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Extent of utilization of ICT tools among veterinary professionals of Cvas, Mannuthy

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Abstract

The present study was undertaken with the main objective to assess extent of ICT tools utilization among the veterinary professionals in college of veterinary and animal sciences, Mannuthy, Kerala. An *Ex-post-facto* research design was adopted in the present investigation. College of veterinary and animal sciences, Mannuthy was selected purposively for carrying out the study. A total of 28 veterinary professionals from CVAS, Mannuthy were selected randomly and data was collected through using structured questionnaire method. The results from the study revealed that majority (79.00%) of veterinary professionals were not attended any training related to ICT and all the respondents used computer daily. Among the respondents 36 per cent of them were using whats app daily for one to two hours. In case of personal use of ICT tools, 93 per cent of them were used mobile phone for personal work and 39 per cent of respondents used whats app for both academic and communication purpose. It is concluded that the lack of usage of ICT tools for the academic purpose by the veterinary professionals. This will be the present challenge for professionals who will need to adapt their teaching methodologies and students who will have to develop new ways of learning. The future of Information and Communication Technologies in the veterinary sector is likely to have far reaching effects on the profession.

Keywords: ICT, mannuthy and veterinary professionals

Introduction

Information and Communication Technology (ICT) for Veterinary Science and Animal Husbandry refers to the application of information and communication technologies within the field of veterinary sciences. Mostly the number of changes that we see occurring in every sphere of life is the result of application of ICT (Raja and Khan, 2017) ^[5].

ICT in Veterinary Research, Development and Extension are becoming an indispensable part of our society. The ICT advances in last few years have created new opportunities and challenges for veterinary professionals like veterinary students, veterinary technicians, livestock farm managers, livestock assistants and above all livestock rearers. Use of ICT not only eases the mammoth exercise but helps in its better tabulation, analysis, interpretation and presentation. Teaching and learning of veterinary sciences is greatly enhanced by use of ICT technology. With growing animal welfare concerns more of videos, animations and simulations are being used in teaching and learning process in place of animal experimentation. The ICT provides new pedagogical models for veterinary professionals. Similarly Veterinary and Animal Science Research that is gaining importance day by day is greatly benefited through use of bioinformatics tools and statistical programs. ICT will strengthen our extension system manifold by use of various information technology (IT) tools in technology dissemination and empowering veterinarians with the desired information. Their use with right perspective will provide information services to the veterinarians timely, logistically and effectively (Raja and Khan, 2017) ^[5].

The focus of ICT in Veterinary Science and Animal Husbandry is to meet the modern advances in research and extension technologies. The integration of information and communication technology (ICT) in education, to some extent, has become one of the issues in improving the quality of educational systems. A common rationale for investing in educational ICT is the role it can play in preparing a future workforce and supporting economic development. In industrialized countries, ICT can advance an information economy and knowledge society through education and in developing countries, ICT can support education and economic development (Kozma, 2014) ^[3]. The proliferation of ICT and more especially, the spectacular uses of ICT in the 21st century, have created and are still generating more and more expectations that ICT is the engine for achieving the modern aims of higher education.

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According to Prensky (2001) [1], most teachers in educational institutions are classified as “Digital Immigrants” and they struggle to teach a population that speaks and behave differently who are known as “Digital Natives”. There is a critical need to bridge the gap between digital immigrants and digital natives for successful integration of ICT into education.

Toomey (2001) also relates ICT to those technologies that are used for accessing, gathering, storing, manipulating and presenting or communicating information. These include hardware (e.g. computers and other devices); software applications; and connectivity (e.g. access to the internet, local networking infrastructure and video conferencing) that can be used for educational purposes.

It is therefore envisaged that ICT in education has the potential of bringing about some changes in the manner of instructional delivery. Wong *et al.* (2006) pointed out that technology plays a part in supporting face-to-face teaching and learning in the classroom. Many researchers and theorists, according to Bingimlas (2009), assert that the use of computers can reduce the amount of direct instruction given to students and give teachers an opportunity to help students with particular needs. Teachers can also use ICT tools to prepare and present their lessons.

Though a few studies on ICT utilization among veterinary professionals in the country have been carried out, information on extent of ICT utilization among veterinary professionals of CVAS, Mannuthy is altogether lacking. To address this lacuna, the study was initiated with the objective of extent of ICT tools utilization among the veterinary professionals of CVAS Mannuthy.

Methodology

An *Ex-post-facto* research design was followed in the present investigation. College of Veterinary and Animal Sciences, Mannuthy was selected purposively for carrying out the study. A total of 28 veterinary professionals from CVAS, Mannuthy were selected randomly and data was collected through using structured questionnaire method. Analysis of data was done through using statistical tools viz. frequency and percentage.

Result and Discussion

The profile of veterinary professionals is given in the table 1. It revealed that 96 per cent of respondents were assistant professors and 4 per cent were associate professors which were taken for the study. Among them 71 per cent belong to female category and 29 per cent belong to male category. Regarding their education status 32 per cent of them have done with master degree and 68 per cent of them with doctorate degree. Considering their experience in the institution 50 per cent of respondent had below 5 year of experience, 39 per cent had 5 to 10 years of experience and 11 per cent had more than 10 years of experience.

The results are in line with the findings of Ghavifekr and Rosdy, 2015. He found that majority (81.9%) of respondents were belonging to the female category in study area.

The result from the table 2 revealed that only 21 per cent of respondents had attended training related to ICT and remaining 79 per cent of them were not attended. Regarding persons having a computer or laptop in office or home, 93 per cent of them were having with computer and laptop. Considering their efficiency with usage of computer, 86 per cent of them were confident in using computer and cent per

cent of respondents were using computer daily. With respect to the programmes usually prefer majority (89%) of respondents prefer word file followed by Powerpoint (86%), excel (64%), photoshop (29%) and internet (7%).

The results found are in partial agreement with the findings of Sarfo *et al.* 2016. He found that majority of respondents usually prefer email (34%), internet (32%) and word file (31%).

Table 1: Profile of Veterinary Professionals

Sl. No.	Categories	Sub Categories	Frequency	Percentage
1	Designation	Assistant Professor	27	96
		Associate Professor	1	4
		HOD	0	0
2	Gender	Male	8	29
		Female	20	71
3	Education	BVSc	0	0
		MVSc	9	32
		Phd	19	68
4	Experience	Below 5 years	14	50
		5-10 years	11	39
		More than 10 years	3	11

Table 2: Basic information of Veterinary Professionals concerning ICT

Sl. No	Categories	Sub Categories	Frequency	Percentage
1	Professionals attended training related to ICT	Attended	6	21
		Not attended	22	79
2	Persons having a computer / Laptop in office/home	Yes	26	93
		No	2	7
3	Computer efficiency	Yes, confidently	24	86
		Yes, but not confidently	4	14
		Somebody has to help me	0	0
		Don't know how to use	0	0
4	Usage of computer	Daily	28	100
		Few times a week	0	0
		Once a week	0	0
		Once in a month	0	0
5	Programmes usually prefer	Word	25	89
		Excel	18	64
		Power point	24	86
		Internet	2	7
		Photoshop	8	29

The extent of ICT tools and social media used by veterinary professionals are given in the table 3 and 4. It revealed that 61 per cent of respondents were using laptop up to one to three hours, followed by mobile phone (36%) and computer desk (32%). With respect to usage of social media 36 per cent of respondents were using whatsapp less than one hour followed by facebook (32%).

The results found are in partial agreement with the findings of Sarfo *et al.* 2016.

Table 3: Extent of usage of ICT tools by Veterinary Professionals

Sl. No	ICT tool	Hrs of use					
		NA	<1	1-3h	3-5h	5-8h	8 & more
1	Computer Desk	25%	0	32%	29%	11%	4%
2	Laptop	7%	7%	61%	4%	11%	11%
3	Mobile phone	0	14%	36%	11%	7%	32%
4	Tablet	96%	4%	0	0	0	0

NA: Not Answered

Table 4: Extent of usage of social media by Veterinary Professionals

Sl. No	Social Media	Hrs of use					
		NA	Rarely	<1h	1-2h	2-4h	4& more
1	Facebook	18%	18%	32%	18%	11%	4%
2	WhatsApp	7%	4%	36%	36%	11%	7%
3	Twitter	96%	4%	0	0	0	0
4	Blogging	96%	0	4%	0	0	0

NA: Not Answered

The purpose of ICT tools and social media used by veterinary professionals are given in the table 5 and 6. It revealed that 36 per cent of respondents had used computer desk for office work followed by 43 per cent of respondents were used laptop for both office and academic work and 93 per cent of them were used mobile phone for personal usage. Regarding purpose of usage of social media, for communication purpose 68 per cent of them were using facebook and 54 per cent were using WhatsApp followed by for both academic and communication purpose 39 per cent of them were using WhatsApp and 14 per cent were using facebook.

The results found are in line with the findings of Sarfo *et al.* 2016. He found that 78.3 per cent of respondents used mobile phones for personal communication purpose.

Table 5: Purpose of ICT tools used by Veterinary Professionals

Sl. No	ICT tools	NA	Office work	Personal	Academic	Office & Academic	Office & Personal
1	Computer Desk	21%	36%	0	4%	29%	11%
2	Laptop	7%	18%	7%	11%	43%	14%
3	Mobile Phone	0	0	93%	0	0	7%
4	Tablet	100%	0	0	0	0	0

NA: Not Answered

Table 6: Purpose of social media used by Veterinary Professionals

Sl. No	Social media	NA	Communication	Academic & communication
1	Facebook	18%	68%	14%
2	Whats app	7%	54%	39%
3	Twitter	96%	4%	0
4	Blogging	0	0	0

NA: Not Answered

Conclusion

It is concluded from the study that majority of respondents had not attended training related to ICT. Most of respondents had used laptop up to three hours than other ICT tools. Social media usage has been seen mainly for communication purpose than academic purpose. This will be the present challenge for professionals who will need to adapt their teaching methodologies and students who will have to develop new ways of learning. The future of Information and Communication Technologies in the veterinary sector is likely to have far reaching effects on the profession.

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