

Exploration of Digital Literacy Among Muslim Household Women in West Bengal, India

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Abstract

Digital literacy is the ability of an individual to locate, organize, evaluate, analyze and use the required information using digital technologies. It includes a working knowledge of several technologies and understanding of how it can be used. The main objective of the study was to explore the digital literacy of the Muslim household women from West Bengal. The present study also determines the type of device used by them, determining the usage purpose and examines the digital literacy skill. The study is Descriptive survey nature where purposive sampling techniques has been adopted for selecting the respondents from the study area of West Bengal. The total number of respondents were 103. As a research instrument investigator used two different tools- firstly Self-made questionnaire on the usage purpose. Secondly, Digital skill questionnaire developed by "Clinically validated Integrated Support for Assistive Care and Lifestyle Improvement: the Human Link -Vinci". The data were analyzed with the help of descriptive and inferential statistics using SPSS software. The findings of the study reveals that there is significant relationship between the usage purpose of internet and the digital literacy. The highly significant relationship is found between involving in social networking sites for communication i.e., .937, which indicates that due to rapid increase of internet use through digital gadgets for communicating with different social networking sites has gradually empowered their digital literacy. The cause and effect level is high and the null hypothesis is rejected. Here digital skill is influenced by the factors of competency level, communication level, content creation level, ability to adopt safety measures and communication level. Therefore now days household women while maintaining the home tradition and culture parallel they are also maintaining track with the digital world as because some of them may have pre- literacy digital skill before their marriage or they may have learned after their marriage.

Keywords: Digital, Lifestyle, Literacy

Abstrak

Literasi digital adalah kemampuan individu untuk menemukan, mengatur, mengevaluasi, menganalisis, dan menggunakan informasi yang dibutuhkan dengan menggunakan teknologi digital. Ini mencakup pengetahuan tentang beberapa teknologi dan pemahaman tentang bagaimana itu dapat digunakan. Tujuan utama dari penelitian ini adalah untuk mengeksplorasi literasi digital wanita rumah tangga Muslim dari Benggala Barat. Penelitian ini juga menentukan jenis perangkat yang digunakan oleh mereka, menentukan tujuan penggunaan dan menguji keterampilan literasi digital. Penelitian ini bersifat survei Deskriptif di mana teknik purposive sampling telah diadopsi untuk memilih responden dari wilayah studi Benggala Barat. Jumlah responden adalah 103. Sebagai instrumen penelitian peneliti menggunakan dua alat yang berbeda- pertama kuesioner buatan sendiri pada tujuan penggunaan. Kedua, kuesioner keterampilan digital yang dikembangkan oleh "Dukungan Terpadu yang divalidasi secara klinis untuk Perawatan Bantu dan Peningkatan Gaya Hidup: Hubungan Manusia -Vinci". Data dianalisis dengan bantuan statistik deskriptif dan inferensial menggunakan perangkat lunak SPSS. Hasil penelitian mengungkapkan bahwa ada hubungan yang signifikan antara tujuan penggunaan internet dan literasi digital. Hubungan yang sangat signifikan ditemukan antara keterlibatan dalam situs jejaring sosial untuk komunikasi yaitu, .937, yang menunjukkan bahwa karena peningkatan pesat penggunaan internet melalui gadget digital untuk berkomunikasi dengan situs jejaring sosial yang berbeda secara bertahap memberdayakan literasi digital mereka. Tingkat sebab dan akibat tinggi dan hipotesis nol ditolak. Di sini keterampilan digital dipengaruhi oleh faktor-faktor tingkat kompetensi, tingkat komunikasi, tingkat pembuatan konten, kemampuan untuk mengadopsi langkah-langkah keamanan dan tingkat komunikasi.

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Oleh karena itu saat ini para ibu rumah tangga sambil mempertahankan tradisi dan budaya rumah paralel. mereka juga mengikuti perkembangan dunia digital. karena beberapa dari mereka mungkin memiliki keterampilan digital pra-melek huruf sebelum menikah atau mereka mungkin telah belajar setelah menikah.

Kata Kunci : Digital, Gaya hidup, Literasi

INTRODUCTION

Under the present scenario, the concept of literacy has evolved in line with the technological revolution. Due to the increase in technology like computers, laptops, smartphones, iPods, etc., these technologies have become strongly cohesive into society that people without adequate digital literacy skills would feel alienated. There has been a variety of definitions of digital literacy since Paul Gilster first introduced the term in 1997 in his book, 'Digital Literacy', in which he described the term as "The ability to understand and utilize information presented by computers in a variety of formats and from a variety of sources.". Later, in 2005 Martin defined digital literacy as "the ability to succeed in one's encounters with the electronic infrastructures and tools that make possible the world of the 21st century". Bell and Shank (2008) stated that digital literacy as, an individual's awareness, attitude, and ability to use digital tools.

It facilitates to identify, access, manage, integrate, evaluate, analyze, and synthesize digital resources, construct new knowledge, create media expressions, and communicate with others in the process of enabling social action through the context of particular life situation and reflection upon the process. Therefore it is an individual's knowledge of how and when to generate, communicate, and use digital technologies to support these processes illustrates their capability to make and share information in different modes and formats. Though the digital literacy have launched in the present world of West Bengal but how much it has explored the homemakers from Muslim community is the present concerned. Globally in developing countries, the number of women using the internet is 12% less than men. The reasons for low digital literacy amongst women are manifold. Because of lack of competence and training facilities, women faces several barriers (Boekhorst, A., & Britz, 2004).

The process of digital literacy and digital inclusion is important for women due to access to financial services and digital services. In addition to access to financial services, mobile money services will help them to empower in small. It will give them control over their currency and savings help them to access in order to regenerating the wealth of information, help them to communicate with each other freely, recovering a sense of agency as they educate themselves in new chops (Ramamurthy, P., Siridevi, E., & Ramu, 2015). The Muslims woman as one of the group that are in backlog in the world in the field of attainment of empowerment in every field starting from attainment of education to property right. We have to rise to the occasion in the trend of present world so that they can come up in par with others. Otherwise, on the Day of Judgment, when we all have to pass through the test where Almighty Allah will seek answers from us as to why we failed when we had all the openings. Therefore, we need to change our mindset. They are not children producing machines. They are not sex objects as well. They have lived just like men. They need to be empowered. They need respect. They need love and care. They want someone to understand them and help them to move with world progression. The present study depicted that maintain the home culture and tradition they are also maintaining a track with the digital mobile world that improve their digital literacy day by day.

RESEARCH METHOD

According to Casey (1995), research design consists of structure of research and techniques of conducting research. The design of the study is Survey type. It is a consistent and systematic plan prepared for directing a research study. It specifies the objectives of the study and techniques were adopted to achieve the stated objectives (Mansour, 2017).

Statement of Problem

Surveys have shown that discrimination against women is widely accepted among many countries. In 2013, the Pew research center conducted a global survey in 39 Muslim-majority countries, involving more than 38,000 face-to-face interviews in more than 80 languages (Purohit, Harsh & Bharti, Niharika & Joshi, 2015). The results show that 85% of Muslims believe that wives should always subservient to and obey their husbands. This created a kind of barriers on the ankle of women where their exposure to the world as their own identity is limited. The women of nowadays are maintaining connection with the external world as a homemaker through social media back up by digitalization. As most of the Muslim family have, their own tradition and heritage which sometimes creates constraints for them to make connection with external world and they are needed to maintain the same (Singh, 2005). Digital literacy need additional reading and writing skills. Through this skill they will be able to manage vast information and able to use them effectively and as well as efficiently. However, the digitalization have launched all over the world but how much it has influenced the homemakers from Muslim community is the present concern of research study. Therefore, the statement of problem is “**Exploration of Digital Literacy among Muslim Household women in West Bengal,India**”.

Objectives of Study

1. To examine the purpose of using internet by the Muslim household women from West Bengal,India
2. To determine the digital skillsamong Muslim household women from West Bengal, India

Hypothesis of Study

1. H₀1:The usagepurpose of internet is not significantly relatedwith the digital literacy ofMuslim Household women from West Bengal,India .
2. H₀2:The digital skill has no significant effect on self-dependence of Muslim Household women from West Bengal,India.

Flowchart of Study Research

The present study were carried out in different districts of West Bengal. To explore the digital literacy among the Muslim Household women in West Bengal. It helped to know the characteristics or variables under the study (Martin, 2005). At the execution stage of the survey research, the main activities will be performed by a researcher will be very much concerned with designing selection of representative sample, making use of survey tool, i.e., questionnaire as the most likely preferred tool for collecting, processing, analyzing, data or information for getting genuine answers that is being raised in research problem (Rehman, S. U., & Alfaresi, 2009). So the investigator must frame it with standardization, development and application with task of reporting along with conclusion or findings reached for the very purpose of effective utilization in survey studies. See figure 3.

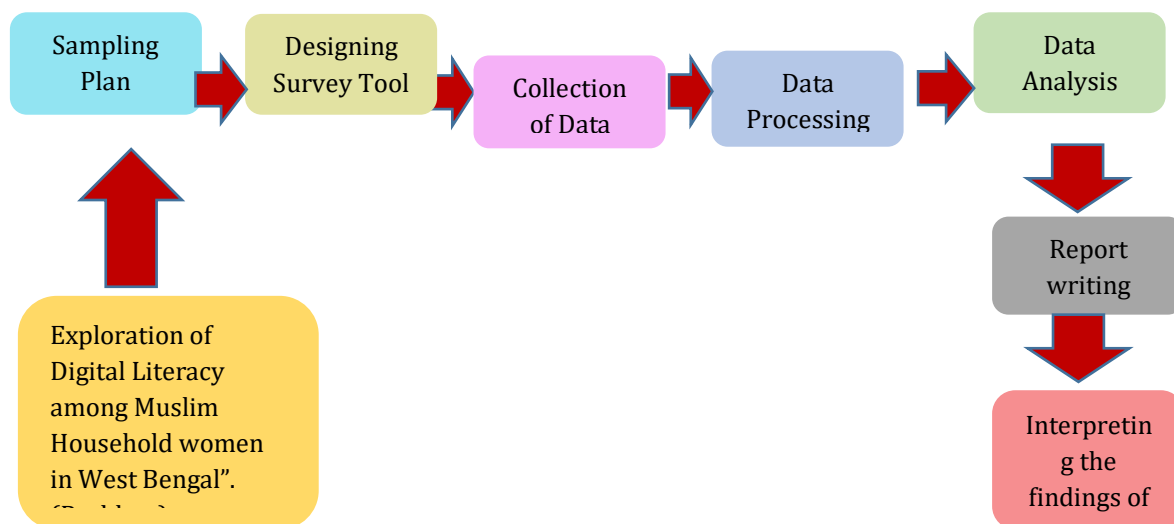


Figure 3: Showing the methodology for conducting the survey research

Area of Study

The study was conducted in the different districts of West Bengal where the concentration of Muslim population were high .

Target Population

The total percentage of Muslim homemaker women who were dwelling in different districts of West Bengal, India.

Method of Data Collection

The study made use of both primary and secondary data. Primary data were collected by applying the self-made tools on digital literacy and responses were collected from the respondents through interview. It refers to that data which is collected for a specific purpose from the field and are original in nature. Secondary data were collected through various web sources and expert opinion, various textbooks, websites, journals, dissertations, etc (Ozdamar-Keskin, N., Ozata, F. Z., Banar, K., & Royle, 2015) .

Study of Variables

1. Dependent variable- Digital literacy and skill.
2. Independent variables- Usage purpose and factors influencing digital skills (competence, communication, content creation, safety, problem solving).

Sample of the Study

To estimate the sample size Krejcie and Morgan table were used. For a given population of 140 the collected number of sample for study is 103 (Rafique, 2014). To determine the sample size investigator

used the Morgan's Table with 5% error of margin at 95% confidence level (Morgan, 1970) to justify the authenticity of selected sample size.

Sampling Technique

Investigator used purposive sampling techniques for data collection. Data, collected from primary sources, has been compiled from Quantitative analysis (Moyo, M., & Mavodza, 2016). This technique is based on three criteria, which are delineated below:

1. Firstly, the respondents must belong from the community of Muslim.
2. Secondly, the respondents must be a homemaker.
3. Thirdly, they must belong from the state of West Bengal in India.

Tools used for study

1. Self-made questionnaire on the usage purpose.
2. Digital skill questionnaire developed by "Clinically validated Integrated Support for Assistive Care and Lifestyle Improvement: the Human Link -Vinci".

Analysis and Interpretation

For analysis, data were scientifically interpreted.

Pertaining to Hypothesis- 1

1. H₀1: The usage purpose of internet is not significantly related with the digital literacy.
2. To test the hypothesis 5-point Likert scale were used by the researcher and the data is interpreted table 1.

RESULT AND DISCUSSION

Result

Table 1. showing the type of digital devices used by Muslim household women from West Bengal, India

Statements	Give tick to correct option
What types of Information & Communication Technologies (ICT) devices do you have at home?	
DESKTOP	42
LAPTOP	2
SMART PHONE DEVICE	47
TABLET DEVICE	0
DONOT USE DIGITAL DEVICES	12

Source: From the field survey, 2021

Among 103 sample 91 (88.34%) of the Muslim household women uses digital devices. Most of them prefer smart android phone i.e. 47 (51.64%), followed by desktop i.e., 42 (46.15%) and very least number prefer to use laptop i.e., 2 (2.19%). They find that android phone are very handy and portable for them, configuration are more easy and understandable in compare to other devices (Lau, 2001).

Table 2. Showing the purpose of using the internet by the Muslim household women from West Bengal, India

Statements	Always	Often	Usually	Sometimes	Never
Searching For Current Information	48	32	9	2	0
For Email	42	38	3	5	3
For Communication	55	28	5	3	0
For Involving In Different Social Networking Sites	53	26	7	5	0
For Entertainment	56	27	6	2	0
For Online Banking And Transaction	41	22	5	3	20
For Accessing Online Resources	40	28	6	2	15

Source: From the field survey, 2021

From the table 2, it was found that the respondents who use digital devices mostly use it for entertainment purpose that is 56 (61.5%), followed by 55 (60.4%) for communication purpose. Furthermore 53 (58.24%) of them use for involving in different social networking groups, 48 (52.74%) for searching information, 42 (46.15%) of them use it for mails, 41 (45.05%) for online and banking transaction and 40 (43.09%) of them for accessing various online resources (Association, 2013).

Table 3. Showing the Correlation calculation for the usage purpose of digital device

		Searching for current information	For email	For communication	For involving in different social networking sites	For entertainment	For online banking and transaction	For accessing online resources
Searching for current information	Pearson Correlation	1	.882**	.927**	.912**	.724**	.820**	.866**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000
	N	91	91	91	91	91	91	91
For email	Pearson Correlation	.882**	1	.882**	.833**	.641**	.812**	.860**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000
	N	91	91	91	91	91	91	91
For communication	Pearson Correlation	.927**	.882**	1	.937**	.702**	.849**	.858**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000
	N	91	91	91	91	91	91	91
For involving in different social networking sites	Pearson Correlation	.912**	.833**	.937**	1	.651**	.810**	.837**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000
	N	91	91	91	91	91	91	91
For entertainment	Pearson Correlation	.724**	.641**	.702**	.651**	1	.875**	.848**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000
	N	91	91	91	91	91	91	91
For online banking and transaction	Pearson Correlation	.820**	.812**	.849**	.810**	.875**	1	.931**

	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000
	N	91	91	91	91	91	91	91
For accessing online resources	Pearson Correlation	.866**	.860**	.858**	.837**	.848**	.931**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	91	91	91	91	91	91	91

** . Correlation is significant at the 0.01 level (2-tailed).

Source: From SPSS Software

From the table 3, it was found that the correlation coefficient between the variables of searching information and for emails is .882, for communication is .927, involving in different social networking sites is .912, for entertainment is (Sultana, 2018).724, for online transaction is .820 and for accessing online resources is .866. The correlation coefficient between the variables of emails and for communication is .882, for different social networking sites .833, for entertainment is .641, for online transaction is .812 and for accessing online resources is .860. The correlation coefficient between the variables for communication and involving in different social networking sites is .937, for entertainment is .702, for online transaction is .849 and for accessing online resources is .858. The correlation coefficient between the variables of involving in different social networking sites and for entertainment is .651, for online transaction is .810 and for accessing online resources is .837. The correlation coefficient between the variables of entertainment and online banking transaction is (Techataweewan, W., & Prasertsin, 2018) .875 and for online resources is .848. The correlation coefficient between the variables of online transaction and accessing online resources is .931. Since P value (.000) is less than 0.05 there is positive relationship between the variables and as a result null hypothesis rejected and therefore there is significant relationship between the variables. The highly significant relationship is found between involving in social networking sites for communication i.e., .937 which indicates that due to rapid increase of internet use through digital gadgets for communicating with different social networking sites has gradually empowered their digital literacy (Parvathamma, N., & Pattar, 2013).

Pertaining to Hypothesis - 2

H₀2: The digital skill has no significant effect on self-dependence of Muslim Household women from West Bengal.

To test the hypothesis the digital literacy skill of the respondents were determined through the questionnaire of digital skills where the dimensions were competency area, communication area, content creation area, safety area and problem solving area. The data were interpreted below (Maharana, B., & Mishra, n.d.).

Table 4. Showing Digital skill among the Muslim household women from West Bengal

Statements	Give tick to correct option	
Digital literacy skill of Muslim household women from West Bengal		
COMPETENCE AREA	Yes	No
I can look for information online using a search engine	91	12
I can save or store files or content (e.g. text, pictures, music, videos, web pages) and retrieve them once saved or stored	90	13
I know not all online information is reliable.	90	13
COMMUNICATION		
I can communicate with others using mobile phone, Voice over IP (e.g. Skype) e-mail or chat – using basic features (e.g. voice messaging, SMS, send and receive e-mails, text exchange)	91	12
I can share files and content using simple tools	83	20
I know I can use digital technologies to interact with services (as governments, banks, hospitals).	83	20
I am aware of social networking sites and online collaboration tools.	85	18
I am aware that when using digital tools, certain communication rules apply (e.g. when commenting, sharing personal information)	83	20
CONTENT CREATION		
I can produce simple digital content (e.g. text, tables, images, audio files) in at least one format using digital tools	85	18
I can make basic editing to content produced by others.	87	16
I know that content can be covered by copyright.	82	21
I can apply and modify simple functions and settings of software and applications that I use (e.g. change default settings).	80	23
SAFETY		
I can take basic steps to protect my devices (e.g. using antiviruses and passwords)	78	25
I am aware that my credentials (username and password) can be stolen	85	18
I know I should not reveal private information online	95	8
I know that using digital technology too extensively can affect my health.	92	11
PROBLEM SOLVING		
I can find support and assistance when a technical problem occurs or when using a new device, program or application	45	58
I know how to solve some routine problems (e.g. close program, re-start computer, re-install/update program, check internet connection).	75	28
I know that digital tools can help me in solving problems. I am also aware that they have their limitations.	78	25
When confronted with a technological or non-technological problem, I can use the digital tools I know to solve it.	45	58

Source: <http://www.aal-europe.eu/wp-content/uploads/2020/02/vINCI-Call-2017-DIGITAL-SKILLS-QUESTIONNAIRE-END-USERS.pdf>

From the table 4, it was found that digital literacy skill of most of the respondents were high as because they are very much accustomed with the daily life activities that they need perform while using the device. They are very familiar with the activities like 88.3% know how to search information, 87% know about storing files, 87% know about the information reliability, 88.3% know about how to communicate with others, 80.3% know how to share the files, 80.3% know about interacting the services, 82.5% were aware of collaboration tools, 80.3% the digital tools, 82.5% can produce the digital content, 84.5% editing of content, 79.6% aware of copyright issues, 77.6% the software application, 75.7% can protect device from virus, 82.5% aware about confidential credentials, 92.2% not to reveal the information, 89.3% aware about the effect on their health, 43.6% can find support for a technical problem,

72.81% can solve routine problems, 75.7% tools that help to solve problems, 43.6% aware about technological and non-technological issues.

Table 5. showing the correlation of the factors of digital skill

		Competence Level	Communication Level	Content Creation Level	Safety Adoption	Problem Solving
Competence Level	Pearson correlation	1	.803	.772	.893	.518
	Sig. (2tailed)		.000	.000	.000	.000
	N	103	103	103	103	103
Communication Level	Pearson correlation	.803	1	.987	.956	.726
	Sig. (2tailed)	.000		.000	.000	.000
	N	103	103	103	103	103
Content Creation Level	Pearson correlation	.772	.987	1	.950	.747
	Sig. (2tailed)	.000	.000		.000	.000
	N	103	103	103	103	103
Safety Adoption	Pearson correlation	.893	.956	.950	1	.724
	Sig. (2tailed)	.000	.000	.000		.000
	N	103	103	103	103	103
Problem Solving	Pearson correlation	.518	.726	.747	.724	1
	Sig. (2tailed)	.000	.000	.000	.000	
	N	103	103	103	103	103

Correlation significant at the 0.01 level (2 tailed)

Source: From SPSS Software

From the table 5, it was found that the coefficient correlation between competence and communication area i.e., .803, and remaining 20% indicates no relationship between the competence and communication variables (*Digital Information Literacy*, 2009). There is a positive correlation between competence and creation of content i.e., .772 and remaining 23% indicates no relationship between them. There is a positive correlation between competence and safety issues i.e., .893 and remaining 11% indicates no relationship between the variables. Lastly there is very moderate relationship between competence and problem solving i.e., 51% competence and problem solving and remaining 49% indicates no relationship. Since P value (.000) is less than 0.05 there is positive relationship between the competency and other variables. The more the competence among respondents the more ability among them to communicate, creating content, adopting safety measures to protect the matter and devices but it is not necessary that the competency in dealing with devices will able them to solve problems that is related with technical problems, routine problems ability to use digital tools to solve it. The coefficient correlation between communication and content creation area i.e., .987, and remaining 2% indicates no relationship between the variables. There is a positive correlation between communication and safety measures i.e., .956 and remaining 5% indicates no relationship between the variables. Lastly, there is very positive relationship between communication and problem solving area i.e., .726% and remaining 28% indicates no relationship. Since P value (.000) is less than 0.05 there is positive relationship between the communication and other variables. The more the communication capacity within the respondent they know very well how to interact with digital services, tools, creating content protecting devices from viruses and sorting the problem issues of devices because through communication they able to know new

information about software, tools, packages and able to become conversant about safety measures and develop problem solving abilities. Furthermore, there is a positive correlation between content creation and safety measure variables i.e., .950 and remaining 5% indicates no relationship (Floyd, D. M., Colvin, G., & Bodur, 2008). There is a positive correlation between content creation and problem solving skill i.e., .747 and remaining 26% indicates no relationship. Since P value (.000) is less than 0.05 there is positive relationship between the content creation and other variables. There is positive correlation between safety measures and problem solving abilities i.e., .724 and remaining 28% indicates no relationship between the variables. Since P value (.000) is less than 0.05 there is positive relationship between the content creation and other variables.

Table 6. showing the Model Summary

Model	1	R	R Square	Adjusted R	Std. Error	R Square Change	F Change	df1	df2	Sig. Change	F
		.981	.963	.961	.064	.963	506.261	5	97	.000	

1. Predictors: (Constant), Competence, Problem solving, content creation, Ability to adopt safety measures, Communication levels.

2. Dependent Variable: Digital Skill

Source: From SPSS Software

From the table 6, it was observed that the model explains overall 98% (R-value .981) by predicting the independent variable, it explains that 98% of influence on digital skills. R square value is .963 which indicates that 96.3% of digital skills can be effected to predictors, Adjusted R square is .961 which indicates that there is only (Biradar, Kavita and Naik, 2017).897 difference which is an error of prediction and F statistics show higher value, which means that the model is fit for further interpretation. The significance level is .000, which is less than .05 and .01 levels, which indicates that independent variable has positive effect on dependent variable. The cause and effect level is high and the null hypothesis is rejected. Here digital skill is influenced by the factors of competency level, communication level, content creation level, ability to adopt safety measures and communication level which help them to become self dependence.

Table 7. showing the Anova

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.211	5	2.042	506.261	.000b
	Residual	.391	97	.004		
	Total	10.602	102			

Dependent Variable: Digital Skill

Predictors: (Constant), Competence, Problem Solving, Content creation, Adoption of safety measures, Communication

Source: From SPSS Software

From the Anova table 7, it is being concluded that the F statistics show higher value which means that the model is fit for further interpretation. The sum of squares is the total variation on digital skill that is being explained by the model. The variability in the dataset is about 96% explained by the model. The residual is (Sampath Kumar, B. T., Basavaraja, M. T., & Gagendra, 2014).391 which also indicates the model fitness. The p value is less than .000, which indicates the 95% confidence level that there is high positive relationship between the variables.

Table 8. showing the Coefficients of the factors of digital skills

Model		Unstandardized		Standardized		95.0% Confidence		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
1	(Constant)	-.024	.027		-.885	.378	-.078	.030
	Communication	.032	.024	.180	1.353	.179	-.015	.079
	Content Creation	-.037	.030	-.170	-1.214	.228	-.096	.023
	Safety adoption	.044	.029	.168	1.510	.134	-.014	.101
	Problem Solving	-.005	.006	-.026	-.826	.411	-.017	.007
	Competence	.286	.019	.829	14.955	.000	.248	.325

Dependent Variable: Digital Skill

Source: From SPSS Software

The coefficient table 8 indicates the amount of change in the dependent variable for a unit of change in the independent variable (Baikady, M. R., & Mudhol, 2013). The coefficient of communication is -.024, content creation is -.037, problem level -.005 which states that for every unit increase in communication, content creation and problem solving levels there is -.024, -.037 and -.005 unit respectively decrease in the predicted score of digital skill, holding all other variables constant. As the p, value is greater than .05 for communication content creation and problem solving so it is statistically not significant, as it is not different from 0. On the other hand safety and competence level values were .044 and .286 respectively which states that every unit increase in the safety and competence level there is .044 and .286 unit respectively increase in the predicted scores of digital skill, holding all other variable constant. As the p value safety level is greater than .05 so it is statistically, as it is not different from 0. But the p value of competence level is less than .05 so it is statistically significant, as it is not different from 0 (Khan, 2015)

Discussion

The finding of the study revealed that most of the Muslim household prefer to use digital gadgets i.e., 88.3%. Again, 11% of women does not prefer to use digital gadgets as they are not familiar with the configuration, many of them were not allowed to use it in their home, some kind of literacy factor creates a barrier for them to avail it.

Among digital gadgets, women prefer to use smart android device than any other digital gadgets. With rapidly changing technology in the smart phones able to do the same work, same as which computer internet browser does. Smartphones, or phones that can connect to the internet and run apps, are the most prevalent type of mobile device. Mobile plays perfectly into women who are looking for a simpler, more convenient way to buy online – particularly those who may be already out on the high street than sitting at home in front of the computer.

Most of them who uses smart phone they mainly use it for entertainment followed by communication purpose, it has now become a trend to use it and a kind of showy status prevail in the society. Linking with facebook, whats app, twitter etc., all are the trendy features, which help them to communicate with their friends and relatives, and by frequent use of it for the same, gradually their digital

literacy has empowered. Again for searching any new information or sources like finding new apps for home shopping, destination vacation, getting idea about price of hotels etc, also help them to empower their literacy and now they can connect with the new world of technology.

Digital skill has been improved among the Muslim household women when searching online resources, sending any content, files or images to other. Even they know that there are some sites, which are not reliable. Therefore, it has increased the digital competency skill. Gradually with the enhancement of skill, they can communicate with others using mobile phone, Voice over IP (e.g. Skype) e-mail or chat – using basic features (e.g. voice messaging, SMS, send and receive e-mails, text exchange), they know the editing; can modify the simple functions and others.

CONCLUSION

Most of the women can produce content by visualizing the steps from published videos, apply simple functions of software, able to produce digital content etc. With the gradual use of the device they were also aware about the demerits of using the device like it can affect the health of the individuals, if using it for long hours, every device has some credentials which need not to be share with others due too security issue, if the device get affected then the basic initial steps need to be follow. However, they are well conversant with the initial steps but not conversant with technical problems of the device. When confronted with a technological or non-technological problem, they cannot use the digital tools I know to solve it. So problem solving ability is moderately correlated with competence level of the Muslim women. Therefore now days household women while maintaining the home tradition and culture parallel they are also maintaining track with the digital world as because some of them may have pre- literacy digital skill before their marriage or they may have learned after their marriage.

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