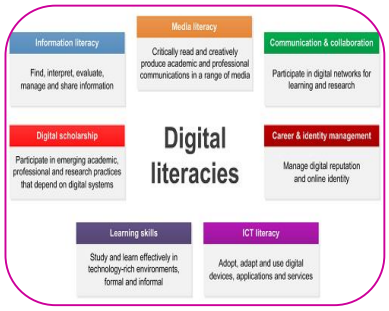
REVIEW OF RESEARCH
ISSN: 2249-894X
IMPACT FACTOR : 5.2331(UIF)
VOLUME - 7 | ISSUE - 6 | MARCH - 2018

DIGITAL INFORMATION LITERACY SKILLS AND COMETENECY AMONG THE FACULTY MEMBERS OF DEGREE COLLEGES IN NORTH KARNATAKA : A STUDY.

Renuka Pujari[1] Gavisiddappa Anandhalli[2]
[1]Research Schalor, Dept, of Library and Information Science, AWUV.
[2]Asst. Professor, Dept, of Library and Information Science, AWUV.

ABSTRACT



The present study explores the digital information literacy among the faculty members of degree colleges in north Karnataka. A survey method of research was used for the present study where in questionnaire was designed for the purpose of data collection. The results of the study showed that Faculty members under study have more than average information literacy skills in information locating and searching and they have also better searching skills about different types of electronic resources. The study is also reveals that users are more frequently uses word processing activities and e-mail facility for various academic activities. computer have become a necessary part of this digital society, and skills for computer use are a common prerequisite on many job applications Forms the basis for lifelong learning it is common to all disciplines to all learning environments and to all level of education.

KEYWORDS : *Digital information literacy, ICT, Information Literacy .*

INTRODUCTION:

"Information literacy has become a global issue and many information literacy initiatives are being documented throughout the world information literacy. Forms the basis for lifelong learning it is common to all disciplines to all learning environments and to all level of education. Information, which is available in different format-print, non-print and electronic in different categories – primary, secondary tertiary and in different cannels- formal and informal, plays a vital role in the over all development of a nation as a basic resource. It has long recognized as an essential ingredient for the progress of civilization and society all the times."[1]

PREVIOUS STUDIES:

A literature search made on LISA, LISTA, emeraldinsight.com and subject bibliographies indicates that number of studies have been reported from abroad including India. Majority of the studies have been reported by developed countries on 'information literacy' however digital information literacy is part of information literacy,

"The term information literacy was first coined in 1974 by Zurkowski, an American educator (Bundy 2004), with initiatives in schools occurring in the 1970s in Australia and in the 1980s in New Zealand (Bundy 2004). Thus the concept of information literacy is relatively new for the New Zealand population. Information literacy is often defined in terms of what an information literate person can do."[2] Hence in the present study

investigation was made to study the level of competency and digital information literacy among the faculty members of Degree College in north Karnataka.

NEED FOR THE STUDY:

The faculty members of the degree college are basically involved teaching, research and knowledge extension. The teacher of the college will require information on their subject for teaching and learning. If any faculty wants to be taken seriously by their students and colleagues, they may need constantly update their existing knowledge in their domain. Hence, in the present context, digital and online resources play very impart role in updating their knowledge in their respective field of specialization. So, the present investigation is undertaken to know the awareness and use of digital information resources by the faculty members of the degree colleges in north Karnataka.

SCOPE AND LIMITATIONS OF THE STUDY:

The presents study is mainly based on the primary data collected from sample respondents and the following limitations have been identified. The present study is explorative in nature and restricted geographically to the sample population of only faculty members of the degree colleges which offers general course, in north Karnataka . Further, colleges which offer technical and medical science are not included in the present study. Present study has confined to the digital information literacy, computer literacy level among the faculty members of the degree colleges.

OBJECTIVE OF THE STUDY

Main objectives of the study are: i. to study the characteristics composition of the study population**, ii.** to examine the **types of information** required by the study group, iii, to know **information literacy skills** among the faculty members under study, iv. to trace, how to find out, locate and access required needed information by the faculty members of degree college under study, v. to identify the extent of **awareness** about the different types of electronic resources among the faculty members, vi. to identify the extent of **use** of different types of electronic resources by the faculty members under study, vii. to examine the out the **criteria used for evaluation** of electronic resources by the faculty members under study, viii to understand the knowledge of copy **right** act and plagiarism among the faculty members under study, ix to trace the problems encountered in the process of information literacy by the faculty members under study.

METHODOLOGY:

For the present study, the survey method of research was employed. Further. Structured Questionnaire was used as data collection tool for collecting required information from the study population. Questionnaire was devised according the objectives and available literature on the topic based on computer literacy and digital information competency among the faculty members of Degree College. Further, appropriate sampling technique was adopted for selection of the sample. Later, structure questionnaire was distributed among the faculty members who are working in the degree colleges in north karnataka. The data so collected was analyzed, tabulated and interpreted in the spss packages following section.

STUDY POPULATION:

The study population includes the faculty members of the degree colleges in north Karnataka .

Analysis and Interpretation of the Data:

Table-1 Gender wise Distribution of Respondents

SL No	Gender	Frequency	Percent%
1	Male	566	80.7
2	Female	135	19.3

	Total	701	100.0

Table -1 shows the gender wise distribution of study population, it is observed that most of the study population (N=566-80.7%) belongs to male category. While, 19.3 % of the respondents belongs to female category. It can be concluded that majority of the study sample belongs to male category only.

Table-2 Domicile wise distribution of study population

Sl No	Domicile	Frequency	Percent
1	Rural	219	31.2
2	Urban	482	68.8
	Total	701	100.0

It is observed that out of 701 total populations, 31.2% of the study population belongs to rural side. And remaining 68.8% of the study sample belongs to urban side. It can be concluded that majority of the study population hail from urban place.

Table- 3 Frequency of visit to Library by the faculty members

Sl No	Frequency ofvisit to Library	Frequency	Percent
1	Daily	85	12.1
2	Weekly Weekly	78	11.1
	Fortnightly	456	65.0
4	Monthly	1	.1
5	Occasionally	81	11.6
6	Total	701	100.0

Table- 3 shows that frequency of visit to library, significant proportions of the faculty members have (65.0%) visit library Fortnightly. 12% of the user visit library daily. While, more than 11% of the faculty members visit library occasionally. However, 11.1% of the respondents visit weekly. It can be summarized from the above discussion that faculty members have frequently visit libraries.

Table-4 Purpose of visit to Library

Sl no	Purpose of visit to library	Frequency (N=701)	Percent
1	To borrow the books	589	84.0%
2	To Read Journals Article	568	81.0%
3	Consulting references Materials	631	90.0%
4	To Read News Papers	580	82.7%
5	To Read Text Books	397	56.6%
6	For Recreation Purpose	580	82.7%
7	For Browning Internet	558	79.6%
8	To Prepare Notes	511	72.9%

There are several purposes behind the visit to library by faculty members It is evident from the table-4 that greater majority of the faculty members (90.0%) visit Library for the purpose of Consulting references Materials and almost equal percent of the them (84.0%) visit library for the purpose of barrow the books. More than 82% of the Faculty members visiting the Library to read news papers and recreation purpose, almost equally more than 80.0% to read journals articles. While, more than three- fourth of the faculty

members (79.6%) visit the library for browning internet, more than two- third of the (72.9%) of the faculty members visit Library for Prepare notes,56.6% of the faculty members visit the Library for to read text books. The main purpose of the faculty members to visit library for consulting reference materials, referencing and to borrow the books.

Table- 5 Type of Information required by faculty member under study

Sl No	Type of InformationFrequencies	N	Percent
1	Academic Information	411	58.63
2	Generalized Information	317	45.22
3	Heath Information	380	54.21
4	Financial Information	112	15.98
5	Political Information	260	37.09
6	Research Information	267	38.09
7	Environmental Information	288	41.08
8	Current Information	248	35.38
9	Information Related to Govt. Programs /policy Ect	229	32.67

Table-5 reveals about Type of Information required by faculty member under study. It is observed that large majority (N=411, 58.63) of the faculty members required academic information followed by health information, which represents 54.21% of the total population. While another 45.22% of the faculty members required Generalized Information. On the other hand moderately they also required Financial Information (112, 15.98), Political Information (260, 37.09) and Environmental Information (41.08) respectively. However, it is surprisingly note that they least preferred for financial information and research information. From the above discussion it can be inferred that faculty members are more interested in access of academic information or health information.

Table-6 Factors/instances for which you need information

Sl No	**Factors**	N	Percent
1	To prepare for teaching	398	56.8%
2	To update knowledge	172	24.5%
3	To Become Life Long Learner	392	55.9%
4	To Write Journal Articles	532	75.9%
5	To write Paper for Seminar, Conference etc	504	71.9%

There are several factors which make the users are in need for information. Table-6 depicts the factors for which the faculty members need information. It is found that significant number of proportions of faculty members are in need of information to write journal articles amounts 75.9%of the total population then followed by to write Paper for Seminar, Conference amounts 71.9% etc. about 56.8% of the faculty members need information to prepare for teaching and at the same time almost equal number of faculty members need an information to become lifelong learner (55.9%). However they given low priority for to update knowledge.

Table -7 Searching methods in library catalogue

Sl .no	**Searching methods**	No	Percent
1	By author	400	56.98%

2	By title	82	11.68%
3	By subject	219	31.19%

Table -7 reveals searching methods in library catalogue , out of 701 faculty members large majority (400, 56.98%)of faculty members uses author option as searching method , then considered subject (31.19%) to search the required material in library catalogue . however only 31.19% of the faculty members uses title option for search required information in the library. It can be inferred from the above discussion that majority of the faculty members prefer to use either author search or subject search.

Table-8 Knowledge Of Web OPAC Search

Sl no	Web OPAC Search	Frequency	Percentage
1	Basic search	701	100%
2	Guided Search	569	81%
3	Expert search	650	93%

Faculty members who have the knowledge of Web OPAC as shown in table-8 it is observed that almost all of faculty members have knowledge of using Basic search engine (100%) then followed by expert search represents 93% of the total population. About 81% of the study population uses Guided Search.

Table-9 Extent of use e-resources by faculty members

Sl no	e- resources	Mean	Std	Rank
1	Database CD/DVD	1.768902	1.02439	**11**
2	On –line databases	2.281027	1.797473	**1**
3	Electronics journals(Full text /Abstract)	1.773181	1.487537	**10**
4	e- books	1.793153	1.577977	9
5	OPAC	1.88873	1.59433	**5**
6	e- thesis and dissertations/shodha Ganga/Gangorti	2.052782	1.870465	**2**
7	On –line reference books	1.871612	1.666667	8
8	e- news papers	1.57632	1.69923	**12**
9	Website web resources	1.944365	1.664259	**4**
10	N – List resources / databases	1.972896	1.786651	**3**
11	Search engines	1.885877	1.729934	7
12	Institutional Repositories	1.887304	1.556597	6

Table 9 – indicate that Extent of use of e-Resources by faculty member highest 1st rank is On –line databases, 2nd rank is e- thesis and dissertations/ shodha Ganga/ Gangorti ,3rd is N – List resources / databases4th rank is Website web resources,5th rank is OPAC,6th rank is Institutional Repositories,7th rank is Search engines,8th rank is On –line reference books,9th rank is e- books,10th rank is Electronics journals(Full text /Abstract),11th rank is Database CD/DVD,12th rank is e- news papers.

Table-10- satisfaction of e- resources

Sl No	Electronics rescores	Mean	Std
1	e- Books	2.653352	0.493912
2	e- resources	1.007133	0.813251
3	Internet resources	2.330956	0.479908
4	Research guides by subject	0.659058	0.474364
5	Indexes	0.977175	1.186613
6	Library catalogs	1.329529	0.94482
7	References sources	1.005706	0.821129
8	Statistical sources	1.012839	0.816687
10	Image databases (Art,Maps,Medical,etc)	0.67903	0.947766

Table-10 The above table shows that - satisfaction of e- resources is highest is 2.653352-0.493912 , Internet resources, 2.330956-0.479908, Library catalogs1.329529-0.94482, e- resources 1.007133-0.813251 ,Statistical sources1.01283-0.816687, References sources 1.005706-0.821129, Research guides by subject 0.659058-0.474364, Indexes0.9771751-186613, Image databases (Art, Maps, Medical, etc) 0.67903-0.947766.

Table-11 Evaluate Information

Sl No	Evaluate Information	Frequency	Percentage
1	Authenticity	78	11.12
2	Accessibility	91	12.12
3	Coverage	51	7.27
4	Visibility	31	4.42
5	Reliability	450	65.04
	Total	701	

The above table refers to Evaluate information sources , Majority of the respondents that is 65.04% of the respondents consider Reliability as one of the main factor to evaluate information sources followed by 12.12% of the respondents evaluate information by accessibility and just 4.42 % of the respondents evaluate information sources by visibility.

Table-12 Information of Copy right bound

Si no	Information of Copy right bound	Frequency	Percentage
1	Seek permission the author	660	94.2
2	Context for using Information	27	3.9
3	Download without permission authors	14	2.0
	Total	701	100.0

Table -13 indicate Information of Copy right bound that Majority of the respondents 660 (94.2%) Seek permission of the author. And only 2.0% Download the material without the permission of authors.

Table-13 e- Resources

Si no	e-Resources	N	%
1	Lack of Funds	523	75%

2	Lack of ICT Infrastructure	456	65%
3	Lack of power Failure	321	46%
4	Lack of motivation from the authorities	258	37%
5	Lack of information sources	325	46%
6	Lack of Training	458	65%
7	Lack of working hours	569	81%
8	Lack of cooperation	248	35%
9	Lack of skills	426	61%
10	Lack of knowledge	326	47%
11	Fear of failure	120	17%
12	Problem of downloading articles	321	46%
13	Problem over searching	412	59%

Table -13 Shows that When analyzed the problem in accessing information products and services it is found that highest Mean Value is Lack of working hours 81% and Fear of failure 17% lowest.

MAJOR FINDINGS:

1. It can be concluded that majority of the study sample belongs to male category only.
2. Majority of the study population hail from urban place.
3. It can be summarized from the above discussion that faculty members have frequently visit libraries.
4 The main purpose of the faculty members to visit library for consulting reference materials, referencing and to borrow the books.
5. From the above discussion it can be inferred that faculty members are more interested in access of academic information or health information.

CONCLUSION:

"As the online world becomes increasingly complex, digital Literacy will remain as significant issues for librarians and other stake holders concerned with ensuring equitable access to electronic information. New technology devices, application and services will demand new proficiencies.**"**[3] Using ICT today libraries can change the world. Finally it can be concluded that in order to increase the digital information literacy among the faculty members of degree colleges, a library has to conduct orientation programs regularly.

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