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Accessibility of Information and Communication Technology Services by Faculty Members of a State Agricultural University

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ABSTRACT

The research was carried out at the CCS Haryana Agricultural University, Hisar in 2021-22 to assess the availability and accessibility of information and communication technology services among faculty members. Data was collected with the help of well-structured questionnaire and analysed using Statistical Package for the Social Sciences (SPSS). 25 faculty members were selected randomly from four purposively selected college of CCSHAU, Hisar. Study concluded that all of respondents had computer/laptop, internet, e-mail, and mobile phone/ telephone facilities available at department/workplace. Majority of the respondents also had printer (97.00%), scanner (83.00%), photocopier (77.00%) and LCD projector (74.00%).

INTRODUCTION

Information and communication technology (ICT) is a comprehensive word that incorporates all computer hardware and software, as well as digital broadcast and telecommunication technologies and online and offline digital information repositories. It includes a wide range of technological tools and resources for creating, disseminating, storing, and managing data and information. On the other hand, newer digital technologies like computers and internet play an important role in educational transformation and reforms. The ability to access and utilize information sources are pre-requisite for improved targeting of extension, agricultural programmes and consulting services that promote information sharing and dissemination in the communities (Nain et al., 2015; Panda et al., 2019). Although developing countries like India achieved food self-sufficiency with the green revolution, now they are in danger of losing this self-sufficiency due to deterioration and decline of natural resources i.e. soil and water etc. which leads to stagnation in production and food shortages in the near future due to continue increasing population. Thus, in these situations' ICTs may use as a tool for redesigning agricultural education, research, and extension networks throughout the country, which may increase the adoption of new agricultural technologies. ICT play a critical role in research and extension to increase professional capacity building among professionals (Arkhi et al., 2008). ICT tools increasing evidence of the pedagogical value of these technologies and their positive influence on learning activities of students and utilization of teachers about ICT tools was high (Kumar et al., 2019 & Malik et al., 2021). Thus, government should promote and encourage investments by private and internet service providers in ICTs (Singh et al., 2021). Keeping in view the importance of ICTs, the study was conducted to assess the availability and accessibility of information and communication technology services among faculty members.

METHODOLOGY

The study was carried out at CCSHAU in 2021-2. Four colleges i.e., College of Agriculture, College of Agricultural Engineering and Technology, College of Basic Sciences and Humanities, and College of Home Science of CCS HAU were selected, purposively. Further, 25 faculty members were selected randomly from each selected college making a total of 100 faculty

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members with the help of questionnaire/goggle form. Respondents were informed also about the purpose of the study to take them into the confidence. They were assured that the information collected will be used only for research purpose and their response and privacy will not be public in any manner. The data was tabulated, analyzed and interpreted keeping in view the objectives of the study. SPSS tool was used for analysis of the collected data.

RESULTS AND DISCUSSION

The result pertaining to availability of ICTs facilities among faculty presented in Figure 1 clearly depicted that all of respondents had ICT tools available i.e., computer/laptop, internet, e-mail, and mobile phone/ telephone. While majority of the respondents also had printer (97.00%), scanner (83.00%), LCD projector (74.00%) and photocopier (77.00%). Study concluded that faculty members have ICT tools except digital camera and interactive kiosk. University administration should take care about the interactive kiosk which should be installed at departments or colleges. Study got strength from past research study of Bello et al., (2013); Oriogu et al., (2014), Samansiri & Wanigasundera (2014) & Gabadeen et al., (2015) who reported that majority of ICT facilities were available for extension personnel, teachers and students. However, results are contradiction of the findings of Adedji (2011); Jude & Dankaro (2012) who reported that ICT facilities were only for administration purpose and ICT resources were not available at college level.

Data presented in Figure 2 showed the relationship between personality traits as independent variables and available ICT services as dependent variables. It was that job commitment had positive and significant correlation with available ICT services at 5 per cent level of probability. These finding are in contrast of the findings of Malik et al., (2020). While in case of the partial regression coefficient, job commitment found significant.

The data related to accessibility of ICTs services among respondents presented in Figure 3 and cleared that all the respondents had access to computer/laptop, printer, internet, e-mail and mobile phone at department/office and ranked 1st with weighted mean score (WMS) 2.00. While, majority of the respondents also had access to digital camera (97.00%), scanner (83.00%), photocopier (76.00%) and LCD projector (74.00%) ranked 2nd, 3rd, 4th and 5th, respectively. However, internet kiosk ranked 6th with lowest WMS 1.07. The results are in contrast with the findings of

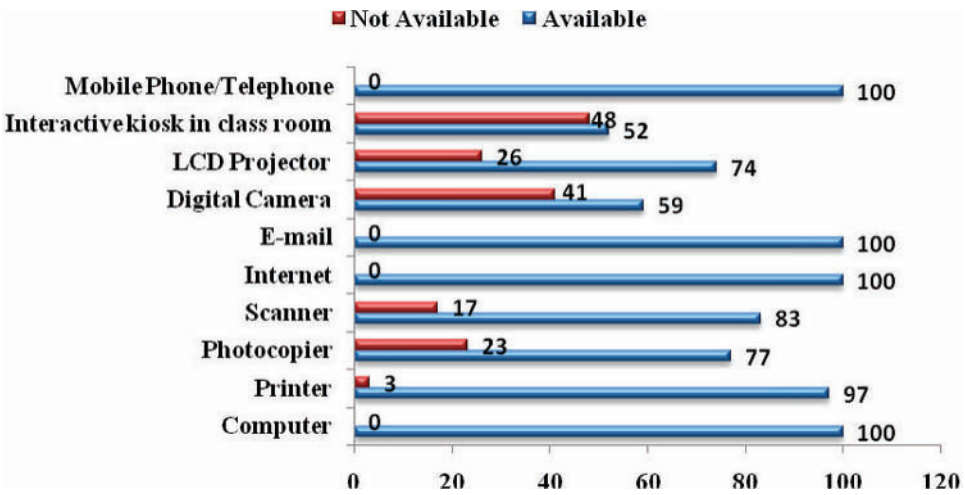

Figure 1. Availability of ICTs services among faculty

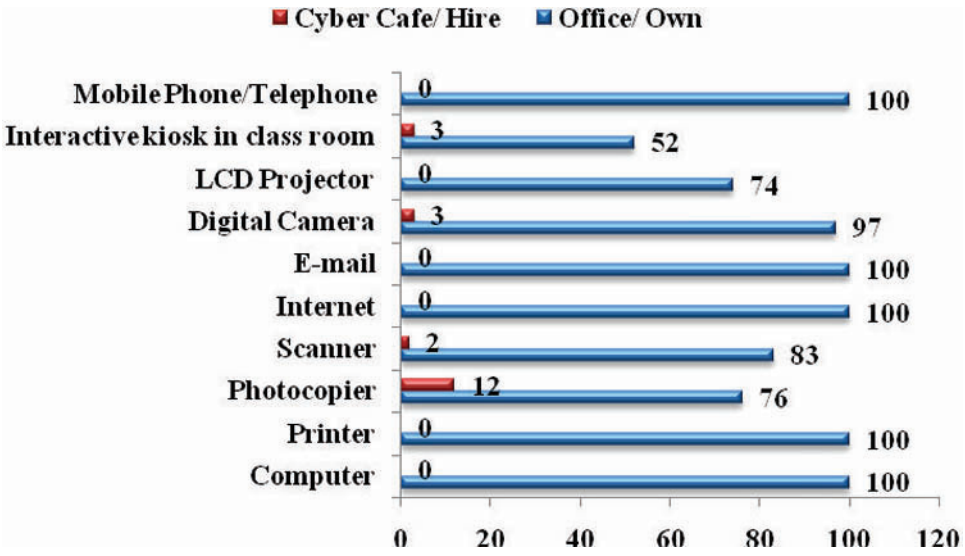

Figure 2. Accessibility of ICTs services among faculty

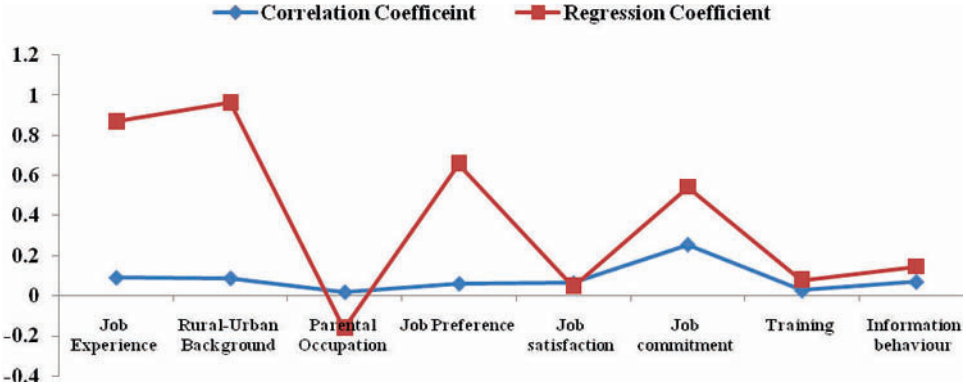

Figure 3. Relationship between available ICT services and personality traits

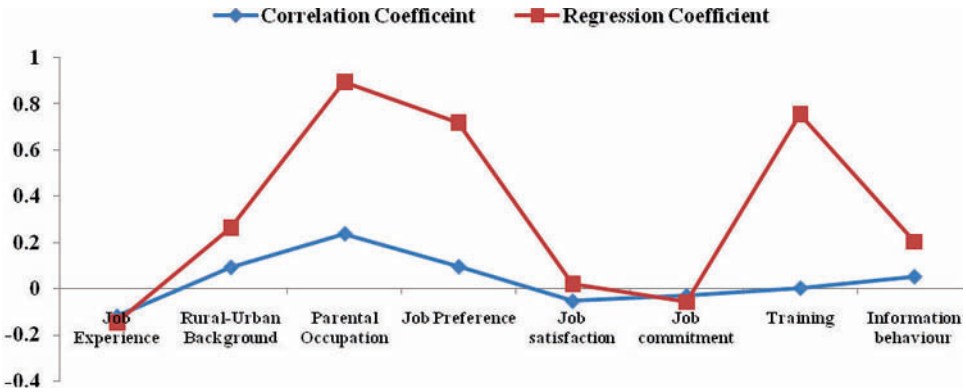

Figure 4. Relationship between accessibility of ICT services and personality traits

Nazim & Saraf (2006); Agwu & Elizabeth (2013) & Tiwari et al., (2014) who reported that modern ICT tools i.e., computer, internet and printer etc. were not accessible. University administration makes plan to increase the accessibility of ICT tools for faculty members which leads to increase the quality of teaching and research.

Figure 4 concluded that education qualification and parental occupation had significant correlation with accessibility ICT facilities at 5 per cent level of probability. These finding are in contrast of findings of Malik et al., (2020). While in case of the partial regression coefficient parental occupation and job commitment found significant.

CONCLUSION

ICTs play an important role in teaching in this modern era because it helps to make linkage between students and teachers by using of various tools. Study concluded that majority of ICT tools were available with the faculty members and accessible also. The tools which were not available and accessible may be provided with the help of well-structured and effective policy of university administration.

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