AWARENESS AND USE OF INTERNET BY RESEARCH SCHOLARS OF RAVENSHAW UNIVERSITY

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Abstract

Today Internet has become an Individual tool for teaching, learning and research. Use of Internet by research scholars is an important areas of study today's wired information environment. The Internet has become an important component in academic intuitions as possible to access a wide range of information, such as journal articles, papers etc, from anywhere in the world. Student use Internet for several purposes i.e. accessing information, reading books, sharing materials, chatting etc. It may be for academic or non academic purposes. The present study explored awareness and use of internet by research scholars of Ravenshaw university, Cuttack. Survey method has been employed by the investigator. 90 research scholars were colleted as sample from arts, science and commerce stream of Ravenshaw University, Cuttack by adapting stratified random sampling method. The data were collected through a self made tool (Awareness test) by the investigators. significant difference is found out in awareness of university teachers with respect to their gender, caste and schools of studies from this study. At the end, implications and suggestions for further studies is given.

Key words: Awareness, Use, Internet, Research Scholars

INTRODUCTION

Information and communication technologies used to acquire knowledge have had a significant effect on the development of human beings during the second half of the twentieth century. Today Internet has become an Individual tool for teaching, learning and research. Use of Internet by research scholars is an important areas of study today's wired information environment. The Internet has become an important component in academic intuitions as it plays pivotal role in meeting information and communication as it needs of institutions and individuals. "It makes it possible to access a wide range of information, such as journal articles, papers etc, from anywhere in the world. It also enables scholars and academic institutions to disseminate information to a wider audience around the globe through having websites and a way to search them and recognise the output. Student use Internet for several purposes i.e. accessing information, reading books, sharing materials, chatting etc. It may be for academic or non academic purposes. Fauzi and Ayub (2014) undertook a study about the "Use of Internet for academic purposes among students in Malaysian institutions of higher education. He revealed that there is a difference between the time students spend on Internet and the use of academic activity according to his field of study. Students seems to spent the longest time on browsing Internet for communication but the correlation analysis indicates that there is no correlation between the amount of time spent using the internet and the use of Internet for academic purposes. Tekinarslan(2009) investigated Turkish undergraduate students' perceptions of the Web as a learning tool and found out that male students indicated significantly higher scores on the self-efficacy subscale than the females. Young (2009) conducts a research with 752 Australian university students use of the Internet for communication, recreation, information, production, and transaction activities on the Internet. It was found that the Internet is used mainly for communication and information-seeking purposes. Production technologies, on the other hand are used less. Tekinarslan (2009) investigates Turkish university students' perceptions of the WWW as a learning tool. He points out that among the Turkish undergraduate students, research is the most common activity (86.3%) followed by e-mail (76.3%) while shopping (18.3%) is the least popular activity. The results show similarities with the findings of the study conducted in Malaysia by Sam et. al. (2005) and Luan (2005). It reveals that the teachers and the students are the most frequent users of the Internet. They use the internet mainly for educational purposes rather than for entertainment (Becker-1998). Samy and Napaporn (2004) found that the unprivileged groups those belong to remote areas are remaining aloof from the use of Internet due to lack of infrastructure, govt. policy, high cost and lack of awareness about ICT. Yang (2007) found that internet is mainly used for communication and information seeking purposes; on the other hand production and technologies are used less. Mahmud (2011) found that students had positive attitudes toward using the Internet as a learning tool because it was viewed as a fastest way to reach knowledge. Selwyn (2008) found that students' academic use is more strongly associated with the lines of gender and subject specialism rather than any other individual characteristics or differences in technology access. Internet is used for

communicative purposes such as e-mail, chat room, blogging more than reaching information for educational purposes.

The literature review shows that the uses of internet by learners are both academic and non academic purposes. In terms of Internet use for academic purposes, students in social sciences, agriculture and computer sciences scored the highest. In an analysis involving all the students in this study, the total time on the Internet was found to be weakly correlated with the time spent online specifically for academic purposes. Students seem to spend longest time on browsing internet for communication in social networking sites but less use in academic activities. So the Investigator feels necessary to study the use of internet by research scholars.

Objectives of the study

1. To study the Internet awareness of research scholars of Ravenshaw University, Cuttack with respect to Programme of Studies, Gender, Caste and Schools of Studies
2. To study the Use of Internet by Research scholar of Ravenshaw University, Cuttack.

Hypotheses

H_{01}: There exists no significant difference in Internet awareness between M.Phil and Ph.D. scholars.

H_{02}: There exists no significant difference in Internet awareness between male and female research scholars.

H_{03}: There exists no significant significant difference in Internet awareness among General, SC and ST research scholars.

H_{04}: There exists no significant difference in Internet awareness among Science, Arts and Commerce research scholars.

METHODOLOGY

The present study comes under the survey method design. In the present study the investigator used survey method to collect the quantitative data from the research scholars of Ravenshaw university, Cuttack. The target population of the study comprised of all the research scholars of Ravenshaw University of Cuttack district, Odisha. In the present study ninety research scholars were selected randomly by the Investigator as sample from arts, science and commerce stream of Ravenshaw University, Cuttack using random sampling technique. The distribution of sample is as follows

Sample:

Table-1: Sampling distribution

Sl no	categories of sample	Size
1.	Arts	30
2.	Science	30
3.	Commerce	30
Total	=	90

The investigator developed and used an awareness test to collect the quantitative data from the research scholars. It contains 30 multiple choice items.

RESULTS

Objective-1: Internet awareness of research scholars of Ravenshaw University, Cuttack with respect to Programme of Studies, Gender, Caste and schools of studies

Internet awareness between M.Phil and Ph.D. scholars

Internet awareness of research scholars of Ravenshaw University, Cuttack with respect to Programme of Studies, Gender, Caste and schools of studies are analyzed as given in the following table-2 and.

Table-2: Summary of t-value for Internet awareness between M.Phil and Ph.D scholars

Class	N (90)	Mean	S.D	df	t-value
M.Phil.	66	19.36	3.247	88	2.166*
Ph.D.	24	20.88	1.727		

***Significant at 0.05 level of significance

From the above table-2, it is observed that the t-value of 2.166 for Internet awareness of M.Phil and Ph.D Scholars is significant at 0.05 level of significance with df 88. Therefore, the null hypothesis "There is no significant difference in Internet awareness between M.phil and Ph.D. scholars" is rejected. Hence, the mean Internet awareness of Ph.D scholars (which is 20.88) is significantly higher than the mean Internet awareness of M.Phil scholars (which is 19.36).

Internet awareness between Male and Female Research Scholars

Table-3. Summary of t-value for Internet awareness between male and female research scholars:

Gender	N (90)	Mean	S.D	df	t-value
Male	59	19.53	3.334	88	1.058 (Not significant)
Female	31	20.23	2.156		

From the above table-3, it is observed that the t-value of 1.058 for Internet awareness scores of male and female research Scholars is not significant at 0.05 level of significance. Therefore, the null hypothesis "There is no significant difference in Internet awareness between male and female research scholars" is retained. Hence, the mean Internet awareness of male research scholars (which is 19.53) does not differ significantly than their counterpart female scholar (which is 20.23).

Internet awareness among General, SC and ST Research Scholars:

Table:4: Mean Internet Awareness Score of General, SC and ST students

Caste	MEAN
General	28.26
SC	27.75
ST	18.84

Table-5: Summary of ANOVA table for Internet awareness among General, Sc and St Research Scholars:

	Sum of squares	Df	Mean Square	F-value
Between group	19.314	2	9.657	1.084(Not Significant)
Within group	774.786	87	8.906	
Total	794.110	89		

From the above table-5, it is observed that the F-value of Internet awareness among General, SC and ST students is 1.084 which is not significant at 0.05 level of significance. Therefore the null hypotheses "There is no significant difference in Internet awareness among General, SC and ST research scholars" is retained. Hence, the mean Internet awareness of General research scholars (which is 28.26), SC research scholars (which is 27.75) and ST research scholars (which is 18.84) do not differ significantly.

Internet awareness among Science, Arts and Commerce Research Scholars

Table:6: Mean Internet Awareness Score of Science, Arts and Commerce students

Stream	Mean
Science	18.64
Arts	20.51
Commerce	20.27

Table-7: Summary of ANOVA table for Internet awareness among Arts Science and Commerce Students:

	Sum of squares	df	Mean Square	F-Value
Between groups	67.357	2	33.679	4.032*
Within groups	726.743	87	8.353	
Total	794.100	89		

*Significant at 0.05 level of significance

From the above table-7, it is observed that the F-value of Internet awareness among Science, Arts and Commerce, research scholars is 4.032 which is significant at 0.05 level of significance. Therefore the null hypotheses "There is no significant difference in Internet awareness among Science, Arts and Commerce research scholars" is rejected. Hence, the mean Internet awareness of Science research scholars (which is 23.8), Arts research scholars (which is 18.96) and Commerce research scholars (which are 14.5) differ significantly.

Table-8: Summary of t-value for Internet awareness between Arts and Science research scholars:

Stream	N	Mean	SD	df	t-value
Arts	35	20.51	2.934	66	2.670*
Science	33	18.64	2.859		

*Significant at 0.05 level of significance

From the above table-8, it is observed that the t-value of 2.670 for Internet awareness scores of arts and science research Scholars is significant at 0.05 level of significance with df 66. Therefore the null hypotheses "There is no significant difference in Internet awareness between male and female research scholars" is rejected. Hence the mean Internet awareness of arts research scholars (which is 20.51) is significantly higher than the mean Internet awareness of science scholars (which is 18.64).

Table-9: Summary of t-value for Internet awareness between Science and Commerce research scholars:

Stream	N	Mean	SD	df	t-value
Science	33	18.64	20859	53	2.078*
Commerce	22	20.27	2.865		

*Significant at 0.05 level of significance

From the above table-9, it is observed that the t-value of 2.078 for Internet awareness scores of science and commerce research Scholars is significant at 0.05 level of significance. Therefore the null hypotheses "There is no significant difference in Internet awareness between male and female research scholars" is rejected. Hence the mean Internet awareness of science research scholars (which is 18.64) differs significantly than the mean Internet awareness of commerce scholars (which is 20.27).

Table-10: Summary of t-value for Internet awareness between Science and Commerce research scholars:

Stream	N	Mean	SD	df	t-value
Arts	35	20.51	2.934	55	0.305 (Not significant)
Commerce	22	20.27	2.865		

From the above table-10, it is observed that the t-value of 0.305 for Internet awareness scores of arts and science research Scholars is not significant at 0.05 level of significance. Therefore the null hypotheses "There

is no significant difference in Internet awareness between male and female research scholars" is retained. Hence the mean Internet awareness of arts research scholars (which is 20.51) does not differ significantly than the mean Internet awareness of commerce research scholars (which is 20.27).

Objective-2. Use of Internet by Research scholar of Ravenshaw University, Cuttack.

Table-11. Percentage value of responses given by research scholars about the purpose of uses:

Field of Internet used	Study	Communication	Online Transaction	Entertainment
Percentage of user (%)	90%	60%	30%	40%

From the table no. 11, It is found that most of the respondents (90%) said that they use Internet for study purpose such as accessing study materials, books, reading journals, news, updating current affairs. They also use Internet for research purposes reviewing related literature, analysis of data etc. Few of the respondents (60%) use Internet for communication purpose for connecting with peer mates, research experts and supervisor for guidance and co-operation. Very few number of respondents use Internet for online transaction and entertainment i.e. (30%) and (40%) for online transaction and entertainment purposes respectively.

Table-12. Percentage value of responses given by research scholars about their comfort ability of using Internet:

Level of Measures	Fully	Partially	Least	No comments
Percentage of user (%)	30%	50%	15%	5%

From the above table It is found that few number of research scholars (30%) are fully comfortable of using Internet. Almost half of the research scholars (50%) opined that they are partially comfortable with using Internet. Very few numbers of research scholars are found to be least comfortable while using Internet and 5% are remaining neutral giving their opinion of their comfortable ability of using Internet.

Table-13. Percentage value of responses given by research scholars about their frequently use of Internet:

Number of Days	Daily	Weekly	Monthly
Percentage of user (%)	75%	22%	3%

From the above table, It is seen that maximum numbers of research scholars (75%) are daily user of Internet. Here the researcher found that most of the research scholars use daily 2-4 hour in accessing various information for study, communicating and other purposes. Few of the research scholars (22%) are using Internet weekly for 25-20 hour. They seem not regular using the Internet. Very few number scholars (3%) are found using Internet monthly 5-10 hour.

Table-14. Percentage value of responses given by research scholars using social networking sites:

Answer	Yes	No
Percentage of Respondents	85%	15%

From the above table, it is found that most of the research scholars (85%) are using social networking sites for communication purposes where rest of the scholars (15%) are not used any social networking sites.

Table-15. Percentage value of the place where pupil access Internet:

Sources of access Internet	Home	Library	Internet Cafe
Percentage of Respondents	30%	50%	20%

From the above table, it shows that 30% of the research scholars are accessing Internet at home of their own pc. About half of the research scholars (50%) are depending on library for using the Internet. Few number of the research scholars (20%) use Internet at the Internet cafe.

Table-16. Percentage value of Respondents of attending online examination test:

Answer	Yes	NO
Percentage of Respondents	30%	70%

From the above table, it shows that the most of the research scholar (70%) have not attended any online test examination on Internet where as some of the research scholars (30%) have attended the online test examinations on Internet.

Table-17. Percentage value of Respondents purposes of using e-mail:

Purpose of using e-mail	Research	Education	Entertainment	Communication
Percentage of Respondents	80%	80%	40%	60%

From the above table, it is found that large number of the research scholars (80%) is using Internet for education and research purposes. About more than half of the research scholars (60%) use Internet for communicating others. Few number of the research scholars (40%) use Internet for entertainment purposes.

Table-18. Percentage value of Respondents purposes of using blog:

Answer	Yes	No
Percentage of Respondents	30%	70%

From the above table, it is found that most of the research scholars (70%) are not aware about the use of blog. Only 30% of the research scholars are using blog for educational purposes which are few in numbers.

Table-19, Percentage value of Respondents creating bookmarks:

Answer	Yes	No
Percentage of Respondents	25%	75%

From the above table 4.18 It is found that large number of research scholars (75%) don't use any bookmark for use of the Internet. Very few number of the research scholars (25%) use bookmark for using Internet. The scholars using the Internet 1-10 page for bookmarking.

Table-20. Percentage value of responses given by research scholars in getting adequate facility in Library:

Answer	Yes	No
Percentage of Respondents	42%	58%

From the above table, it is found that most of the research scholars (58%) are not satisfied with the Internet facility provided by kanika library. Few number of research scholars (42%) are satisfied of getting adequate Internet facility provided by library.

Table-21. Percentage value of responses given by research scholars getting assistance while using Internet:

Answer	Yes	No
Percentage of Respondents	10%	90%

From the above table 4.21 It is found that large number of the research scholars (90%) denied of getting any assistance by library staff or any others while facing problem using Internet. Very few number of the research scholars (10%) are assisted by others while facing problem using Internet.

Table-22. Percentage value of responses given by research scholars use of Internet for analysis of data:

Answer	Yes	No
Percentage of Respondents	40%	60%

From the above table, It is found that most of the research scholars (60%) are not aware of using Internet for analysis of data. Only few number of the research scholars are aware about the using of Internet for analysis of data.

Table-23. Percentage value of responses given by research scholars on the difficulty face by them while using Internet:

Difficulties	Slow Speed	Finding relevant Information	Lack of training	Downloading Problem
Percentage of Respondents	85%	40%	25%	60%

From the above table, various difficulties are identified while using Internet by the research scholars. It is found that most of the research scholars (85%) are facing slow speed of Internet while accessing information. About more than half of the research scholars (60%) are facing downloading problem while using Internet. Some of the research scholars (40%) have opined of facing problems for searching the relevant and accurate information on Internet. Very few number of research scholars (25%) are facing problem of proper utilisation of Internet for the lack of training.

Table-24. Internet awareness among the Research Scholars (M.Phil and Ph.D):

Number of the Research Scholars (N)	Mean Value
90	19.76

Major findings:

The major findings of the study pertaining to the awareness of research Scholars about the Use of Internet:

As per Objective-I:

- The mean Internet awareness of Ph.D scholars (which is 20.88) is significantly higher than the mean Internet awareness of M.Phil scholars (which is 19.36).

- The mean Internet awareness of male research scholars (which is 19.53) does not differ significantly than their counterpart female scholar (which is 20.23).

- The mean Internet awareness of General research scholars (which is 28.26), SC research scholars (which is 27.75) and ST research scholars (which is 18.84) do not differ significantly.

- The mean Internet awareness of science research scholars (which is 18.64), Arts research scholar (which is 20.51) and Commerce research scholar (which is 20.27) differ significantly.

- The mean Internet awareness of arts research scholars (which is 20.51) significantly higher than the mean Internet awareness of science research scholars (which is 18.64).

- The Internet awareness of science research scholars (which is 18.96) does not differ significantly than the mean Internet awareness of commerce research scholars (which is 20.27).

- The Internet awareness of Arts research scholars (which is 20.51) is significantly higher than the mean Internet awareness of commerce research scholars (which is 20.27).

As per objective-II:

- Most of the research scholars (90%) use Internet for study purpose, few of the research scholars (60%) use Internet for communication purpose and Very few number of respondents use Internet for online transaction and entertainment purpose i.e. (30%) and (40%) respectively.

- It is found that few number of research scholars (30%) are fully comfortable of using Internet. Almost half of the research scholars (50%) are partially comfortable with using Internet. Very few numbers of research scholars are found to be least comfortable while using Internet and 5% are remaining neutral giving their opinion of their comfortable ability of using Internet.

- Maximum numbers of research scholars (75%) are daily user of Internet i.e-2-4 hour. Few of the research scholars (22%) are using Internet weekly for 25-20 hour and very few number scholars (3%) are found using Internet monthly for 5-10 hour.

- Most of the research scholars (85%) are using social networking sites for communication purposes where rest of the scholars (15%) are not used any social networking sites.

- 30% of the research scholars are accessing Internet at home of their own pc. About half of the research scholars (50%) are depending on library for using the Internet and few number of the research scholars (20%) use Internet at the Internet cafe.

- Most of the research scholar (70%) have not attended any online test examination on Internet where as some of the research scholars (30%) have attended the online test examinations on Internet.

- Most of the research scholars (70%) are not aware about using blog. Only 30% of the research scholars are using blog for educational purposes which are few in numbers.

- Most of the research scholars (58%) are not satisfied with the Internet facility provided by Kanika library where as few number of research scholars (42%) are satisfied of getting adequate Internet facility provided by library.

- Large number of the research scholars (90%) denied of getting any assistance by library staff or any others while facing problem using Internet. Very few number of the research scholars (10%) are assisted by others while facing problem using Internet.

- Most of the research scholars (60%) are not aware of using Internet for analysis of data. Only few number of the research scholars are aware about the using of Internet for analysis of data.

- Various difficulties are identified while using Internet by the research scholars. It is found that most of the research scholars (85%) are facing slow speed of Internet while accessing information. About more than half of the research scholars (60%) are facing downloading problem while using Internet. Some of the research scholars (40%) have opined of facing problems for searching the relevant and accurate information on Internet. Very few number of research scholars (25%) are facing problem of proper utilisation of Internet for the lack of training.

Implication of the study:

The findings of the present study may help to teachers, administrators, authority of Ravenshaw University, Cuttack to take necessary step to develop the Internet facility and assistance on the following way:

- It provide a progress report of research scholars of Ravenshaw University to the authority Of this University about difficulties of using Internet of research Scholars which will help to develop those facility in the University.

- Effective Teacher should provide for training to the research scholars for the best utilisation Internet to their research study.

- Library and laboratory fancily should be equipped with quality infrastructure to avoid the low speed of Internet and west of time.

- Trained library staff should be appointed for quick reparation of technical problem and to assist the Scholar in using Internet.

- Internet facility should make available for the research scholars in the department for

  quick access of information.

Suggestions for further study:

Taking into account the scope of the study, other studies may be under taken in further to bridge the research gap.

- Study can be conducted taking sample from other Universities of Odisha and the available facilities.

- Study can be conducted on the Internet facilities provide by University in department, library and laboratory.

- Study can be conducted taking sample from all scholars of Ravenshaw University.

- Study can be conducted taking sample from all teachers of Ravenshaw University.

- A comparative Study can be conducted taking sample from students of other University.

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