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## INFORMATION LITERACY SKILLS IN THE USE OF ELECTRONIC RESOURCES AMONG RESEARCH SCHOLARS OF ALAGAPPA UNIVERSITY KARAIKUDI: A STUDY

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# **INFORMATION LITERACY SKILLS IN THE USE OF ELECTRONIC RESOURCES AMONG RESEARCH SCHOLARS OF ALAGAPPA UNIVERSITY KARAİKUDI: A STUDY**

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## **ABSTRACT**

The study aimed to finding the use Information literacy skills in the use of electronic resources among Research scholars in Alagappa University, Karaikudi. 100 questionnaires were distributed to the research scholars of Alagappa University, Karaikudi, Out of 100 questionnaires distributed, 89 were returned with full particulars. 58.43% were female, 28.57% of the respondents belong to the age group of 29-34, 32.58% respondents Using E-Resources of project work, 24.71 % respondents belong to the using the e-resource E-Journals, 40.44% respondents belong to the using the e-resource daily, 33.70% of the respondents Simple key, 40.44% Copy/Paste function if available online, 43.82% of the respondents Using search engine, 41.57% of the respondent search terms By title, 38.20% of the respondents The department should immediately start information literacy program.

**Keywords:** Information, Literacy skills, Electronic Resources, Types of E-Resources, Importance of Information Literacy

## **INTRODUCTION**

The development of electronics information literacy has been slow in comparison to changes in information communication technologies, and this remains an issue for the higher education sector Information in the early 21st century is characterized by information overload, unequal distribution, a strong tendency to triviality and increasing concerns about credibility. As the volumes of information are constantly increasing, search skills are required in order to gain access to the information that is available. There is evidence that exposure to technology alone does not adequately develop digital information skills, and more complex factors such as education and attitude must be considered.

The quality of education among academics in any university system depends largely on quality and quantity of information resources at the institution's disposal. Availability of

information resources, accessibility and use are indispensable to the teaching, research and community activities of academic staff members in the university system. The continued existence and relevance of academics in any university system depends on the ability to exploit available information resources either in print or electronic formats. Academics in universities require information to function effectively.

## **DEFINITION**

Jeremy Shapiro and Shelly Heghes (1996). Define information literacy as “ As new liberal art that extend from knowing how to use computers and access information to critical reflection on the nature of information itself. Its technical infrastructure and its social, cultural and philosophical context and impact.”

According to US National Commission on Library and Information Science (2003).Information Literacy defined as “It encompasses knowledge of one’s information concerns and needs, and the ability to identify, locate, evaluate, organize and effectively create, use and communicate, information to address issues or problems at hand, it is a prerequisite for participating effectively in the information society, and is part of the basic human right of lifelong learning” (Webb and Powis, 2004).

## **IMPORTANCE OF INFORMATION LITERACY**

Information Literacy is the set of skills needed to find, retrieve, analyze and use information. The beginning of the 21st century has been called the information age because of the explosion of information output and information sources. It has become increasingly clear that students cannot learn everything’s they need to know in their field of study in a few years of college. Information literacy equips them with the critical skills necessary to become independent lifelong learners. Too often we assume that as students write research papers and read textbooks they are gaining information literacy skills. This is not so. Information Literacy skills may be introduced but what needed is a parallel curriculum in information literacy forming a strong foundation of a college education.

- Information literature is important to understand the difficult question of ownership of information and copyright
- Students should learn to respect author’s right
- To be an independent lifelong learner it is essential to achieve a high level of information literacy
- Information literacy is to help close the gap between the information poor the information rich
- Information literacy is required to have a critical thinking approach, that has would lead to economic and cultural progress of nation

- A sheer abundance of information in electronic format has made information literacy increasingly important
- To be an independent lifelong learner it is essential to achieve a high level of information literacy.

## **TYPES OF ELECTRONIC RESOURCES**

**1. CD ROM:** may be a pre-pressed optical disk that contains information. The name is Associate in nursing word form that stands for "Compact Disc Read-Only Memory". Computers will browse CD-ROMs, but cannot write on the CD-ROM's which are not writable or erasable. Until the mid-2000s, CD-ROMs were popularly used to distribute software for computers and video game consoles. Some CDs, referred to as increased CDs, hold both computer data and audio with the latter capable of being played on a CD player, while data (such as software or digital video) is merely usable on a laptop (such as ISO 9660 format computer CD-ROMs).

**2. Electronic Books:** Libraries now provides access to a variety of electronic books, as well as the other printed works (such as essays, poems, or historical documents).Some of these electronic books and texts area unit a part of massive, searchable databases.

**3. Electronic Journals:** Most academic libraries now have an offline E-Journals Database to help you find journal materials that is useful to users and an online versions of e-journals which the library subscribe to have access to current journal publication.

**4. Online Database:** Is a web based filing system designed to store information. It is a information accessible from a network, including from the Internet. Most academic libraries now subscribe to online databases of books and journals that are relevant to the University curriculum which will help to facilitate teaching and learning in the University environment.

**5. Online Sources:** Online sources are materials that are available online. It will be a web newspaper, magazine or television website such as NBC or CNN.Peer-reviewed journals, Webpages, forums and blogs are also online sources. Some other names for on-line sources area unit 'electronic 'sources,' net 'sources and 'internet' sources. These are very useful electronic information resources which many libraries are now making available to satisfy the urgent needs of their user community.

## **REVIEW OF LITERATURE**

**1.Brar (2015)** conducted a study among the health science professionals i.e. teachers and postgraduate students of Guru Gobind Singh Medical College (constitute college of Baba Farid University of Health Sciences), Faridkot. The questionnaire and interviews methods were adopted to collect the required data from the respondents for the study.

**2. Bansal (2015)** examined and revealed that a good percentage of students from commerce stream possess their own desktop, laptop and smart phones. 45.52 % students are familiar with

E-mail whereas in the case of Twitter, Blog and Skype the figure is very low. The author has suggested improving the current picture, digital literacy skills must be imparted to every graduate because of this only they can become a part of the knowledge society.

**3. Shabana Tabusum et al. (2014)** studied and reveal that the present study was undertaken in the Tiruvallur District of Tamil Nadu to understand the digital competency of Arts and Science Students with special reference to three colleges. The study was conducted to check the level of use of digital resources and the proficiency in the using digital information. 300 questionnaires were distributed among three colleges in and Tiruvallur Districts, of which 224 questionnaires were selected for further Statistical analysis.

**4. Cordell (2013)** considered that digital literacy is a more recent concept than information literacy and can relate to multiple categories of library users in multiple types of libraries. The authors further stated that determining the relationship between information literacy and digital literacy is essential before revision of the ACRL Standards can proceed.

## OBJECTIVES

1. To assess the information literacy skills of the research scholars
2. To know the what are the search techniques and strategies
3. To know the technology used to extract the information
4. To recommendations to improve information literacy skills for research scholars
5. To identify the purpose of using E-Resources

## METHODOLOGY

The questionnaires method of the collection of the data is fund suitable for gathering data particularly from a large number of respondents representing a specific population. The present study also adopted the questionnaire method and adopted convenience random sampling method for collecting data from Research scholars in Alagappa University, Karaikudi. A total number of 100 questionnaires were distributed and 89 properly filed questionnaires were received back. Hence selected 100 questionnaires are used for analysis of data.

## ANALYSIS AND INTERPRETATION OF DATA

**Table 1: Gender - wise distribution of respondents**

S.No	Gender	No.of Respondents	Percentage
1	Male	37	41.57
2	Female	52	58.43
Total		89	100

In total 100 questionnaires distributed among research scholars, 89 filled -up questionnaires were received back . The Table 1 also depicts that out of 89 respondents surveyed a large number 58.43% were female and only 41.57% were male respondents. It

is clearly observed that most of the respondents are female respondents compared to male respondents.

**Table 2: Age -Wise distribution of respondents**

S.No	Age	No.of Respondents	Percentage
1	23-28	17	19.10
2	29-34	24	28.57
3	35-39	19	22.62
4	40-45	21	25
5	Above 46	8	9.52
Total		89	100

Table 2 reveals the distribution of respondents by age-wise. It is evident from table 2 that among the overall 89 respondents, 28.57% of the respondents belong to the age group of 29-34, 22.62% belong to 35-39, 25 % of the respondents belong to 40-45, 19.10% of the respondents belong to 23-28, 9.52 of the respondents belong to age group of above 46

**Table 3: Purpose of information literacy used by respondents**

S.No	Purpose	No.of Respondents	Percentage
1	Project work	29	32.58
2	Research work	23	25.84
3	To collect material for research	20	22.47
4	To collect material	17	19.10
Total		89	100

Table 3 reveals the Purpose of using E-Resources –Wise Distributions of Respondents. In this study 32.58% respondents Using E-Resources of project work, 25.84% respondents using. Research work 22.47% of the respondents To collect material for research, 19.10% of the respondents To collect material.

**Table 4: Types of E-Resources - wise distribution of respondents**

S.No	E-Resources	No.of Respondents	Percentage
1	E-Journals	22	24.71
2	E-Books	18	20.22
3	E-Data bases	16	17.97
4	E-Thesis	12	13.48
5	E-Magazines	11	12.35
6	E-News paper	10	11.23
<b>Total</b>		<b>89</b>	<b>100</b>

Table 4. Reveals the Frequency of usage Electronic Information resources distribution of Respondents. In This study 24.71 % respondents belong to the using the e-resource E-Journals, 20.22 % respondents using the usage electronic information resources E-Books,17.97% of the respondents types of E- Databases, 13.48% of the respondents E-Thesis, 12.35% of the respondents E-Magazines, 11.23% of the respondents E-News paper.

**Table 5: Frequently use your library–Wise Distributions of Respondents**

S.No	Using the E-Resources	No.of Respondents	Percentage
1	Daily	36	40.44
2	Twice in a week	22	26.19
3	Once in a week	16	19.05
4	Once in a month	9	10.71
5	Rarely	6	7.14
Total		89	100

Table 5 reveals the Frequency of usage Electronic Information resources distribution of Respondents. In This study 40.44% respondents belong to the using the e-resource daily, 26.19 % respondents using the usage electronic information resources Twice in a week, 19.05% respondents belong to the once in a month ,10.71 % respondents belong to electronic information resources in a once in a month, 7.14% respondents belong to used in rarely.

**Table 6: Research Techniques - Wise Distributions of Respondents**

S.No	Techniques	No.of Respondents	Percentage
1	Simple key	30	33.70
2	Boolean operators (AND,OR,NOT)	21	23.59
3	Truncation	16	17.97
4	Field Search	12	13.48
5	Wild Card Search	10	11.23
Total		89	100

Table 6 reveals the research techniques wise distribution of respondents 33.70% of the respondents Simple key, 23.59% of the respondents Boolean operators, 17.97 % of the respondents Truncation, 13.48% of the respondents Filed search, 11.23% of the respondents Wild card search.

**Table 7: Technology Online information- Wise Distributions of Respondents**

S.No	Techniques	No.of Respondents	Percentage
1	Copy/ Paste function if available online	36	40.44
2	Photocopy	20	22.47
3	Use Scanner	17	19.10
4	Audio- Visual Equipments	16	17.97
Total		89	100

Table 7 indicates that the technology online information wise distribution of the respondents 40.44% Copy/ Paste function if available online, 22.47% of the respondents Photocopy, 19.10% of the respondents Use Scanner, 17.97% of the respondents Audio- Visual Equipments.

**Table 8: Looking for Information online- Wise Distributions of Respondents**

S.No	Information	No.of Respondents	Percentage
1	Using search engine	39	43.82
2	Browsing website	20	22.47
3	Using subject portal	16	17.97
4	Take help who knows	14	15.73
Total		89	100

Table 8 shows that the Looking for information online wise distribution of the respondents 43.82% of the respondents Using search engine, 22.47% of the respondents Browsing website, 17.97% of the respondents Using subject portal, 15.73% of the respondents Take help who knows.

**Table 9: Search terms for document-Wise Distributions of Respondents**

S.No	Search Terms	No.of Respondents	Percentage
1	By title	37	41.57
2	By Publisher	22	24.71
3	By author	18	20.22
4	ISBN/ISSN	12	13.48
Total		89	100



Table 9 shows that the respondents Search terms for document 41.57% of the respondent search terms By title, 24.71% of the respondents By publisher, 20.22% of the respondents By author, 13.48% of the respondents ISBN/ISSN

**Table 10: Recommendations for improving information literacy- Wise Distributions of Respondents**

<b>S.No</b>	<b>Recommendations</b>	<b>No.of Respondents</b>	<b>Percentage</b>
1	The department should immediately start information literacy program	34	38.20
2	Need to start user education training program	18	20.22
3	Need more trained and skilled library personnel in seminar library	16	17.97
4	Need information literacy guidelines for the students	12	13.48
5	No comments	9	10.11
<b>Total</b>		<b>89</b>	<b>100</b>

Table 10 Shows that the Recommendations for improving information literacy 38.20% of the respondents The department should immediately start information literacy program, 20.225 of the respondents Need to start user education training program, 17.97% of the respondents Need more trained and skilled library personnel in seminar library, 13.48% of the respondents Need information literacy guidelines for the students, 10.11% of the respondents No comments.

## **CONCLUSION**

The importance of information literacy cannot be over emphasized as information literacy skills are important in the use of electronic information resources because of the proliferation of information in the 21st Century. The complexity of the electronic environment requires that one possesses the various dimensional constructs of information literacy for effective and efficient use of electronic information resources. Therefore, there is the need to ensure students possess information literacy skills to be thoroughly grounded in the use of electronic information resources. Furthermore, the study provides important implications both in theory and in practice. First, the findings emphasize the importance of information literacy skills in using electronic information resources.

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