



UTILIZATION OF MODERN RESEARCH TOOLS AMONG POSTGRADUATE STUDENTS IN THE FACULTY OF AGRICULTURE, UNIVERSITIES IN RIVERS STATE, NIGERIA.

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ABSTRACT: *The study analyzed the utilization of modern research tools among postgraduate students in the Faculty of Agriculture, Universities in Rivers State. Data were collected through the use of a questionnaire. A total of one hundred and eleven (111) respondents (83 from RSU and 28 from UNIPORT) were used. Data were analyzed with the use of frequency, percentage, mean scores, and logistic regression. Findings showed that majority (59%) in RSU were male, while 53.6% in UNIPORT were female. Based on Department, most (20.5%) in RSU were of the Department of crop/soil science, while 39.3% in UNIPORT were of animal science. Results on the types of modern research tools available show that majority (100%) in RSU and UNIPORT indicated that Google was readily available to them. The result of utilization shows that RSU post-graduate students utilized SPSS more, while UNIPORT post-graduate students utilized Google more. Results on challenges to the utilization of modern research tools show that the high cost of internet subscription was a major challenge for post-graduate students of RSU and UNIPORT. The result of hypothesis 1 showed that only income as a socio-economic characteristic influenced the use of modern research tools. The study recommends that universities should provide internet facilities for post-graduate students to help mitigate the challenge faced in the utilization of modern research tools.*

KEYWORDS: Internet, Modern Research Tools, Post-graduate Students, Research, SPSS.



INTRODUCTION

The integration of research in any degree course allows students to have a sense of control and autonomy of their learning (Neville, 2007). Research, according to Ruchina *et al.* (2015), is considered an essential component of graduate programmes as it leads to professional and personal development. Kabir (2016) conceptualized research as the process of investigating, testing, and inquiring about a phenomenon. According to Skovdal and Cornish (2015), research is the systematic process of collecting information (or data) to answer a question. Research can therefore be summarized as a painstaking investigation that is systematic and scientific in nature for the purpose of filling knowledge gaps and creating new knowledge.

Research tools refer to a wide range of resources, methods, instruments, software, or techniques that researchers use to collect, analyze, interpret, and communicate data and information during the research process. Research tools can be both physical (e.g., laboratory equipment, survey instruments) and digital (e.g., software, online databases). The task of researchers is to collect, analyze, and interpret data, and assess whether their findings apply to their environments (Bocar, 2013).

Utilization of research tools is a common place for post-graduate students whose information needs are rather general than specific. Oni, Eshiemokhai, and Momoh (2021) averred that students use general research tools for their study/assignments, research works, to keep updated on current happenings and general information, as well as for reading e-books, e-serials, and other electronic information sources like online dictionaries. Kurniasih, *et al.* (2018) also noted that students use research tools to find references for assignments, dissertations, and thesis writing material. The frequently used research tools by students, according to Onuh and Ekwueme (2020), are Google, Yahoo, Ask.com, Bing, with only Google being the search engine that all students have used at least once (Oni, *et al.*, 2021).

Problem statement

Academic writing is a common method of assessing students at the university level, where students are expected to do different written assignments and conduct research; however, acquiring proficiency in academic writing is challenging for many students (Al-Marwani, 2020). Academic writing is demanding at practically all levels of higher education, but especially for post-graduate students, who must publish scholarly pieces in internationally renowned scientific journals as a graduation requirement (Darmalaksana, 2017). The difficulty of academic writing is not limited to linguistic and grammatical problems, but there are some other challenges, such as writing a good thesis statement, developing, organizing, revising, and finally editing it to ensure an effective, error-free piece of writing (Al-Samadani, 2010).

As a result of the development of modern technology, almost all learning processes now incorporate technology (Fithriani, 2018), and the study of digital technology in the learning process becomes more crucial. Hence, this study sought to achieve the following specific objectives:

- i describe the socio-economic characteristics of post-graduate students in the Faculty of Agriculture in Universities in Rivers State;
- ii identify the types of modern research tools available to post-graduate students in the Faculty of Agriculture in Universities in Rivers State;



- iii examine the extent of utilization of modern research tools by Post Graduate students in the Faculty of Agriculture in Universities in Rivers State; and
- iv identify the challenges to the utilization of modern research tools by post-graduate students in the Faculty of Agriculture in Universities in Rivers State.

LITERATURE REVIEW

Innocent and Bupo (2025) investigated the relationship between the utilization of technological tools and academic research productivity among postgraduate Business Education students in Rivers State universities. A correlational research design was adopted for the study, conducted across Rivers State University and Ignatius Ajuru University of Education. The study population comprised 325 postgraduate Business Education students enrolled during the 2023/2024 and 2024/2025 academic sessions. A census approach was used, and no sampling was applied due to the manageable population size. Data were collected using two researcher-designed instruments: Technological Tools Utilization Questionnaire (TTUQ) and Academic Research Productivity Questionnaire (AR PQ), comprising 20 items in total. The instruments were subjected to face and content validation by three experts and had reliability coefficients of 0.86, 0.88, 0.84, and 0.89 for the respective clusters, with an overall reliability of 0.87. Data collected were analysed using Pearson's Product-Moment Correlation (PPMC) to answer the research questions and test the hypotheses. Results showed a moderate positive relationship between use of citation management systems ($r = 0.559$, $R^2 = 0.3127$, $p\text{-value}=.000$), use of data analysis software showed a strong correlation ($r = 0.844$, $R^2 = 0.7120$, $p\text{-value}=.000$), and then grammar checkers ($r = 0.563$, $R^2 = 0.3170$, $p\text{-value}=.000$) with research productivity. The null hypotheses were rejected in all cases. The study concluded that the effective utilization of technological tools enhances postgraduate students' research productivity by improving referencing accuracy, analytical capability, and writing quality. Based on the findings, it was recommended that training on citation tools, competency in data analysis software, and use of grammar checkers be provided to improve scholarly writing.

Nwajioha, Ede, Agwu, Tochuckwu and Ogene (2023) carried out a study on the utilization of digital technologies in promoting research skills of Postgraduate students: A case study of Ebonyi State University, Abakaliki adopting a survey research design. Population was 1,189; comprising of 565 lecturers and 624 postgraduate students of three academic years (2020/2021, 2021/2022 and 2022/2023 sessions) in Ebonyi State University, Abakaliki. Data were analyzed using mean and standard deviation. Findings of the study include 13 digital technologies (DT) necessary for developing research skills among postgraduate students in EBSU. These include, among others, projectors ($m = 3.26$), laptops ($m = 3.53$), desktop computers ($m = 3.79$), printer machines ($m = 3.70$). Only four of the digital technologies are availability, desktop computers ($m = 3.79$), printer machines ($m = 3.70$), photocopier machines ($m = 3.44$) and scanners ($m = 3.37$). Also nine challenges were identified, including inadequate number of computers to access digital information ($m = 3.31$), lack of skills to access digital information resources among students ($m = 3.20$), inadequate hardware and software ($m = 3.11$) and others. Furthermore, nine ways of ameliorating the challenges, including promoting internet connectivity and requisite subscription to address the challenges of inadequate computers to increase access to digital information ($m = 2.92$) promoting environmental friendliness for critical thinking in the university ($m = 3.12$) and others.



Chime and Anyanwu, J.A. (2025) investigated the extent of utilization of artificial intelligence tools for research by postgraduate students of educational management in public universities in Anambra State. The population of the study comprised 112 postgraduate educational management students in two public universities in the 2024/2025 academic session in Anambra State. The instrument for data collection was a structured validated questionnaire. The reliability of the instrument was determined through a pilot test. Mean and standard deviation was used to analyse data for the study. The findings of the study revealed that postgraduate educational management students utilize academic writing and editing AI tools for research in public universities in Anambra State to a high extent. Also, the findings of the study revealed that postgraduate educational management students utilize citation management AI tools for research in public universities in Anambra State to a high extent. The researcher therefore concluded that postgraduate educational management students in public universities in Anambra State make use of artificial intelligence tools for research to a high extent. Based on these findings, the researcher concluded among others that postgraduate educational management students should be introduced to the efficient use of reference management software like Mendeley and EndNote through workshops and training sessions organized by the university administration in collaboration with the administrators of the Department of Educational Management and Policy.

Onuh and Ekwueme (2020) conducted a study on the awareness and utilization of search engines for information retrieval by students. A survey research design was adopted, and the needed data were gathered by 293 respondents. Findings showed that the awareness level of search engines for information retrieval was low. The level of search utilization for information retrieval by the students was also low. The most preferred search engines utilized by the students are Yahoo, Google, Bing, and Ask.com.

Adedeji (2023) investigated the use of search engines as a predictor of research skills of postgraduate students in Library Schools: A case study of South-West, Nigeria. The descriptive survey research design of the correlational type was adopted for the study. The population was 311 postgraduate students of 4 library schools, and data were collected through the questionnaire and analysed using descriptive and inferential methods. The results showed a high level of research skills among the respondents, and Google is the most used search engine. The respondents use search engines for basic reference information. There is a significant relationship between search engine use and the research skills of the respondents.

In a study by Nyemezue, Edeh, Edereka and Ugwu (2021) on empirical study of the awareness and utilization of internet search engines among undergraduate students of Nigerian universities for effective information retrieval on the web, the study adopted the descriptive survey research design, with a study sample of 525, using a structured questionnaire for data collection, and frequency count, percentages, mean and standard deviation for data analysis. The study results revealed that majority of the respondents are highly aware of and utilize Google, while only a few are aware of and utilize Yahoo and Bing. Major challenges affecting awareness and utilization of internet search engines among the respondents are erratic power supply, high cost of internet access through data subscription, lack of search skills, and slow internet connectivity, amongst others. The study recommended that there should be an awareness of other internet search engines as well as specialized search engines.



METHODOLOGY

The study was conducted in Rivers State University and the University of Port Harcourt. Rivers State University (RIVSU or RSU), formerly Rivers State University of Science and Technology (UST or RSUST), is located at Nkpolu-Oroworukwo in Port Harcourt, the capital of Rivers State, Nigeria. RSU is located between latitude 04° 43' N and 05° 00' N and longitude 06° 45' E and 07° 06' E. The Rivers State University of Science and Technology was established in 1972 as the College of Science and Technology. It was granted independent university status in 1980 and was renamed from the College of Science and Technology to Rivers State University of Science and Technology. In March 2017, the university was renamed Rivers State University. It is the only university in Nigeria that is accredited to offer degree programs in Marine Engineering. The motto of the University is "Excellence and Creativity".

The University of Port Harcourt is located in Choba in Port Harcourt, Rivers State, Nigeria. It was established in 1975 as University College, Port Harcourt, and was given university status in 1977. The University of Port Harcourt was ranked sixth in Africa and the first in Nigeria by Times Higher Education in 2015. The University of Port Harcourt is located on latitude 4° 53' 14" N through 4° 54' 42" N and a longitude 6° 54' 00" E through 6° 55' 50" E. It has three campuses - Abuja, Delta, and Choba. These three campuses are separated by road networks, although Abuja and Delta Campuses are closer to each other than to Choba Campus, which is on the other side of the popular East-West Road.

A multi-stage sampling procedure was used in this study. The first was purposive sampling of post-graduate students across the Departments in the Faculty of Agriculture. Secondly, random sampling which involves giving post-graduate students a number and the numbers were selected at random was used to select eighty-three (83) respondents from Rivers State University and twenty-eight (28) respondents from the University of Port Harcourt. Descriptive statistics such as frequency distributions, percentages, mean were used to achieve objectives (i) and (ii). Objectives (iii) and (iv) were analyzed using mean scores and SPSS version 27 was used for the analysis.

RESULTS

Socio-Economic Characteristics of the Respondents

The result in Table 1 shows that Rivers State University (RSU) had more males (59.0%) than females (41%), as opposed to the University of Port Harcourt (UNIPORT), which had more females (53.6%) than males (46.4%). This buttresses the fact that in the two Universities, there was a high proportion of males and females, implying that both genders further enroll in postgraduate programmes after their first degrees. This finding agrees with the finding of Adedeji (2023), who found that most (62.0%) post-graduate students in library schools in South-West Nigeria were female.

The table further revealed that most 45.8% of RSU post-graduate students and 46.4% of UNIPORT post-graduate students were within 31-40 years respectively. More 41.0% of RSU post-graduate students and 28.6% of UNIPORT students were within 21-30 years. Another percentage of RSU postgraduate students 8.4% and 21.4% of UNIPORT post-graduate students were within 41-50 years, and 4.8% of RSU post-graduate students and 3.6% of UNIPORT



postgraduate students were within the age bracket of 51-60 years. The mean age for the respondents (RSU and UNIPORT) was 35 years and 37 years, respectively, with a grand mean of 33 years, which implies that post-graduate students were the computer and active ages and are most likely to utilize modern research tools. The findings of this study confirm those of Emily (2019) in Kenya and Nigeria, who found that most (38.3%) of the respondents were within the age bracket of 36 to 45 years.

Maritally, the study revealed that most 61.4% of RSU post-graduate students and 57.1% of UNIPORT post-graduate students were single, while 38.6% of RSU post-graduate students and 42.9% of UNIPORT post-graduate students were married. Having a high proportion of single people could translate to their ability to respond appropriately to questions on the use of modern research tools, since they are not ignorant and might have used these tools to speed up their research work. The findings of this study are in line with those of Adedeji (2023), who found that 72.5% of post-graduate students were single in Library Schools in South-West Nigeria.

Result on household size shows that most 45.8% of RSU post-graduate students had household sizes ranging from 5 to 8 persons, and 50.0% of UNIPORT post-graduate students had household sizes ranging between 1 and 4 persons. More 41.0% of RSU post-graduate students had between 1 and 4 persons, and 39.3% of UNIPORT post-graduate students had household sizes ranging between 5 and 8 persons. The mean household size for RSU post-graduate students was 7 persons, that of UNIPORT post-graduate students was 5 persons, with a grand mean of 5 persons.

Result on the Department show that majority of the post-graduate students (20.5%) in RSU were of the Department of Crop/Soil Science, while 39.3% of post graduate student in UNIPORT were of the Department of Animal Science. More (14.5%) in RSU and 21.4% in UNIPORT were of the Department of Agricultural Economics, and 14.5% in RSU were of the Department of Animal Science. Another 13.3% in RSU and 14.3% in UNIPORT were of the Department of Agricultural Extension, 18.1% in RSU and 14.3% in UNIPORT were of the Department of Fisheries, 10.7% in UNIPORT were of Crop/Soil Science, 8.4% in RSU and none in UNIPORT were of the Department of Food Science, 7.2% in RSU and none in UNIPORT were of the Department of Forestry while 3.6% in RSU and none in UNIPORT were of the Department of Home management.

Based on the program, most 71.1% of RSU and 53.6% of UNIPORT post-graduate students enrolled in their master's degree program (MSc). Another proportion, 15.7% of RSU and 46.4% of UNIPORT post-graduate students are enrolled in a doctorate program (PhD), while only 13.3% of RSU post-graduate students are enrolled in PGD. Since most of the post-graduate students are enrolled in MSc, this indicates that most just finished their first degree programs and will be willing to use modern research tools in the post graduate research pursuits. This finding is in agreement with that of Emily (2019), who found that most (81%) of post-graduate students in Universities in Kenya were master's students.

Finally, the result on income shows that the RSU 36.1% and UNIPORT 35.7% UNIPORT post graduate students earned a monthly income between ₦41,000 - ₦50,000, 36.1% of RSU and 25.0% of UNIPORT post graduate students earned between ₦51000 – ₦60000. Furthermore, 20.5% of RSU and 35.7% of UNIPORT post-graduate students earned between ₦31,000 – ₦40,000 monthly, a low proportion (7.2%) of RSU and 3.6% of UNIPORT post-graduate students earned between ₦21,000 – ₦30000 monthly. The mean monthly income for RSU was



₦45,584, and UNIPORT was ₦43,696, while the grand monthly mean income was ₦45,108. This indicates that the monthly income of the respondents could be said to be low, especially as the minimum wage rate is now ₦70,000.

Table 1: Socio-Economic Characteristics of the Respondents

Variables	RSU Freq. n=83		Mean	UNIPORT Freq n=28		Mean	Pooled Freq. n=111		Grand Mean
		%			%			%	
Sex									
Male	49	59.0		13	46.4		62	55.9	
Female	34	41.0		15	53.6		49	44.1	
Age									
21-30	34	41.0		8	28.6		42	37.8	
31-40	38	45.8		13	46.4		51	45.9	
41-50	7	8.4	35 yrs	6	21.4	37 yrs	13	11.7	33 yrs
51-60	4	4.8		1	3.6		5	4.5	
Marital status									
Single	51	61.4		16	57.1		66	59.5	
Married	32	38.6		12	42.9		45	40.5	
Household size (persons)									
1 – 4	34	41.0		14	50.0		48	43.2	
5 – 8	38	45.8	7	11	39.3	5	49	44.1	5
9 – 12	10	12.0		3	10.7		13	11.7	
13 and above	1	1.2		-	-		1	0.9	
Department									
Agricultural Economics	12	14.5		6	21.4		18	16.2	
Agricultural Extension	11	13.3		4	14.3		15	13.5	
Animal Science	12	14.5		11	39.3		23	20.7	
Crop/Soil Science	17	20.5		3	10.7		20	18.0	
Fisheries	15	18.1		4	14.3		19	17.1	
Food Science	7	8.4		-	-		7	6.3	
Forestry	6	7.2		-	-		6	5.4	
Home management	3	3.6		-	-		3	2.7	
Programme									
PGD	11	13.3		-	-		11	9.9	
MSc	59	71.1		15	53.6		74	66.7	
PhD	13	15.7		13	46.4		26	23.4	
Income (₦)									
21,000 – 30,000	6	7.2		1	3.6		7	6.3	



31,000 – 40,000	17	20.5	45,584	10	35.7	43,696	27	24.3	45,108
41,000 – 50,000	30	36.1		10	35.7		40	36.0	
51,000 – 60,000	30	36.1		7	25.0		37	33.3	

Source: *Field Survey, 2024*

Types of modern research tools available to post-graduate students

Result in Table 2 revealed that majority, 100% of RSU and UNIPORT post-graduate students, indicated that Google is one of the modern research tools readily available to them. Another percentage, 67.5% of RSU and 67.9% of UNIPORT post-graduate students indicated SPSS, 60.2% RSU and 64.3% UNIPORT post-graduate students indicated Google scholar followed by 59.0% of RSU and 50.0% of UNIPORT post-graduate students who indicated ChatGPT. This implies that Google, SPSS, and Google Scholar were the most available modern research tools according to the findings of this study. This study further corroborates that of Sivasubramanian and Gomathi (2015) and that of Onuh and Ekueme (2020), who found that Google is the most used search engines followed by Yahoo and then Ask.com.

Table 2: Types of modern research tools available

Modern Research Tools	RSU			UNIPORT			Pooled		
	Freq.	%	Rank	Freq.	%	Rank	Freq.	%	Rank
Google	83	100.0	1st	28	100.0	1st	111	100	1st
Bing	28	33.7	9th	6	21.4	9th	34	30.6	9th
Google scholar	50	60.2	3rd	18	64.3	3rd	68	61.3	3rd
SPSS	56	67.5	2nd	19	67.9	2nd	75	67.6	2nd
Chat GTP	49	59.0	4th	14	50.0	4th	63	56.8	4th
Grammarly	36	43.4	5th	13	46.4	5th	49	44.1	5th
Quilbot	33	39.8	7th	9	32.1	7th	42	37.8	7th
Research Gate	32	38.6	8th	9	32.1	8th	41	36.9	8th
Academia.edu	35	42.2	6th	12	42.9	6th	47	42.3	6th
Sematic scholar	27	32.5	10th	5	17.9	10th	32	28.8	10th

Source: *Field Survey, 2024*

Utilization of modern research tools by post-graduate students

Result in Table 3 show the extent of utilization of modern research tools as indicated by the respondents (RSU and UNIPORT post-graduate students). According to RSU post-graduate students, they utilize the following modern research tools frequently: SPSS $\bar{x} = 2.90$ was the most used, followed by Google $\bar{x} = 2.70$ and academia $\bar{x} = 2.52$. In the same vein, RSU post-graduate students did not frequently utilize the following; bing $\bar{x} = 1.37$, Google Scholar $\bar{x} = 2.16$, ChatGPT $\bar{x} = 2.27$, Zotero $\bar{x} = 1.43$, Grammarly $\bar{x} = 1.86$, Quilbot $\bar{x} = 1.89$, Research Gate $\bar{x} = 2.34$, and Semantic Scholar $\bar{x} = 1.84$.

Table 3 further reveals that UNIPORT post-graduate students utilize the following modern research tools; google $\bar{x} = 3.61$, SPSS $\bar{x} = 3.43$, ChatGPT $\bar{x} = 3.29$, and Research Gate $\bar{x} =$



2.68. However, the respondents (UNIPORT post-graduate students) did not utilize the following modern research tools; Bing $\bar{x} = 1.39$, Zotero $\bar{x} = 1.57$, Grammarly $\bar{x} = 2.00$, Quilbot $\bar{x} = 1.79$, academia $\bar{x} = 1.96$, and Semantic Scholar $\bar{x} = 2.18$.

The findings in this current study are closely related with the findings in the study of Adedeji (2023) who showed in his study that the general search engines mainly used by postgraduate students in Library Schools in South-Western Nigeria were Google (mean of 4.64) followed by Yahoo (mean of 1.56), Bing (mean of 1.16), and Ask.com (mean of 1.12).

Table 3: Mean Distribution of the extent of utilization of modern research tools

Modern Research Tools	RSU			UNIPORT			Pooled		
	Sum	Mean	SD	Sum	Mean	SD	Sum	Mean	SD
How often do you use Google as a modern research tool?	224	2.70	1.123	101	3.61	0.567	284	2.56	1.181
How often do you use Bing as a modern research tool?	114	1.37	0.822	39	1.39	0.567	147	1.32	0.741
How often do you use Google Scholar as a modern research tool?	179	2.16	0.956	70	2.50	1.072	234	2.11	0.928
How often do you use SPSS as a modern research tool?	241	2.90	0.970	96	3.43	0.836	196	1.77	0.873
How often do you use ChatGPT as a modern research tool?	188	2.27	1.105	92	3.29	0.763	264	2.38	1.121
How often do you use Zotero as a modern research tool?	119	1.43	0.799	44	1.57	0.504	154	1.39	0.741
How often do you use Grammarly as a modern research tool?	154	1.86	0.989	56	2.00	0.943	200	1.80	0.932
How often do you use Quilbot as a modern research tool?	157	1.89	1.000	50	1.79	0.833	202	1.84	0.963
How often do you use Research Gate as a modern research tool?	194	2.34	0.979	75	2.68	1.124	281	2.53	1.007
How often do you use academia as a modern research tool?	209	2.52	1.004	55	1.96	1.036	258	2.35	0.971
How often do you use Semantic Scholar as a modern research tool?	153	1.84	0.943	61	2.18	1.020	304	2.76	0.995

$\geq 2.5 = Utilized$, $< 2.5 = Not\ utilized$

Source: Field Survey, 2024



Challenges to the utilization of modern research tools

The result in Table 4 revealed several factors militating against the use of modern research tools among post-graduate students in Rivers State Universities. The study revealed that RSU post-graduate students agreed to the following militating factors: high cost of internet subscription $\bar{x} = 2.98$, which was found to be the highest constraint militating against the use of modern research tools. Inconstant power supply $\bar{x} = 2.76$ and inability to surf the internet $\bar{x} = 2.59$. However, the respondents (RSU post-graduate students) disagreed with the following challenges: high cost of gadgets $\bar{x} = 1.95$ and low internet connectivity $\bar{x} = 2.27$.

Table 4 further shows several factors militating against the use of modern research tools among UNIPORT post-graduate students. The study revealed that only the high cost of internet subscription $\bar{x} = 3.21$, was found to be the only factor militating against the use of modern research tools. Furthermore, the respondents (UNIPORT post-graduate students) disagreed with the following challenges: inconstant power supply $\bar{x} = 1.93$, high cost of gadgets $\bar{x} = 1.71$, low internet connectivity $\bar{x} = 1.93$, and inability to surf the internet $\bar{x} = 2.32$.

The findings agree with other findings of Solomon, Imafidon, Isibor, and Aiguobarueghian (2023) on incessant power failure and the high cost of internet subscription.

Table 4: Mean Distribution of challenges to the utilization of modern research tools

Challenges	Sum	RSU		UNIPORT			Pooled		
		Mean	SD	Sum	Mean	SD	Sum	Mean	SD
High cost of internet subscription	247	2.98	0.897	90	3.21	0.738	337	3.04	0.863
Inconstant power supply	226	2.76	0.883	54	1.93	1.016	280	2.55	0.983
High cost of gadgets	162	1.95	1.035	48	1.71	1.049	210	1.89	1.039
Low internet connectivity	188	2.27	0.938	54	1.93	1.052	242	2.18	0.974
Inability to surf the internet	215	2.59	0.950	65	2.32	0.945	280	2.52	0.952

$\geq 2.5 = \text{Challenge}$, $< 2.5 = \text{Not a challenge}$

Source: Field Survey, 2024

CONCLUSION AND RECOMMENDATIONS

Modern research tools are tools used by every post-graduate student to be able to excel in dissertation and thesis writing. As a matter of fact, post-graduate students are expected to be research-oriented. While conducting research in any form, modern research tools have become imperative, especially in the present information age. To be able to use these invaluable tools, post-graduate students ought to be aware of them and master the art of their usage. Once these are achieved, post-graduate students will have an almost seamless ride in using these modern research tools to their academic benefit. It can be concluded from the study that the respondents (post-graduates) had a moderate to low level of awareness of these modern research tools, and as such, their utilization was also low. In line with the findings of this study, it was recommended that:

1. Post-graduate students should be taught about the different general modern research tools, their features, and usage.



2. The government should equip Universities with the enabling infrastructure, such as adequate power supply, effective internet connectivity
3. The university authority should provide internet facilities to their students to ensure awareness and utilization of modern research tools by post-graduates.

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