

Information Literacy Competency among Students of Kittur Rani Chennamma College of Horticulture, Arabhavi (Belagavi), Karnataka: A Study

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Abstract - The present study was carried out to explore the Information Literacy Competency (ILC) among students of Kittur Rani Chennamma College of Horticulture Arabhavi, Belagavi. Data was collected through questionnaire method. The tabulation and analysis was done based on the necessary statistical tools. Results of the study revealed that all the respondents need information for the study, to prepare seminars, assignments and notes. For location of information in the library they search on OPAC / Web OPAC and seek the assistance from the library staff. Majority of them use search engines and using simple search keywords. The respondents suggested incorporating the information literacy programmes in their curriculum. Majority of them suggested conducting information literacy programmes on use of information resources.

Keywords: Literacy Competency, Horticulture, Information Resources

life to seek; evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals. Through library orientation, user education and bibliographic instruction, college or university libraries have been involved in training their users how to use the library, how to access information and teaching the various bibliographic tools. But, in the present information-rich society, due to the information explosion, emergence of ICT and World Wide Web, development of e-information resources, changes in teaching and learning styles, the students are facing a lot of problems in finding the most authenticated, reliable and valid information sources for their studies which necessitates them to develop information literacy skills and become information literates. (Swapna & Biradar, 2017).

I. INTRODUCTION

Information Literacy Competency (ILC) is a set of abilities required for an individual to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (American Library Association, 1989). Information literacy forms the basis for lifelong learning. It is common to all the disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. An information literate individual is able to determine the extent of needed information, to access the needed information effectively and efficiently, to evaluate information and its sources critically and to incorporate selected information into one’s knowledge base, to use information effectively to accomplish a specific purpose, to understand the economic, legal, and social issues surrounding the information literacy competency (American Library Association, 2003). According to the UNESCO (2017), the empowerment of people through Media and Information Literacy (MIL) is an important requirement for fostering equitable access to information and knowledge and “promoting free, independent and pluralistic media and information systems.” Information literacy education has gained more importance in higher education institutions worldwide over the last few decades. It empowers peoples in all walks of

II. REVIEW OF LITERATURE

Hadimani and Rajgoli (2010) conducted a survey to assess the information literacy competency of undergraduate students at the College of Agriculture, Raichur. The findings of the study revealed that the majority of the respondents had the ability to locate the needed information but lacked the competence in accessing electronic information. Vasudevan (2012) study revealed that the information literacy capabilities of postgraduate students and faculty of universities in Kerala are comparatively low and hence they are not in the position to utilize the potential of online databases and indices. Also, they have to develop corrective measures in the form of information literacy training sections to enhance their capabilities. This will positively affect the research capabilities and the output in the long run. Singh and Joshi (2013) examined the various instruction initiatives taken for positive impact upon the ILC of PG students. The study found that there is a significant difference between the first and second year students among ILC. Lata and Sharma (2013) examined the IL skills of the faculty and students of the Postgraduate Institute of Medical Education and Research, Chandigarh and Pt. B.D. Sharma University of Health Science, Rohtak. The study found that majority of the faculty and students rated their skills high in accessing information in print and electronic format and comparison to students, the faculty members of both the medical colleges were more familiar with the bibliographical tools. Maidul and Rahman (2014)

examined the ILC of the arts faculty students at the University of Dhaka, Bangladesh and determine their strengths and weaknesses and it was found that students had limited skills in the area of information literacy and reasons behind it is not discussed extensively in their academic course curriculum. Chanchinmawia and Verma (2018) made an assessment of information literacy skills among research scholars of Mizoram University. The study urges the inclusion of an information literacy program in the course curriculum and more awareness is required among students that will make the students more information literate.

III. OBJECTIVES OF THE STUDY

1. To examine the frequency and purpose of the visit to the library.
2. To find out the need for information and location of information resources in the library.
3. To know the extents of use of search tools and services of the library
4. To identify the use of various search techniques.
5. To find out the modes of preference of information literacy programmes offered by the institution.

IV. METHODOLOGY

The survey method was adopted for the present study with questionnaire as data collection tool and it was distributed among 100 students of Horticulture, Arabhavi, Belagavi, out of which 88 (88%) have responded positively. Further, data collected were tabulated using appropriate statistical applications.

V. RESULTS

TABLE I GENDER WISE DISTRIBUTION OF RESPONDENTS

Gender	Numbers of respondents	Percentage
Male	32	36.36
Female	56	63.64
Total	88	100.00

The table I displays the gender-wise distribution of students. Out of 88 respondents, 32 (36.36%) are male and 56 (63.64%) of are female.

TABLE II AGE WISE DISTRIBUTION OF RESPONDENTS

S. No.	Age groups	Numbers of respondents	Percentage
1.	18-20 years	10	11.36
2.	21-23 years	20	22.73
3.	24-26 years	58	65.91
4.	27 years and above	0	0.00
5.	Total	88	100.00

Table II shows the respondents age groups under four categories. Here, 10 (11.36%) respondents are in the age group of 18-20 years, 20 (22.73%) respondents are in the age group of 21-23 years, 58 (65.21) respondents are in the age group of 24-26 and none of the respondents belong to the age group of 27 years and above.

TABLE III RESIDENTIAL AREA-WISE DISTRIBUTION OF RESPONDENTS

Residential area	Numbers of respondents	Percentage
Rural	66	75.00
Urban	22	25.00
Total	88	100.00

The above table III depicts the residential area-wise distribution of the respondents. Among 88 students, 66 (75%) are from rural area and 22 (25%) are from urban area.

TABLE IV FREQUENCY OF VISIT TO THE LIBRARY

S. No.	Frequency to visit	Numbers of respondents	Percentage
1.	Daily	75	85.23
2.	Twice in a week	8	9.09
3.	Once in a week	2	2.27
4.	Once in a month	1	1.14
5.	Occasionally	2	2.27
Total		88	100.00

Table IV shows the frequency of visit to the library. Among the 88 respondents, 75 (85.23%) of them visited the library on daily basis, 8 (9.09%) of them visited twice in a week, 2 (2.27%) each visited once in a week and occasionally. Only 1 (1.14%) visited the library once in a month.

TABLE V PURPOSE OF VISIT TO THE LIBRARY

S. No.	Purpose of visit	Numbers of respondents (N=88)	Percentage
1.	To borrow/return books	88	100.00
2.	To refer reference/ textbooks	86	97.73
3.	To read magazines / newspapers	86	97.73
4.	To prepare course assignments and notes	85	96.59
5.	To study	82	93.18
6.	To access and use Internet /e-resources	78	88.64
7.	Consulting reference materials	75	85.23
8.	To get recreational information	60	68.18

The table V shows that all respondents i.e., 88 (100%) visit to library to borrow / return books, 86 (97.73%) each respondents preferred to visit to read reference/textbooks and to read magazines/ newspapers, 85 (96.59%) respondents visit to prepare course assignments and notes,

82 respondents (93.18%) visit the library to study, 78 (88.64%) respondents visit to access and use Internet/E-resources, 75 (85.23%) respondents visit for consulting reference materials, and 60 (68.18%) respondents visit library to get recreational information.

TABLE VI NEED FOR INFORMATION

S. No.	Need of information for	Numbers of respondents (N=88)	Percentage
1.	Study	88	100.00
2.	Preparing seminars, assignments and notes	88	100.00
3.	Writing research project(s)	76	86.36
4.	Updating subject knowledge	74	84.09
5.	Lifelong learning	65	73.86
6.	Recreational purpose	60	68.18
7.	Write research papers for journals, conferences and seminars	10	11.36

From the survey it is clear that all of the respondents opined that they need information. The table VI shows, all students stated that they need information for their study and for preparation of seminars, assignments and notes, 76 respondents (86.36%) for writing research project(s), 74

(84.09%) for updating subject knowledge, 65 (73.86%) for lifelong learning, 60 (68.18%) for recreational purpose, and 10 (11.36%) respondents to write research papers for journals, conferences and seminars.

TABLE VII SOURCES USED TO LOCATE INFORMATION RESOURCES IN THE LIBRARY

S. No.	Source	Numbers of respondents (N=88)	Percentage
1.	OPAC /WEBOPAC	70	79.55
2.	Ask the library staff	70	79.55
3.	Classification number	56	63.64
4.	Card catalogue	30	34.09
5.	Bibliographies	20	22.73
6.	Abstracts and indexes	5	5.68

The above table VII shows the tools used by students to locate information resources in the library. It is found that majority of the respondents, i.e., 70 (79.55%) identify the information resources in the library through the OPAC/WEBOPAC and with the help of library staff. 56 (63.64%) respondents locate the information resources through classification number, 30 (34.09%) respondents identify the information resources using the card catalogue, 20 (22.73%) respondents locate the information referring bibliographies, and 5 (5.68%) respondents locate information resources by consulting abstracts and indexes.

The above table VIII shows the extent of use of library search tools and services by students. Majority of the respondents i.e. 50 (56.82%) stated that they always use library search tools and services for their academic activities whereas only 5 (5.68%) students opined that they rarely use library search tools and services.

TABLE VIII EXTENTS OF USE OF SEARCH TOOLS AND SERVICES OF THE LIBRARY

S. No.	Extent of use	Numbers of respondents	Percentage
1.	Always	50	56.82
2.	Many times	22	25.00
3.	Sometimes	11	12.50
4.	Rarely	5	5.68
Total		88	100.00

TABLE IX USE OF WEB TOOLS

S. No.	Use of Web tools	Numbers of respondents N=88	Percentage
1.	Search engines	65	73.86
2.	Databases	44	50.00
3.	Websites	40	45.45
4.	Directories	25	28.41

It is learnt from the survey that all respondents use Internet for searching information. It is clear from the above table IX that highest percentage of respondents i.e., 65 (73.86%) use different search engines, 44 (50.00%) respondents use databases, 40 (45.45%) respondents use websites and 25 (28.41%) respondents use directories to search information.

TABLE X USE OF SEARCH TECHNIQUES

S. No.	Search techniques	Numbers of respondents N=88	Percentage
1.	Simple Keyword	84	95.45
2.	Field search (File, URL, etc)	60	68.18
3.	Boolean search techniques (AND, OR, NOT)	40	45.45
4.	Wild card search/truncation (*/?)	10	11.36

It is observed from the above table X that highest number of the respondents i.e., 84 (95.45) opt the simple keyword for searching information, followed by 60 (68.18) respondents who use field search, 40 (45.45%) respondents who use Boolean search techniques and 10 (11.36%) respondents found using wildcard search / truncation for information retrieval.

TABLE XI MODES OF PREFERENCE OF INFORMATION LITERACY PROGRAMMES BY STUDENTS

S. No.	Modes of preference	Number of respondents N=88	Percentage
1.	Integrated into course curriculum	75	85.23
2.	Online IL instructional modules via the library website	60	68.18
3.	Online IL instructional modules via college/institutes websites	53	60.23
4.	Printed information literacy instruction	15	17.05

The responses presented in the above table XI shows that majority of the respondents, i.e., 75 (85.23%) prefer integrated into course curriculum, followed by online IL instructional modules via the library website by 60 (68.18%) respondents, 53 (60.23%) respondents choose online IL instructional modules via college/institutes websites, and 15 (17.05%) respondents prefer printed information literacy instruction.

retrieval skills, and 25 (28.41%) need awareness on library resources and services.

VI. FINDINGS OF THE STUDY

1. All respondents visit the library on daily basis and they visit the library for borrowing and returning of books.
2. 82(93.18%) respondents visit the library for studying.
3. 84(95.45) respondents use the simple keyword for searching information.
4. A total of 70(79.55) respondents stated that they identify the book using the OPAC/WEBOPAC and ask the library staff.
5. There are 65(73.86%) respondents who access different search engines on the web to gather information.
6. A total of 57(64.77%) respondents stated that they feel the need of training for use of electronic resources.

TABLE XII SUGGESTED AREAS WHERE INFORMATION LITERACY PROGRAMMES ARE REQUIRED

S. No.	Information literacy programs	Numbers of respondents N=88	Percentage
1.	Use of electronic resources	57	64.77
2.	Access to online databases	55	62.50
3.	Use of CD/DVD ROMs	55	62.50
4.	Institutional Repositories / Digital library	50	56.82
5.	OPAC	40	45.45
6.	Online search and retrieval skills	40	45.45
7.	Using of library catalogue	30	34.09
8.	Awareness of library resources and services	25	28.41

The above table XII shows the areas in which the respondents need training. 57 (64.77%) respondents stated that they need information literacy programmes on accessing electronic resources, 55 (62.50%) each respondents stated access to online databases, and using CD/DVD ROMs, 50 (56.82%) respondents to browse Institutional Repositories / Digital libraries, 40 (45.45%) each respondents to check OPAC and Online search and

VII. CONCLUSION

Information literacy is more than just applying routine procedures related to information skills. Information-literate person are able to recognize and understand their need for information, be knowledgeable about their information environments, know how to engage them, and use the information they find to resolve or fulfil their information needs. The colleges or any higher education institutions has to frequently conduct Information literacy programmes to the teachers and students to strengthen their skills and competency. This intern helps for exploring the available printed and electronic information resources for the various academic purposes.

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