

Impact of Users Utilization of Internet at Agricultural College and Research Institute Affiliated to Tamil Nadu Agricultural University, Coimbatore

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Abstract— In recent years, information available on the Internet has been regarded as easily accessible and useful material that can be useful for their coursework. As a result, it is preferable to investigate whether the time spent by students on the online platform is effectively utilized. In this context, this manuscript has been intended to attempt to assess the effective utilization of the internet by the faculty and students of affiliated colleges of TNAU coupled with the impact on academic development. The first-hand information and the data were collected from the users through a well-structured questionnaire that was prepared for the study.

Index Terms: Internet, Information Technology, ICT and Primary data.

I. INTRODUCTION

The use of the Internet, particularly the World Wide Web (WWW), is a relatively new development in the history of technology in education. Due to the rapid development of information and communications technology (ICT) in all sectors, the impact of using this medium is very large. The internet is commonly referred to as Information Superhighway. Aside from the library, the internet is a valuable resource for learning and research. Students can use the internet to broaden their academic experience, gain knowledge on important information, and communicate with others in the academic community.

As a result, the use of the internet allows students to obtain the desired information easily and quickly. It continues to operate around the clock and connects every corner of the globe. This is based on (Ayubet al., 2014) academic performance or achievements, as well as the findings of the study, to determine how far a student, teacher, or institution has progressed

toward their educational objectives. This demonstrates the Internet's impact on academics and how Internet resources and services, assisted students in improving their learning, searching for information to complete their tasks, and other activities. Since the internet revolution, there has been a shift in the literature that focuses more on the impact of online activities, internet use, educational online platforms, digital devices, blog and wiki use, and so on. However, an organized study must be conducted to investigate the time spent on internet sources as well as its effectiveness in academic and co-curricular activities. Based on the above requirement, the present study was framed to identify the impact of effective utilization of the internet by both the teacher and the students in the Agriculture sector.

II. POPULATION AND SAMPLE

The total population of the students studying in the Agriculture College and Research Institute, Madurai during the academic year 2018-19 was around 650. The simple random sampling methodology was followed for selecting the sample of the respondents. A total of 202 students were selected at random, of whom 49.5% were boys and 50.5% were girls. The data were collected from December 2019 to March 2020. The Proyecto Internet Catalua (UOC, 2003) and the Digital Literacy in Higher Education Project (DLINHE, 2011) were used to create the A questionnaire, which was then tailored to the needs of this study. We created a variable to represent Internet use for academic purposes and another for Internet use for entertainment, so students were classified based on whether they used technology for coursework or entertainment. The study was

conducted during the pre- covid period wherein the regular physical classes were conducted during the academic year 2019-20.

III. RESEARCH OBJECTIVES

As agriculture could not be learned fully online and a judicious combination of both online and offline methods would be effective for academic purposes.

The purpose of this study was to identify:

- 1 The time spent on the Internet among students.
- 2 The differences in the time spent on the internet among students for acquiring knowledge in different fields of study.

IV. RESEARCH METHODOLOGY

This study was conducted at Agricultural College and Research Institute, Madurai Community Science College and Research Institute, Madurai (The constituent colleges of Tamil Nadu Agricultural University). Population study comprised of two types viz., AC&RI and CSC&RI. The questionnaires were distributed to the students during the regular and academic periods of the data were collected and compiled.

The experiment was carried out with 650 undergraduate students of the Agricultural College and Research Institute, Madurai and Community Science College and Research Institute, Madurai. In this study, the random sampling technique was used. The sample size was 202 respondents from the research population. The data was obtained using a questionnaire developed. For the study, these data were analyzed using the AISBS (Academic Information Seeking Behavior Scale). Frequency and percentage orders were used to analyze the data. Pearson's Correlation was also used to test the study's hypothesis.

V.RESULTS

1. Profile of the respondents

The respondents were categorized based on five important criteria as Gender, Marital Status, Age, Residing Sector and the State to which they belong. According to this, the data was collected and the results are depicted in Table 1.

Table 1. Profile of the respondents

N=202

S.No.	Category	Class	No. of Respondents	Percentage %
1	Gender	Female	102	50.5
		Male	100	49.5
2	Marital Status	Married	96	47.5
		Single	106	52.5
3	Age	below 21	104	51.5
		22 - 30	15	7.4
		31 - 40	2	1.0
		Above 40	81	40.1
4	Residing Sector	Rural	112	55.4
		Urban	90	44.6
5	State	Tamil Nadu	188	93.1
		Others	14	6.9

The majority (50.5% n=102) of the internet users were male students followed by female students (49.5% n=100). The usage of the internet has been found high among unmarried students (52.5% n=106) compared to married (47.5%, n=96). Age also plays a vital role in internet usage wherein the students of the age group less than 21 were found to use the internet maximum (51.5%, n=104) followed by the age group above 40 (40.1%, n=81). The other age groups use the internet very limitedly (7.4%, n=15) and (1.0%, n=2). Similarly, students from urban settlements use the internet more than students from rural backgrounds. As most of the students belong to Tamil Nadu the statement result has been generalized that the students of Tamil Nadu use the internet more than other state students.

Table 2. Category and Course wise Characteristics of the population

S.No.	Category	Class	No. of Respondents	Percentage %
1.	Category	Teaching Staff	91	45
		Student	79	39.1
		Scholar	31	15.4
		Non-Teaching Staff	1	0.5
2.	Course wise	Ph.D (Agri.)	84	41.6
		B.Sc. (Agri.)	46	22.7
		M.Sc. (Agri.)	34	16.8
		Ph.D (H.Sc.)	25	12.4
		M.Sc.(H.Sc.)	5	2.5
		B.Sc. (H.Sc.)	5	2.5
		Staff / Scientists	3	1.5

Based on the category wise characterization, 91 respondents (45%) belong to teaching staff, 79 respondents (39.1%) belong to students, 31 respondents (15.4%) belong to research scholars, one respondent (0.5%) belong to Non-teaching staff. In the same way, the course wise distribution of the respondents reveals that 84 respondents (41.6%) belong to Ph.D. (Agri.) students, 46 respondents (22.7%) belong to B.Sc. (Agri.), 34 respondents (16.8%) belong to M.Sc. (Agri.), 25 respondents

(12.4%) belong to Ph.D. (H.Sc.), 5 respondents (2.5%) belong to same B.Sc. (H.Sc.) & M.Sc. (H.Sc.) Students, 3 respondents (1.5%) belong to Staff / Scientists who pursue their degree in-service (Table.2)

Table 3. Time spent in the academic library

N=202

S.No.	Category	Class	No. of Respondents	Percentage %
1.	Duration of usage	Twice in a week	75	37.1
		Weekly	49	24.3
		Daily	46	22.8
		Monthly	32	15.8
2.	Hours of usage	One hour	136	67.3
		Two hours	46	22.8
		Four hours	18	8.9
		More than four hours	2	1.0
3.	Place of Access	College library	162	80.2
		Department lab	21	10.4
		Internet café	18	8.9
		House	1	0.5

The students visit the library daily, weekly, weekly thrice, monthly for information gathering. Of the respondents, 37.1 % use it thrice a week followed by 24.3 % use it once a week. Students using the library daily comprise 22.8 % while monthly users belong to the least group 15.8 %.

The majority of the respondents, i.e.67.3 % spend only one hour followed by 22.8 % spending less than two hours. Respondents using the internet between four hours are found to be very minimum. This indicates that students considerably more time browsing compared with science and agricultural students. The majority of the students visit the library for internet usage following by accessing the internet from the department lab.

Table 4. Relation of internet usage

N=202

S.No.	Category	Class	No. of Respondents	Percentage %
1.	Purpose	Update knowledge	125	61.9
		Read Newspaper/Magazine	42	20.8
		Searching online data base	24	11.9
		Mail checkup	11	5.4
2.	Experience as teaching professionals	Above 15 years	44	48.4
		11 - 15 years	28	30.7
		6 - 10 years	13	14.3
		1 - 5 years	6	6.6
3.	Availability of Library membership card	Yes	192	95.0
		No	10	5.0

The data on the purpose of visit to the library indicated that among the 202 respondents 125 respondents (61.9%) visited to update their knowledge, 42 respondents (20.8%) to read newspapers / Magazine, 24 respondents (11.9%) for searching the online database, 11 respondents (5.4%)

to check email. The preference for using the internet about the experience of the teaching faculty has indicated that among the faculty, 44 respondents (48.4%) were of below 15 years of experience, 28 respondents (30.7%) were above 15 years of experience, 13 respondents (14.3%) were of 10 years of experience and 6 respondents (6.6%) were of 5 years of experience. visited to study and prepare for their academic development. The information on the library membership card of the respondents revealed that the respondents belong to two groups namely, cardholder and non-card holder. Among the 202 respondents, 95.0% of the respondents have a membership card and 5% does not have a membership card (Table.4)

Table 5. The time spent using the internet

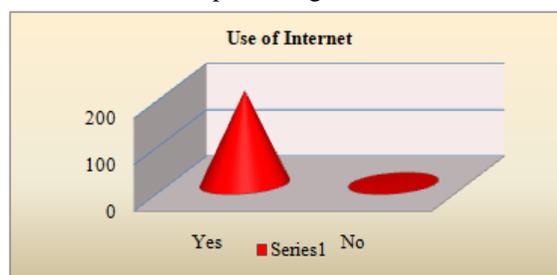


Table.5 shows that 98.5% of Students and faculty are using the internet in the College compared to other sources. Therefore it can be inferred that the majority of the students use the internet for acquiring knowledge for academic and co curricula activities.

VI. DISCUSSION

Students in higher education commonly use the internet to find essential information and materials to complete their assignments or projects. Apart from that, most university and college libraries subscribe to online journal databases, online books and other intellectual resources for use by students.

The study clearly shows that the internet plays an important influence in students' intellectual development. However, the amount of time spent online should be spent wisely. Similar findings were confirmed by Chan and Fang (2007), Hawi (2012) and Toprackci (2007) showed that students used the internet both for academic and non-academic purposes. According to the results of this survey, students spent an average of one hour every day on the internet. In comparison to students in agriculture, students in the fields of information and

communication spend more time on the internet. However, previous studies have shown students spend much less time on the internet. According to the findings of Aslanidou and Menexes (2008), Tadsad et al., (2003), and Shen and Shakir (2009), students' use of the internet is primarily for non-academic objectives. Other studies by Omotayo (2006), Ritter and Lemke (2000), and Sam et al. (2005), on the other hand, found that students' primary use of the internet was related to their studies. The necessity to use the internet for academic purposes is critical, given the findings of Cheung and Huang (2005), who found a correlation between university internet use and improved academic achievement. Tella (2007), Comunale et al., (2001), Kuh and Hu (2001), Asdaque et al., (2010), and Ogedebe (2012) have all discovered evidence that using the internet, particularly for academic research, has a major impact on higher academic performance.

VII. CONCLUSION

Since computer technology advances at a rapid pace and users' behaviors change in response, internet usage research must be continuous. In recent years, a plethora of Internet applications for various purposes have been developed. Applications created for non-academic objectives are more likely to encourage sociability and entertainment. Students in higher education in many disciplines of study should be aware of this so that the time spent on the internet can be used wisely and effectively. According to this study, there is a difference in how much time a student spends on the internet and how much time they spend using the internet for academic purposes depending on their subject of study.

As a result, whether university students use the internet for academic purposes or not is a source of concern. Students should devote a significant percentage of their internet surfing time to finding resources related to their college work. Aside from that, students should use the internet to connect with their professors and friends. The use of the internet for academic purposes was moderate in the current study; nevertheless, whereas agriculture students used the internet for academic purposes significantly, students from other professions such as communication, library, and information sector utilized it significantly more.

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