

## **Students' Perception of the Relationship between Internet use and Academic Achievement**

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**Abstract** This paper presents the perception of some Nigerian undergraduates on the antecedents and consequences of internet use, especially the relationship between internet use and academic achievement. Utilizing insights from Uses and Gratifications theory which explains why people actively seek out specific media outlets and content for gratification purposes, data from a survey carried out in the University of Ibadan, Nigeria in 2009 was analysed to provide answers to questions about why students consult the internet and the kind of patterns of internet use associated with high academic achievement. Findings indicate that most of the undergraduates did not have a personal computer, browse the internet in commercial cybercafés and due to difficulty of access, are not frequent internet users. Although the students' reported frequency of use was not significantly related to their academic performance, there was a significant relationship between their internet use habits and scholastic achievement, with students who report using the internet mainly for academic purposes. However the causal relationship is unclear: whether highly motivated, high achieving students are motivated to use the internet or whether information from the internet (used in assignments and projects) contributes to their scores on such assignments and to overall scholastic achievement.

**Key words:** Students' perception, Uses and gratification, Internet use, Academic achievement, Academic performance.

### **Introduction**

The Internet provides great possibilities of increasing the availability, quantity, and quality of information; as well as speed of communication to its users. Scholars (students and staff of higher institutions) constitute a high percentage of internet users (McBride, 1995); other users include business