



Research Article

USED OF INTERNET AMONG UNDERGRADUATE STUDENTS IN THE COLLEGE OF AGRICULTURE, CENTRAL AGRICULTURAL UNIVERSITY IMPHAL MANIPUR (INDIA)

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Abstract 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. 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.

Keywords: Accessibility to Internet, Computer Knowledge, Level of aspiration and Technology.

Introduction

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. The ever increasing number of people accessing the Internet, coupled with the recent explosion of information resources on the Internet, may have considerable implications for teaching, learning, and research. Teachers and students depend more and more on the

Internet for their various educational purposes. The present survey is, therefore, an attempt to assess the effectiveness of the Internet as an educational tool, and what role it plays in the educational system with particular reference to the Agricultural College in the state of Manipur. The 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. With the spectacular scope of the Internet, the students and faculties of the College of Agriculture, Central Agricultural University(CAU) have been providing internet facility from 2002 onwards to perform the triple function of teaching, research and extension education in an effective manner. This facility for connecting students and faculties with each corner of the world reduces the time lag to a considerable extent. It helps academicians, research workers, and students to get quick solution of their questions and queries. This facility makes it possible to keep alive contact among the scientists, academicians, research scholars, and students of the University globally. In view of above facts and notions, the present study was carried out with the specific objectives viz. to Access Internet Utilization among Undergraduate Students in College of Agriculture, Central Agricultural University

Imphal Manipur (India).

Materials and Methods

The study was conducted in the College of Agriculture, Central Agricultural University, Imphal, and Manipur using an ex-ante-facto-research design. 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

Table 1: Socio-Personal Profile of the Undergraduate students (N=120)

Age			
S.no.	Category	Frequency (f)	Percentage (%)
	Between 17-19 years	24	20.00
	Between 20-22 years	80	66.67
	Between 23-25 years	16	13.33
	Total	120	100
Education (Computer Knowledge)			
S.no	Category	Frequency (f)	Percentage (%)
	No knowledge	8	6.67
	Typing and handling	94	78.33
	Certificate course	15	12.50
	Diploma course	3	2.50
	Total	120	100
Family size			
S.no	Category	Frequency (f)	Percentage (%)
	Small (1-4members)	46	38.33
	Medium (5-8members)	65	54.17
	Large (9 and above)	9	7.50
	Total	120	100
Type of family			
S.no	Category	Frequency (f)	Percentage (%)
	Nuclear	97	80.83
	Joint	23	19.17
Family Background			
S.no	Category	Frequency (f)	Percentage (%)
	Rural	71	59.17
	Urban	49	40.83
	Total	120	100
Level of Aspiration			
S.no.	Category	Frequency (f)	Percentage (%)
	Low	17	14.16
	Medium	71	59.17
	High	32	26.67
	Total	120	100
Family Income			
S.no.	Category	Frequency (f)	Percentage (%)
	Low (below Rs.50,000)	20	16.67
	Medium (betweenRs.50,000-Rs.1,00,000)	64	53.33
	High (above Rs.1,00,000)	36	30.00
	Total	120	100

Father's Education			
S.no	Category	Frequency (f)	Percentage (%)
	Illiterate	8	6.67
	Can read and write	8	6.67
	Primary school	12	10.00
	Middle school	9	7.50
	High school	23	19.16
	Graduate	60	50.00
	Total	120	100
Mother's Education			
S.no	Category	Frequency (f)	Percentage (%)
	Illiterate	12	10.00
	Can read and write	12	10.00
	Primary school	11	9.17
	Middle school	15	12.50
	High school	33	27.50
	Graduate	37	30.83
	Total	120	100
Father's Computer literacy/education			
S.no	Category	Frequency (f)	Percentage (%)
	No Knowledge	48	40.00
	Typing and handling	54	45.00
	Certificate course	6	5.00
	Diploma course	2	1.67
	Degree course	7	5.83
	Post Graduate course	3	2.50
	Total	120	100
Mother's Computer literacy/education			
S.no	Category	Frequency (f)	Percentage (%)
	No Knowledge	68	56.67
	Typing and handling	38	31.67
	Certificate course	5	4.16
	Diploma course	4	3.33
	Degree course	2	1.67
	Post Graduate course	3	2.50
	Total	120	100
Accessibility to Computer/Internet			
S.no	Category	Frequency (f)	Percentage (%)
	Private cyber cafe	2	1.67
	Home	31	25.83
	Library/department computer	12	10.00
	Friend's computer	2	1.67
	Mobile GPRS	73	60.83
	Total	120	100

It is revealed from the table-1 Majority (66.67%) of the undergraduate students belonged to the age group between 20-22 years followed by age group between 17-19 years (20.00%) and age group between 23-25 years (13.33%). Maniar *et al.* (2011) also reported similar findings. Majority (78.33%) of the undergraduate students knew how to type, operate and handle computers without any individual courses followed by certificate course (12.50%), no knowledge (6.67%) and diploma course (2.50%). Majority (54.17%) of the undergraduate students had medium family size followed by small (38.33%) and large (7.50%). It was found that (80.83%) of the undergraduate students belonged to the nuclear family and the other (19.17%) of the undergraduate students belonged to a joint family. Pandey and Mehta (2002) also reported similar findings.

Majority (59.17%) of the undergraduate students have belonged to the rural background and (40.83%) of them belonged to the urban background. Sharma and Hasan (2012) also reported similar findings. Majority (59.17%) of the undergraduate students had a medium level of aspiration followed by high (26.67%) and low (14.16%) level of aspiration. It was observed that (53.33%) of the undergraduate students belonged to medium income group followed by the high (30.00%) income group and low (16.67%) income group. Majority

(60.00%) of the undergraduate students' fathers were graduate, followed by those educated up to high school (19.16%), primary school (10.00%), and middle school (7.50%), can read and write along with illiterate constituted (6.67%). Majority (30.83%) of the undergraduate students' mothers were graduate, followed by those educated up to high school(27.50%), middle school (12.50%), can read and write along with illiterate constituted (10.00%) and primary school(9.17%). Majority (45.00%) of the undergraduate students' fathers knew typing and handling followed by no knowledge about computers (40.00%), degree course (5.83%), certificate course (5.00%), postgraduate course (2.50%) and only (1.67%) of them were diploma course.

It was revealed that (56.67%) of the undergraduate students' mothers had no knowledge about computers, followed by typing and handling (31.67%), certificate course (4.16%), diploma course (3.33%), postgraduate course (2.50%) and only (1.67%) of them were degree course. Majority (60.83%) of the undergraduate students had accessed their mobile GPRS, followed by those who accessed at their home (25.83%) followed by Library/ department computer (10.00%) and private cyber cafe and friend's computer both have accessed the same (1.67%).

Table -2- Used of Internet among undergraduate students

S. no.	Category	Frequency (f)	Percentage (%)
1.	Low	4	3.34
2.	Medium	97	80.83
3.	High	19	15.83
	Total	120	100

Mean=131.43 SD=24.37

It is revealed from the results presented in table-2 that the majority (80.83%) of the undergraduate students belonged to the medium effect of internet utilization, (15.83%) high effect of internet utilization and (3.34%) belonged to low effect of internet utilization. The possible reason will be as the undergraduate students are mostly young and curious to know many new things which are happening around the global world and it would be only

possible with the effective utilization of the internet. Academically they can do their works and assignments just with a single click on the internet. Even though the majority of the students are from rural areas with the rapid globalization and much more usage of the internet at little costs which have allowed all of them to enjoy the benefits of the internet to a wider extent.

Table 2: Correlation coefficient on the use of internet among undergraduate students with the independent variables

S. no.	Independent variables	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

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-2, 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 3: Regression coefficient on the use of internet among undergraduate students with the independent variables

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

*Significant at 0.05 level of probability **Significant at 0.01 level of probability

R²=0.387 F=2.048

The finding 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-3. 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 (38.70%) 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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