

Original Research Article

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## Socio-Psychological and Educational Constraints Constraints Faced by Agricultural Research Scholars while using internet of Agriculture Science in MPUAT, Udaipur (Rajasthan), India

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### ABSTRACT

#### Keywords

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The present study was purposively being conducted in Rajasthan College of Agriculture, Udaipur due to the reason that this College is the oldest Agricultural College in Rajasthan state and enjoys more and adequate facilities of internet surfing for agricultural students, especially for research scholars at central library as well as in their respective departments and Hostels as compared to other Agricultural Colleges in Rajasthan. Considering the importance of the internet utilization the present investigation “Attitude and Utilization Pattern of Internet among the Research Scholars of Agriculture Science in MPUAT, Udaipur Rajasthan”

### Introduction

The 21<sup>st</sup> century is witnessing a communication revolution with information processing and retrieving which are being reliably done at incredible speeds. The most striking invention in the field of education is the integration of Information and Communication Technology (ICT) in education. One of the most significant developments in this technology is the growth of the “Internet”. The word Internet is derived from the words “global” and “network”. The internet can be defined as network of networks and is the world’s largest and most widely used network. According to Oxford dictionary “Internet is an international

computer network connecting other networks and computers from companies, universities, NGOs etc.” The internet is a useful tool for all in a technologically sophisticated world (Rehman *et al.*, 2010).

The Internet has reshaped the way we communicate, work, play and how we understand the world around us. With the rise of the Internet as a digital highway for messages and images, people now have a fast, convenient and reliable means to transmit and receive information. Internet use is spreading rapidly into daily life and has an impact in many areas including the higher education

system. Internet heralded the development and implementation of new and innovative teaching strategies in higher education institutions. Educators who advocate technology integration in learning process believe that it will improve learning and prepare students to effectively participate in the 21<sup>st</sup> century workplace. It is now widely used as a research tool for news, education, entertainment and informal web-based education.

## **Materials and Methods**

This study was purposively conducted in Rajasthan College of Agriculture, Udaipur due to the reason that this College is the oldest Agricultural College in Rajasthan state and enjoys more and adequate facilities of internet surfing for agricultural students, especially for research scholars at central library as well as in their respective departments and Hostels as compared to other Agricultural Colleges in Rajasthan. From the RCA, Udaipur, a list of all the PG and Ph.D. research scholars was prepared from the student section of the college. There was 150 PG and 110 Ph. D research scholars, i.e. a total of 260 research scholars registered in second semester during the session 2011-12. Since the whole population was not too big, hence, the whole population as such of 260 research scholars (150 PG and 110 Ph. D research scholars) was treated as the respondents for the purpose of the study. The total size of the sample taken was 117 respondents (90 male and 27 female).

## **Results and Discussion**

### **Socio-psychological constraints faced by agricultural research scholars while using internet**

The data presented in table 1 indicated that among the different socio-psychological

constraints the “Lack of free time to use internet” was perceived as the most severe constraint at top priority by the female agricultural research scholars (MS 2.15) and was ranked first as it was perceived up to high extent by 40.74 per cent and to medium extent by 33.33 per cent of female agricultural research scholars, whereas it was perceived second most important constraint by male agricultural research scholars (MS 2.03).

The problem of “Due to internet, there is decrease in live time discussion with friends” was perceived as the most severe constraint by male agricultural research scholars (MS 2.10) and was accorded first rank as it was perceived up to high extent by 33.33 per cent and to medium extent by 43.33 per cent of male agricultural research scholars whereas it was perceived as the second most important constraint by female agricultural research scholars (MS 1.96). The “Inappropriate websites in internet is against the culture” was perceived as the third most severe constraint by female agricultural research scholars (MS 1.96) and male agricultural research scholars (MS 1.94 and was accorded third rank.

The “internet use disturbs the social interaction with others” were perceived as the fourth severe constraint by both male (MS 1.83) and female (MS 1.78) agricultural research scholars and were ranked at fourth position.

The constraint “Due to family responsibilities much time cannot be devoted for internet surfing” was as the fifth severe constraint by male agricultural research scholars (MS 1.82), whereas it was perceived as the sixth most severe constraint by the female agricultural research scholar (MS 1.67). The constraint of “lack of interest in using internet” was perceived as the sixth most important by male agricultural research scholars (MS 1.7) and fifth most important constraint by female

agricultural research scholars (MS 1.67), The “Unfavourable attitude of seniors” was perceived as the seventh most important constraint by both the male agricultural research scholars (MS 1.79) and female agricultural research scholars (MS 1.48), whereas the problem of “accessing, surfing and browsing the internet confuse me” was ranked as eighth most important constraint by male agricultural research scholars (MS 1.78), whereas it was ranked the tenth and the least important constraint by female agricultural research scholars (MS 1.30). The constraint “Unfavourable attitude of family members” was perceived as the ninth most perceived constraint by male agricultural research scholars (MS 1.70) and eighth most perceived constraint by female agricultural research scholars (MS 1.41), whereas the problem “Internet force people to become alone” was perceived as the least perceived constraint by

the male agricultural research scholars (MS 1.53) and ninth constraint by female agricultural research scholars (MS 1.33).

The value of rank order correlation ( $r_s$ ) was found to be 0.26 for which the calculated value of ‘t’ (0.76) was higher than its tabulated value at 5 per cent level of significance. Hence the null hypothesis ( $H_{04.5}$ ) was rejected and alternate hypothesis was accepted. This leads to the conclusion that there is a significant correlation between the male and female agricultural research scholars with regard to their socio-psychological constraints faced them while using internet.

The reason behind the findings might be due that the closing time of library and department are same with end of classes and the research scholars might have enough time to access library and internet the college hours.

**Table.1** Socio psychological constraints faced by agricultural Research scholars while using internet

n=117

S.No.	Socio-psychological constraints	Male agricultural research scholars (n=90)					Female agricultural research scholars (n=27)				
		Up to high extent	Up to medium extent	Up to low extent	MS	Rank	Up to high extent	Up to medium extent	Up to low extent	MS	Rank
1	Lack of free time to use internet	28 (31.11)	37 (41.11)	25 (27.78)	2.03	II	11 (40.74)	9 (33.33)	7 (25.92)	2.15	I
2	Lack of internet in using internet	23 (25.55)	25 (27.78)	42 (46.67)	1.79	VI	7 (25.92)	12 (44.44)	8 (29.63)	1.96	II
3	Unfavorable attitude of senior	22 (24.44)	27 (30.00)	41 (45.56)	1.79	VII	0 (0.00)	9 (33.33)	18 (66.67)	1.33	IX
4	Accessing, surfing and browsing confuse me	14 (15.56)	42 (46.67)	34 (37.78)	1.78	VIII	7 (25.92)	12 (44.44)	8 (29.63)	1.96	III
5	Due to internet, there is a decrease in live time discussion	30 (33.33)	39 (43.33)	21 (23.33)	2.10	I	3 (11.11)	12 (44.44)	12 (44.44)	1.67	V
6	Internet use disturb the social interaction	21 (23.33)	33 (36.67)	36 (40.00)	1.83	IV	3 (11.11)	15 (55.56)	9 (33.33)	1.78	IV
7	Inappropriate website is against culture	26 (28.89)	33 (36.67)	31 (34.44)	1.94	III	8 (29.63)	5 (18.52)	14 (51.82)	1.30	X
8	Internet force people to be alone	23 (25.56)	26 (28.89)	41 (45.56)	1.53	X	5 (18.52)	3 (11.11)	19 (70.37)	1.48	VII
9	Due to family responsibility much time cannot be devoted to internet	21 (23.33)	32 (35.56)	37 (41.11)	1.82	V	5 (18.52)	8 (29.63)	14 (51.82)	1.67	VI
10	Unfavorable attitude of family members	14 (15.55)	35 (38.89)	41 (45.56)	1.70	IX	4 (14.81)	3 (11.11)	20 (74.07)	1.41	VIII
	Overall				1.83					1.67	

Rank correlation coefficient ( $r_s$ ) = 0.26 t= 0.76 (Non-significant at 0.05 level of probability)

Tabulated value of t at 0.05 level of probability with 8 degrees of freedom =2.31

**Table.2** Educational constraints faced by agricultural research scholars while using internet

n=117

S.No.	Educational constraint	Male agricultural research scholars (n=90)					Female agricultural research scholars (n=27)				
		Up to high extent	Up to medium extent	Up to low extent	MS	Rank	Up to high extent	Up to medium extent	Up to low extent	MS	Rank
1	Due to internet use there is a decrease in actual study	26 (28.89)	44 (48.89)	20 (22.22)	2.07	III	11 (40.74)	7 (25.92)	9 (33.33)	2.07	II
2	Due to internet use there is a decrease in frequency of reading printed material	32 (35.56)	39 (43.33)	19 (21.11)	2.14	I	9 (33.33)	7 (25.92)	11 (40.74)	1.93	III
3	Due to internet use there is a decrease in frequency of visit to library	29 (32.22)	43 (47.78)	18 (20.00)	2.12	II	10 (37.04)	12 (44.44)	5 (18.52)	2.18	I
4	Due to internet there is a decrease in physical exercise	33 (36.67)	30 (33.33)	27 (30.00)	2.07	IV	7 (25.92)	11 (40.74)	9 (33.33)	1.92	IV
	Overall				2.10					2.02	

Rank correlation coefficient ( $r_s$ ) = 0.4  $t = 0.62$  (Non-significant at 0.05 level of probability)

Tabulated value of  $t$  at 0.05 level of probability with 2 degrees of freedom = 4.30

### Educational constraints faced by agricultural research scholars while using internet

The data presented in table 2 indicated that among the different educational constraints the problem “Due to internet there is a decrease in frequency of reading printed materials” was perceived as the most severe constraint at top priority by the male agricultural research scholars (MS 2.14), as it was perceived up to high extent by 35.56 per cent and to medium extent by 43.33 per cent of male agricultural research scholars, whereas “Due to internet there is a decrease in frequency of visit to library” was perceived as the most severe and top educational constraint by female agricultural research scholars (MS 2.18) and was ranked first position as it was perceived up to high extent by 37.04 per cent and to medium extent by 44.44 per cent of female agricultural research scholars. In case of female agricultural research scholars the constraint “Due to internet there is a decrease in actual study” (MS 2.07) was ranked second position followed by the constraint “Due to internet there is a decrease in frequency of reading printed materials” (MS 1.93) and

“Due to internet there is a decrease in physical exercise” (MS 2.07) were ranked third and fourth position respectively, where in case of male agricultural research scholars the constraint “Due to internet there is a decrease in frequency of visit to library” (MS 2.12) was ranked second constraint followed by the constraint “Due to internet there is a decrease in actual study” (MS 2.07) and “Due to internet there is a decrease in physical exercise” (MS 2.07) were ranked at third and fourth position respectively.

The value of rank order correlation ( $r_s$ ) was found to be 0.40 for which the calculated value of ‘ $t$ ’ (0.62) was less than its tabulated value at 5 per cent level of significance. Hence the null hypothesis ( $H_{04.6}$ ) was accepted and alternate hypothesis was rejected. This leads to the conclusion that there is no significant correlation between the male and female agricultural research scholars with regard to their educational constraints faced them while using internet.

In conclusion, Majority of the male and female agricultural research scholars perceived the constraints about “high cost of

maintenance of computer, WIFI etc”, “Inadequate availability of computer and internet facilities”, and “lack of adequate knowledge about the hardware, software and internet explorer”. In case of male agricultural research scholars the “Slow speed for internet access”, “Due to internet there is a decrease in frequency of reading printed materials” and “Due to internet, there is decrease in live time discussion with friends” were also perceived as the most severe constraint, whereas in female agricultural research scholars the problem like “Computer is frequently infected with viruses”, “Lack of free time to use internet” and “Due to internet there is a decrease in frequency of visit to library” were perceived also as most severe constraints.

The educational constraint was most perceived by the male agricultural research scholars whereas the economic constraint was most perceived by the female agricultural research scholars.

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