

Original Research Article

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Effect of Internet Utilization (Academic Purpose) among Undergraduate Students in College of Agriculture, Central Agricultural University, Imphal, Manipur, India

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ABSTRACT

Keywords

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The study was conducted in the College of Agriculture, Central Agricultural University, Imphal, Manipur during the year 2018-19. In College of Agriculture, Imphal a total number of 265 undergraduate students were enrolled which includes 85 students from 1st Year, 78 students from 2nd Year, 52 students from 3rd Year and 53 students from 4th Year. All of these enrolled undergraduate students from Imphal campus were selected purposively for the study. Out of 265 Undergraduate students, 120 students were selected based on proportionate random sampling for the present study. Correlation analysis between the effect of internet utilization among undergraduate students and socio-personal characteristics of undergraduate students revealed that computer knowledge, family income and father's education were positive and significant at 0.01 and 0.05 level of probability. The regression analysis revealed that computer knowledge and type of family were contributed significantly to the prediction on the effect of internet utilization among undergraduate students.

Introduction

With over 460 million internet users, India is the second largest online market, ranked only behind China. By 2021, there will be about 635.8 million internet users in India. Despite the broad base of internet users in India, only 26.00 per cent of the Indian population accessed the Internet in 2015. This is a significant increase in comparison to the previous years, considering the internet penetration rate in India stood at about 10.00 per cent in 2011. Furthermore, men dominated internet usage in India with 71.00

per cent to women's 29.00 per cent. 85.00 per cent of internet users in India is male which not a very good sign. Among working women, only 11.00 per cent use the Internet. The ratio is almost half (6.00%) in case of non-working women and even worst in case of house-wives (2.00%). The scenario is much better in the case of young men (33.00%). Also (15.00%) older men, (14.00%) school going kids and (21.00%) college students use the Internet in India. 46.00 per cent of internet users are graduate, 26.00 per cent are postgraduate.

Internet is an integral part of today's Agricultural educational system. Agricultural colleges invest a good deal of amount on providing this facility to both the teachers and students. It is, therefore, essential to find out up to what extent they are utilizing this facility. Today, Agricultural colleges are playing a vital role in imparting technical education. The Agriculturist, who are the outcomes of these colleges, require the latest and pinpointed information in their respective fields. Due to the high cost of Agricultural information resources, developing countries cannot provide these resources to their users. But the Internet with its advantages, make way for the developing countries to access information at a little cost. The adoption of internet facilities into the research, education, and extension are to use the potential of the new information and communication tools to revolutionize an outmoded NARS, to better prepare students and scientists for the information age and accelerate national development efforts.

Materials and Methods

The study was conducted in the College of Agriculture, Central Agricultural University, Imphal, Manipur using an ex-ante-facto-research design. Complete enumeration procedure was followed for the selection of the Undergraduate students. Out of the thirteen campuses under Central Agricultural University, Imphal the College of Agriculture, Imphal was selected purposively since it has the maximum number of undergraduate students. The undergraduate students were as follows 85 students from 1st Year, 78 students from 2nd Year, 52 students from 3rd Year and 53 students from 4th Year. Out of these 265 undergraduate students, 120 students were selected based on proportionate random sampling procedure. The data was collected through personal interview method through a structured developed interview schedule. The collected data were analyzed using appropriate statistical tools and analysis.

Results and Discussion

It could be revealed from table 1 that majority (51.67%) of the undergraduate students belonged to frequently category in collecting information for class assignments. In collecting information for presentations, seminars, etc. majority (36.67%) of the undergraduate students belonged to frequently category. In collecting information for further higher/abroad studies majority (40.83%) of the undergraduate students belonged to frequently category. On the positive impact on one's academic experience majority (55.50%) of the undergraduate students belonged to frequently category. In searching for useful websites for competitive exams majority (40.83%) of the undergraduate students belonged to frequently category.

In collecting information regarding class notes majority (48.33%) of the undergraduate students belonged to frequently category. In searching for useful websites for career development majority (43.33%) of the undergraduate students belonged to frequently category. In facilitating improved systems of communication majority (49.17%) of the undergraduate students belonged to frequently category. In visiting or searching for websites related to technology/agriculture majority (45.83%) of the undergraduate students belonged to frequently category. In sending an application for job majority (43.33%) of the undergraduate students belonged to very rarely category. It is revealed from the results presented in table 2 that the majority (70.00%) of the undergraduate students belonged to the medium category, (17.50%) high category and (12.50%) belonged to low category. The possible reason might be the undergraduate students use the internet for most of the educational and academic purposes.

The collected data were tabulated and computed to assess the extent of the

relationship between socio-personal characteristics and effect of internet utilization. From the data tabulated in table 3, it is evident that computer knowledge, family income and father's education were positively and significantly correlated. Computer knowledge and father's education were found significant at 0.05 level of significance whereas family income was found significant at 0.01 level of significance. Age, family size and type of family are negatively correlated and are non-significant which means the effect of internet utilization becomes lesser

with the increase in age, family size and type of family. The other characters like family background, level of aspiration, mother's education, father's computer literacy, mother's computer literacy and accessibility to the computer are positively correlated and were non-significant. It can also be concluded from the findings that the effect of internet utilization becomes higher with the increase in family background, level of aspiration, mother's education, father's computer literacy, mother's computer literacy and accessibility to the computer.

Table.1 Distribution of undergraduate students based on their internet utilization (Academic purpose)

Sl. no	Purpose	Very rarely		Rarely		Frequently		Very frequently	
		(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
1	To collect information for class assignments	1	0.83	11	9.17	62	51.67	46	38.33
2	To collect information for presentations, seminars, etc.	10	8.33	39	32.50	44	36.67	27	22.50
3	To collect information for further higher/abroad studies	2	1.67	25	20.83	49	40.83	44	36.67
4	Internet has had a positive impact on one's academic experience	3	2.50	11	9.17	66	55.00	40	33.33
5	Searching useful websites for competitive exams	2	1.67	33	27.50	49	40.83	36	30.00
6	To collect information regarding class notes	5	4.17	29	24.17	58	48.33	28	23.33
7	Searching useful websites for career development	10	8.33	30	25.00	52	43.33	28	23.33
8	To facilitate improved systems of communication	10	8.33	20	16.67	59	49.17	31	25.83
9	To visit or search for sites related to Technology/ Agriculture	7	5.83	29	24.17	55	45.83	29	24.17
10	To send an application for a job	52	43.33	37	30.83	14	11.67	17	14.17

Table.2 Distribution of undergraduate students based on their internet utilization (Academic purpose)-Overall

Sl.no.	Category	Frequency (f)	Percentage (%)
1.	Low (Mean – S.D.)	15	12.50
2.	Medium (Mean ± S.D.)	84	70.00
3.	High (Mean + S.D.)	21	17.50
	Total	120	100

Table.3 Correlation coefficient on the effect of internet utilization among undergraduate students with the independent variables

Sl.no.	Characters	Correlation co-efficient ‘r’
1.	Age	-0.095(NS)
2.	Computer knowledge	0.269**
3.	Family size	-0.081(NS)
4.	Type of family	-0.030(NS)
5.	Family background	0.20(NS)
6.	Level of aspiration	0.135(NS)
7.	Family income	0.173*
8.	Father’s education	0.213**
9.	Mother’s education	0.110(NS)
10.	Father’s computer literacy/education	0.004(NS)
11.	Mother’s computer literacy/education	0.052(NS)
12.	Accessibility to computer/internet	0.054(NS)

*Significant at 0.05 level of probability NS: Non-Significant**Significant at 0.01 level of probability

Table.4 Regression coefficient on the effect of internet utilization among undergraduate students with the independent variables

Sl. no	Independent variables	Beta (b)	Regression coefficient (b ₁)	Standard error (S.E.)	t-value of b
1	Age	-0.96	-1.058	0.980	-1.080
2	Computer knowledge	0.312	10.290	3.001	3.428**
3	Family size	-0.77	-2.233	2.745	-0.813
4	Type of family	-0.017	-0.763	4.134	-0.185
5	Family background	-0.027	-0.970	3.365	-0.288
6	Level of aspiration	0.114	1.579	1.290	1.224
7	Family income	0.164	4.263	2.589	2.427**
8	Father’s education	0.176	1.920	1.214	1.581
9	Mother’s education	0.011	0.113	1.159	0.097
10	Father’s computer literacy/education	-0.078	-1.134	1.615	-0.702
11	Mother’s computer literacy/education	-0.009	-0.151	1.804	-0.084
12	Accessibility to computer/internet	0.111	1.420	1.150	1.235

*Significant at 0.05 level of probability R²=0.187

**Significant at 0.01 level of probability F=2.048

The findings from the regression analysis to assess the contribution of all the twelve selected independent variables with the dependent variable, *i.e.*, the effect of internet utilization among undergraduate students was presented in table 4. In the determination of the regression coefficient, it was found that out of all the twelve independent variables fitted only two variables. *i.e.*, computer knowledge and family income were contributed significantly to the prediction on the effect of internet utilization among undergraduate students. These two variables will be termed as the good predictors on the effect of internet utilization. Computer knowledge and family income emerged as the most significant characteristics with the beta value (b) of 0.312 and 0.164 respectively. The other ten variables were not significant at 0.05 and 0.01 levels of probability to the prediction on the effect of internet utilization among undergraduate students. A resilient and healthy finding of the study was that all the twelve independent variables jointly contributed (18.70%) towards the variations in the effect of internet utilization among undergraduate students. The F-value being 2.048 was also found significant at 0.01 level of probability

It can be concluded that the majority of the undergraduate students belonged to the medium level effect of internet utilization followed by high level and low-level category. It was found out of twelve independent variables, only three variables, *i.e.*, computer knowledge, family income and father's education were positive and has a

significant relationship with the effect of internet utilization among undergraduate students. Among twelve variables, two variables, *i.e.*, computer knowledge and family income were important variables predicting the effect of internet utilization among undergraduate students.

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