two universities in South-West Nigeria. According to the study's findings, Igbinedion University's undergraduate students in Nigeria mostly utilize their mobile phones to search for academic materials and consult scholarly publications for assignments. Also, they remarked how simple it was for them to locate and download academic resources utilizing mobile internet (Mamudu and Oyewo, 2015).

Internet use has a considerable negative impact on learning and research efforts, according to one study (Fasae and Adegbilero-Iwari, 2015; Adekunmisi 2013; Nwezeh, 2010). According to Nwezeh, the majority of the faculty and students at Nigeria's Obafemi Awolowo University saw email and the internet as beneficial for study and information retrieval (2010). Similar empirical studies indicate that promoting students' use of email for academic reasons would optimize the tool's ability to raise academic achievement (Nketiah-Amponsah 2017).

Adekunle Ajasin University in Nigeria has access to online learning tools, however Afolabi (2015) claims that their usage has not been well integrated into their curriculum. But, whenever it is used, both academics and pupils

are willing to do so. A recent study found that Delta State University students in Abraka, Nigeria, could get relevant and current material for their research assignments online without having to visit other websites (Adogbeji and Akporhonor, 2005). According to Bankole, students at Olabisi Onabanjo University in Ago Iwoye, Nigeria, use the internet from both their homes and commercial cybercafés (2013).

The study also discovered that students who often utilized internet resources such search engines like Google, Yahoo, and Google Scholar for communication, research, and knowledge development profited from their academic endeavors. Nonetheless, it was underlined that the primary obstacles to appropriate internet access and usage were a bad internet connection and a lack of institutional internet capabilities. Emeka and Nyeche claim that Nigerian University of Abuja students enhanced their knowledge and skills by utilizing the internet (2016). Nevertheless, it was discovered that certain problems with using the internet were brought on by a lack of computer skills, a sluggish internet server, and problems with making payments online.

According to data from several Nigerian states, notably those in the west and south, students commonly utilize the internet for research, which has aided students' academic progress in this area (Ogedebe, 2012).

The Influence Of Internet Resources On Information Seeking Behavior Of Undergraduates During COVID 19 Era.

With the advent of online learning, the emphasis of teaching has shifted from institutions and teachers to students. As a result, academic institutions have started working together and developing cooperative connections (Hayes and Robinson, 2002). The internet may be used by children to study topics that interest them. By utilizing the internet, students may keep up to date on their knowledge without requiring textbooks or other library materials. Email, instant messaging, and online message posting are thus sources of information. According to Kubey, Lavin, and Bamous, internet addiction is a common problem that has a detrimental impact on students' academic performance (2001).

Hamilton asserts that using the internet has both beneficial and detrimental effects on kids' academic performance (2009). According to Kachala and Bialo (2000), research on the effects of technology on student accomplishment showed that employing technology like the internet enhances student learning.

At universities, the internet has become a trusted resource for student contact and information exchange. Academic success is now tightly correlated with internet and computer usage, which is impacted by students' self-assurance in their capacity to utilize computers to obtain pertinent academic material. Due to the improper ways that students use the internet, improving kids' academic performance via its usage is difficult. According to Lipsmoin, spending a lot of time reading emails and on pornographic websites may be harmful to kids' academic success (2007).

Lenhart estimates that more than 21 million young people between the ages of 12 and 17 frequently access and use the Internet (2005). College students were the subject of a research by Barks (2006) to determine how they used the internet. They said that male students utilized the internet to check for non-academic information while female students mostly used it to send emails. Jeong (2005) investigated how students' academic performance was impacted by internet use. The research found that internet addiction has a negative impact on students' academic performance.

Honey (2005) investigated the potential for online tools to enhance student achievement. The research discovered that internet-enhanced collaborative learning methods and interactive learning techniques may help students and improve their academic performance. According to Oliver (2002), using internet resources improves academic achievement.

The Factors Affecting The Usage Of Internet Resources On The Information Seeking Behaviour Of Undergraduate Students During COVID 19 Era.

College students utilize the internet for many different things. According to research, one of the elements influencing how students accept and utilize online resources is their self-concept. Self-concept will be used in this research even though the words self-concept and self-efficacy are frequently used interchangeably. Self-concept is a notion that may motivate individuals

to become committed to achieving desired goals while utilizing electronic information resources.

According to Joo, Bong, and Choi (2000) and Womble, students' online self-concept affects how well they do on the search test (2007). It boosts their confidence in their ability to use the Internet and its resources to discover information. Peng, Tsai, and Wu (2006) asserted that there is a positive effect if students use the Internet as a functional tool or functional technology, in contrast to Cao and Su (2007) and Chen and Peng (2008), who both asserted that students who have trouble managing their online time may be experiencing Internet addiction.

The gender of a person is another aspect that influences how they use the internet. According to Utulu, critical topics include the gender gap in the digital divide and how new technologies affect gender, particularly in the political and economic realms of women's life (2006). According to Ahmed, there is a considerable gender gap in the use of electronic information resources (2015).

Another significant aspect that affects how students utilize internet resources is peer groups. The identification of the critical mass and normative pressure among peer group members, according to Seidman (2013), may be considered as an instrumental approach for social reward that encourages excessive Internet usage. Yet, (Peci, 2017) claimed that a person's propensity to succumb to peer pressure would probably determine the extent to which one's views of peers' actions affect one's own behaviors.

According to Ogungbeni, Adekanye, Bamigbose, and Sulaiman (2016), the availability of high-speed internet connection and smart phones in recent years has given rise to a number of new learning possibilities.

According to Mamudu and Oyewo (2015), teens often utilize their mobile devices to access the Internet. The ease with which students access online materials depends on the availability of an Internet connection. According to Haroon and Ata (2010), the availability of the Internet has significantly changed how information is gathered, organized, and disseminated. Similar to this, Roy (2006) said that the Internet makes it feasible to access a variety of information resources. According to Olasore and Adekunmisi (2015), the Internet is the most significant source of information since it makes it easy to access electronic books, electronic journals, various databases, and search engines.

According to Campbell, information behavior is a relatively young but expanding study area in the vast field of library and information science (2017). Researchers in this discipline have studied how working people, academic personnel, and students utilize information. According to Bruce (2014), Case and Given (2016), and Ford, the study of information behavior has evolved from its start in the 1960s, when the bulk of research focused on understanding how professionals sought for information and the resources they used (2015). Although some of these studies had a specific target in mind, others were more broadly oriented. It's crucial to comprehend the

components since there are several obstacles to conquer in any information behavior research activity.

In their 2007 article, Phabha, Connaway, and Olszowski examined elements that negatively affect information-seeking behavior (challenges). These included information consumers' perceptions of the importance of acquiring sufficient information and consulting reputable sources, a lack of time and resources, the complexity of the problem or question that needed to be solved, the nature of the job at hand, and task-domain expertise. The user's degree of desire, ability to find information, and the setting, context, or area in which they live or work are further considerations.

Perley, Gentry, Fleming, and Sein in 2007 identified the elements (challenges) related to information-seeking behavior that affect why information searchers use library websites through remote access rather than visiting to physical libraries. These include: having little free time because of other commitments or tasks, having quick access to a computer with an internet connection, being unaware of the services the library offers, the collection and resources being disorganized, the library's hours of operation and closing time, the location of the library, and the availability of online resources.

According to Azadeh and Ghasemi's (2016) study on undergraduate information seeking behavior, writing a scientific paper was the most important aim and updating technical knowledge was the least important. As a result, they would struggle greatly to produce scholarly journals owing to a

lack of funding. The majority of students choose to utilize internet-based resources to satiate their knowledge demands, according to Azadeh and Ghasemi's (2016) study. According to Korobili et al. (2011), who also discovered that researchers face challenges related to time constraints, level of difficulty, accessibility, and convenience of access, many undergraduates use the internet as their primary source of information. They stated that the use of information retrieval techniques by pupils was challenging.

Anderson, Glassman, McAfee, and Penelli discovered that concurrent circumstances affected researchers' behavior while seeking information (2001). Demographics, task characteristics, characteristics of information carriers, accessibility, and user characteristics are a few of them. According to Anderson et al. (2001), accessibility was discussed in terms of preference for seeking information from one's own store of information over seeking information from others, oral communication over written communication, communication with sources inside the organization over communication with sources outside the organization, and direct communication with a source over communication through mediating carriers like the internet.

Accessibility and familiarity, according to Leckie, Pettigrew, and Sylvain (2011), are more significant than perceived quality. Leckie et al. (2011) stressed that a number of factors influence how information is sought after. They stated that a number of factors have an effect on the act of seeking knowledge. They asserted that the aspects are related to information sources, information awareness, and information-seeking activity outcomes. Their

information behavior model's final trifecta consists of these three components. Leckie et al. (2011) state that sources of information relate to professionals who seek information from a number of sources, and it may be essential to mix many sources to satisfy an information demand. Professionals' understanding of information sources, also known as information content, determined the direction that information searching would take, and the outcomes of information seeking were tied to the final stage of information. The best case scenario is that the professional makes use of the appropriate knowledge that has been discovered, but there is a chance that the output of the information-seeking process will not meet the need for knowledge and that more information searching will be required. Leckie et al. (2011) added familiarity and prior success, trustworthiness, packaging, timeliness, cost, quality, and accessibility to their list of additional criteria for information awareness.

Nel (2015) identified variables that impacted how researchers searched for information. Topic complexity, familiarity, past subject search experience, search purpose, and search type are a few examples of these information needs. The location of the information source, the type of the information delivery method (print vs electronic), and the ease of access to the source are all included in the third category, which is the information source. The second group is information seekers, which comprises search abilities, discipline, time, awareness of services and sources, knowledge of services and sources, and demographics (such as age, gender, and academic level)

(convenience). In order to promote academics' information-seeking activities, Nel contends that libraries should take these variables into consideration while creating services and making acquisitions.

Summary of Literature Review

The review was divided into seven subheadings in order to effectively cover the pertinent literature in this section. These subheadings are as follows: concept of internet, extent of undergraduate students' use of internet resources for information seeking, undergraduate students' information seeking behavior, information-seeking strategies used by undergraduate students, and the effect of COVID 19 on undergraduate students' information seeking behavior.

The concept and study reviews that have come before clearly demonstrate that the internet has both good and negative effects on students' information-seeking behavior. Despite the issues stated regarding the user's ability to express their demands, research into user needs has been investigated for their possible application.

Depending on their roles and responsibilities, level of expertise in their fields of specialization and in using information systems and services, specific information needs they have, scope and depth of their interest profiles, and the type of subject or area of expertise they are interested in, each individual in an organization has different information needs.

Trying to assess information needs may be difficult. The best situations to measure it are those when information is being used or sought. The term

"information need" is used to explain why people look for, get, and use information.

CHAPTER THREE

METHODOLOGY

This chapter describes the methods and procedures to be used by the researcher in carrying out the study. The procedures and methods is structured under the following subheadings:

- Research Design.
- Population of the Study.
- Sample and Sampling Techniques.
- Research Instruments.
- Validation of the Instruments.
- Reliability of the Instrument.
- Method of Data Collection.
- Method of Data Analysis.

Research Design

The study employed a descriptive survey research design to gather information on the Influence of the Internet resources on the Information Seeking Behaviour of Undergraduate Students in the Covid 19 Era. According to Nworgu (2015), “a descriptive survey design is one in which a group of people or item is studied by collecting and analyzing data from only a few people or items considered to be representatives of the entire group”. This research design was chosen because it is based on the views and opinions of the respondents as well as the record available in the area of study

Population of the Study

The population of this study is 352. This consists of full time undergraduates students in library and information science university of Benin, as shown in Table 1.

Table 1

S/N	Level of Nursing students	No. of population
1	100 level	104
2	200 level	75
3	300 level	97
4	400 level	76

TOTAL		352
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Sample and Sampling Technique

The sample size of this study is 211 respondents. The figure represents 60% of the total population. The researcher adopted the simple random technique to select 60% from the total population of library and information science students to arrive at the sample size. This figure is considered adequate for this study as it is in line with Oghene and Bamgboye (2006) and Krejcie and Morgan (1970) method of determining a sample size. Table 2 shows the tabular distribution of the sample size.

S/N	Level of Nursing students	No. of population	Sample Size [60%]
1	100 level	104	62
2	200 level	75	45
3	300 level	97	58
4	400 level	76	46
TOTAL		352	211

Research Instrument

A well-constructed and self-developed questionnaire title “Influence of the Internet Resources on the Information Seeking Behaviour of Undergraduate Students during Covid 19 Era. Questionnaire (IIRISBUSC19E)” The questionnaire was divided into two sections (A and B). Section A was for collection of information on personal data of respondents while Section B the Section B will address issues pertaining to the research questions asked in this study.

Validity of the instrument

The instrument was validated by the researcher’s supervisor. The supervisor was requested to study the items and assess the suitability of the language, the adequacy and relevance of the items in addressing the research questions bearing in mind the purpose of the study. The corrections, comments and observations made were used to modify the final questionnaire used for the study.

Reliability of the Instrument

To ensure the reliability of the instrument, the test-retest method of reliability will be used to determine the consistency of the opinion of the respondents. In order to determine the consistency of the opinion of

respondents. Cronbach's Alpha will be used to test for the reliability of the instrument and the reliability co-efficient will be obtained.

Method of Data Collection

The services of two research assistant was employed in administering the instrument to the respondents. This enabled the researcher to cover all the areas that was used for this study. The distribution and collection of the questionnaire to undergraduate students in the different levels under study is expected to last for a period of two weeks.

Method of Data Analysis

The data will be analyzed using descriptive statistical tools. The results will be presented in tables and analyzed using frequency and simple percentage

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents the results and discussion of findings according to the research questions asked. This chapter is discussed under following subheadings:

- Questionnaire response rate
- Analysis of the respondents' bio-data
- Answering of the research questions
- Discussion of findings.

Questionnaire Response Rate

Table 3: Questionnaire Response Rate

Number of Questionnaires Administered	Number of Questionnaires Returned	Percentage of Questionnaires Returned
211	177	84%

A total of 211 copies of the questionnaires were distributed to the respondents and 177 questionnaires were retrieved and found usable, resulting to 84% response rate, which is considered adequate for this study.

Analysis of the Respondents' Personal-Data

Gender distribution of the Respondents

Table 4: Gender Distribution of the Respondents

Gender	Frequency	Percentage (%)
Male	95	54

Female	82	46
Total	177	100

Table 4 shows that there are more male respondents 54% than the female respondents 46%, which implies that male students are more active in this study than the female respondents.

Age Distribution of the Respondents

Table 5: Education level Distribution of the Respondents

Age	Frequency	Percentage (%)
15-20 years	83	47
21-25 years	54	31
26-30 years	26	15

31 years and above	14	7
Total	177	100

Table 5 shows the age distribution of the respondents. The Table reveals that 47% of the respondents are within the age bracket of 15-20 years, 31% are within 21-25 years, 15% are within 26-30 years while 7% falls under the category of 31 years and above. This insinuates that majority of the respondents are within the age bracket of 15-20 years.

Level study of the Respondents

Table 6: Distribution of the Respondents by Level of Study.

Level of Study	Frequency	Percentage
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		(%)
100	71	40
200	42	24
300	44	25
400	20	11
Total	177	100

Table 6 shows distribution of the respondents according to their levels. The Table indicates that 40% of the respondents are in 100 level, 24% are in 200 level, 25% are in 300 level while 11% of the respondents are in 400 level. This Table implies that 100 level students participated more in this study.

Answering of the Research Questions

Research Question One: What are the types of Internet resources undergraduate student use in University of Benin?

Data in Tables 7 provide answers to this question.

Table 7: The Types of Internet resources undergraduate Students use in University of Benin.

The Types of Internet	AGREE	DISAGREE	Total
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resources undergraduate Students use in University of Benin.	No.	%	No.	%	
Electronic Mail (E-Mail)	122	69	55	31	177
The World Wide Web (WWW)	112	63	65	37	177
Online Database	98	55	79	45	177
Blogs/Forums	129	73	48	27	177
Social media	93	53	84	47	177

Table 7 shows that Electronic Mail (E-Mail) (69%), World Wide Web (W.W.W.) (63%), Online Database (55%), Blogs/Forums (73%), Social media (53%) are the types of Internet resources undergraduate student use in University of Benin. This Implies that Electronic Mail (E-Mail), World Wide Web (W.W.W.), Online Database, Blogs/Forums and Social media are the types of Internet resources undergraduate students use in University of Benin.

Research Question Two: What is the Extent to which Undergraduate Students make use of internet resources to seek for information in University of Benin?

Data in Tables 8 provide answers to this question.

Table 8: The Extent to which Undergraduate Students make use of internet resources to seek for information in University of Benin.

The Extent to which Undergraduate Students make use of internet resources to seek for information in University of Benin.	VHE		HE		VLE		LE		Total
	No.	%	No.	%	No.	%	No.	%	
Electronic Mail (E-Mail)	96	54	43	25	9	5	29	16	177
The World Wide Web (WWW)	132	75	31	18	-	-	14	7	177
Online Database	82	46	48	27	26	15	21	12	177
Blogs/Forums	101	57	39	22	11	6	26	15	177
Social media	88	50	51	29	22	12	16	9	177

Table 8 indicates Extent to which Undergraduate Students make use of internet resources to seek for information in University of Benin, which includes, Electronic Mail (E-Mail) (54%), World Wide Web (WWW) (75%),

Online Database (46%), Blogs/Forums (57%), Social media (50%). This implies that the extent to which Undergraduate Students make use of internet resources to seek for information in University of Benin is high.

Research Question Three: What is the Influence of Internet resources on information seeking behavior of undergraduates in University of Benin during COVID 19 era?

Data in Table 9 provide answers to this question

Table 9: The Influence of Internet resources on information seeking behaviour of Undergraduates Students in University of Benin during COVID 19 era?

The Influence of Internet resources on information seeking behaviour of Undergraduates Students in University of Benin during COVID 19 era.	AGREE		DISAGREE		Total
	No.	%	No.	%	
The Internet is used as a source of information for students in their knowledge of interest.	123	69	54	31	177
Online Databases are used for getting information for assignments and also improving one's knowledge.	99	56	78	44	177
Defeating distractions while using the Internet for Academic purpose is difficult	135	76	42	24	
The Internet has established autonomy amongst students when it comes to learning.	104	59	73	41	
Collaboration and Interaction is made possible through the use of internet amongst peers.	128	72	49	28	

According to what the study reveals in Table 9 as the Influence of Internet resources on information seeking behavior of undergraduates in University of Benin during COVID 19 era: The Internet is used as a source of information for students in their knowledge of interest (69%), Online

Databases are used for getting information for assignments and also improving one’s knowledge (56%), Defeating distractions while using the Internet for Academic purpose is difficult (76%), The Internet has established autonomy amongst students when it comes to learning (59%), Collaboration and Interaction is made possible through the use of internet amongst peers (72%). This implies that the Influence of Internet resources on information seeking behavior of undergraduates has a positive effects on the students.

Research Question Four: What are the factors affecting the usage of internet resources on the information seeking behaviour of undergraduate students during COVID 19 era?

Data in Table 10 provide answers to this question.

Table 10: The Factors affecting the usage of internet resources on the information seeking behaviour of undergraduate students during COVID 19 era.

The Factors affecting the usage of	AGREE	DISAGREE	Total
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internet resources on the information seeking behaviour of undergraduate students during COVID 19 era.	No.	%	No.	%	
Time	93	53	84	47	177
Finance	117	66	60	34	177
Gender	89	50	88	50	177
Peer Group	121	68	56	32	177
Internet Access	119	67	58	33	177
Information Literacy	99	56	68	44	177
Nature of the Problem to be answered	126	71	51	29	177

Table 10 shows that, Time (53%), Finance (66%), Gender (50%), Peer Group (68%), Internet Access (67%), Information Literacy (56%) and Nature of the Problem to be answered (71%) are the factors affecting the usage of internet resources on the information seeking behaviour of undergraduate students during COVID 19 era. This implies that, Time, Finance, Gender, Peer Group, Internet Access, Information Literacy and Nature of the Problem to be answered are the factors affecting the usage of internet resources on the information seeking behaviour of undergraduate students during COVID 19 era.

Discussion of Findings

This section discusses the findings of the study. The findings are discussed drawing conclusion from the view of the authors in the literature review and relating them to the findings of the study. The discussion is presented under four (4) subheadings following the aim of the study.

The Types of Internet resources undergraduate Students use in University of Benin.

The study reveals that Electronic Mail (E-Mail), World Wide Web (W.W.W.), Online Database, Blogs/Forums and Social media are the types of Internet resources undergraduate students use in University of Benin. This finding is in alignment with Kreyche (2015) where he explains that the World Wide Web is a system of hyperlinked documents allowing graphical access to the internet and containing a wide variety of multimedia webpages.

The Extent to which Undergraduate Students make use of Internet resources to seek for information in University of Benin.

This study revealed that that the extent to which Undergraduate Students make use of internet resources to seek for information in University of Benin is high. The finding is in agreement with Shonola (2016) on the study made

on two universities in South-West Nigeria, where students use their mobile devices to hold class discussions, practice online quizzes or tests, search the internet and library databases for academic materials, and exchange messages and files related to their studies with classmates.

The Influence of Internet resources on information seeking behaviour of Undergraduates Students in University of Benin during COVID 19 era.

The study revealed that the Influence of Internet resources on information seeking behavior of undergraduates has a positive effects on the students. This finding is in conformity with Honey (2005) on the study that made the researcher discovered that students can benefit from internet-enhanced collaborative learning methods and the interactive learning process can enhance academic performance of students.

The Factors affecting the usage of internet resources on the information seeking behaviour of undergraduate students during COVID 19 era.

The study's findings show that time, money, gender, peer groups, internet access, information literacy, and the nature of the problem to be solved are the elements that have the most impact on undergraduate students' use of online resources during the COVID 19 era. This finding is consistent with Perley, Gentry, Fleming, and Sein's (2007) list of factors (challenges) relating to information-seeking behavior, which includes: time constraints caused by other obligations, easy access to a computer with an internet connection, ignorance of the services that libraries offer, a lack of

organization of a full range of library resources, unfavorable opening and closing hours for libraries, and an unfavorable physical location for libraries.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter focuses on the summary of the study, conclusion, recommendations and contribution to knowledge.

Summary of the Study

The study investigated the influence of the internet Resources on the information seeking behaviour of undergraduates during Covid 19 Era as a Determinant to Effective Service Delivery in Academic Library in University Of Benin. The study adopted the use of descriptive survey research design. The main objective of the study was targeted at finding out the types of Internet resources undergraduate student use in University of Benin, determining the extent to which undergraduate students make use of internet resources to seek for information in University of Benin, knowing the Influence of Internet resources on information seeking behavior of undergraduates in University of Benin during COVID 19 era, and also identify the factors affecting the usage of internet resources on the information seeking behaviour of undergraduate students in University of Benin during COVID 19 era

Two hundred and eleven (211) copies of questionnaires was administered and one hundred and seventy-seven (177) copies of questionnaires was retrieved from the respondents and usable. The summary of the study findings are as follows:

1. That Electronic Mail (E-Mail), World Wide Web (W.W.W.), Online Database, Blogs/Forums and Social media are the types of Internet resources undergraduate students use in University of Benin.
2. That the extent to which Undergraduate Students make use of internet resources to seek for information in University of Benin is high.

3. That the Influence of Internet resources on information seeking behavior of undergraduates has a positive effects on the students.
4. That, Time, Finance, Gender, Peer Group, Internet Access, Information Literacy and Nature of the Problem to be answered are the factors affecting the usage of internet resources on the information seeking behaviour of undergraduate students during COVID 19 era.

Conclusion

Information seeking behaviour is the act of actively finding information in order to answer a query. It is the behaviour that emanates from the searcher interacting with the system in question. The Internet resources has brought about positive enhancement to the behavioural pattern of seeking information amongst students as opposed to the manual form of retrieving information. Internet resources has also opened up channels for individuals (students) to share information with one another.

Based on the findings, the researcher concluded that internet resources has enabled learning to be more students based than institutional based as a result of the autonomous nature of learning, the internet has established amongst undergraduates students. Internet resources has also change the behavioural seeking pattern of the students most especially in the library as it has allowed librarians to focus more on other technical aspects of the library rather than when librarians have to attend to each patron as a

result of the complexity that comes with the manual form of retrieving information.

Recommendations

The following recommendations are given in light of this study:

1. The Internet tools used for information retrieval should be maintained and used so that library staff can focus on other things.
2. Students should be disciplined when using the internet for academic purpose as distractions is inevitable when using the internet.
3. Finance also has a stronghold on the use of internet resources, ranging from bandwidth, power supply etc. Proper measures should be put into considerations to ensure the smooth use of the internet resources.
4. Library personnel should promptly answer user queries where the nature of the problem to be answered is complex, in order to save the patron's time.
5. Slow connection to the internet also affects the information seeking behaviour of the students. Libraries and students should subscribe to a reliable and internet service provider or better still have options where one internet service provider is down for a moment, in such scenario, one can easily switch to the next internet service provider (ISP).

Contributions to Knowledge

This study has made a number of contributions to the body of existing knowledge:

1. The study has been able to identify types of Internet resources undergraduate student use in University of Benin.
2. The study has been able to determine extent to which undergraduate students make use of internet resources to seek for information in University of Benin.
3. The study has been able to establish the influence of internet resources on information seeking behavior of undergraduates in University of Benin during COVID 19 era.
4. The study has also been able to identify the factors affecting the usage of internet resources on the information seeking behaviour of undergraduate students during COVID 19 era.

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APPENDIX

Department of Education Management,
Faculty of Education,
University of Benin,
Benin City.

15th March, 2022.

Dear Respondent,

Influence of the Internet Resources on the Information Seeking Behaviour of Undergraduate Students during Covid 19 era

I am an undergraduate student of the above named university, faculty and department. As part of the requirements for the award of bachelors of library and information science (BLIS) degree in the above named department, I am conducting a research on **Influence of the Internet Resources on the Information Seeking Behaviour of Undergraduate Students during Covid 19 era**. I therefore count on your co-operation in filling this questionnaire which will contribute to the overall success of the project. This questionnaire is purely for academic purposes and all information given will be treated with utmost confidentiality.

Yours Sincerely,

EWEMADE Desmond Notalelomwan

SECTION A: Bio-Data

Instruction: please tick {√} where appropriate

1. **Gender:** Male { } Female { }
2. **Level :** 100 { } 200 { } 300 { } 400 { }
3. **Respondent Age:** 15 – 20 years { } 21-25 years { } 26 -30 years { }
31 years and above { }

SECTION B

Key: Agree {A}, Disagree {D}

1. What are the types of internet resources undergraduate student use?

S/N	Items	A	D
1	Electronic Mail (E-Mail)		
2	The World Wide Web (WWW)		
3	Online Database		
4	Blogs/Forums		
5	Social media		

2. What is the extent to which undergraduate student make use internet resources to seek for information?

S/ N	Item	Very High Extent	High Extent	Very Low Extent	Low Extent
	Electronic Mail (E-Mail)				
	The World Wide Web (WWW)				
	Online Database				
	Blogs/Forums				
	Social media				

3. What is the influence of internet resources on information seeking behavior of undergraduates during COVID 19 era?

S/N	Items	A	D
1.	The Internet is used as a source of information for students in their knowledge of interest.		
2.	Online Databases are used for getting information for assignments and also improving one's knowledge.		
3.	Defeating distractions while using the Internet for Academic purpose is difficult		
4.	The Internet has established autonomy amongst students when it comes to learning.		
5.	Collaboration and Interaction is made possible through the use of internet among peers		

4. What are the factors affecting the usage of internet resources on the information seeking behaviour of undergraduate students during COVID 19 era?

S/N	Items	A	D
1	Time		
2	Finance		
3	Gender		
4	Peer Group		
5	Internet access		
6	Information Literacy		
7	Nature of the problem		