A DEMOGRAPHIC SKETCH OF UNIVERSITY STUDENTS' CONSCIOUSNESS OF THE CONCEPT OF E-INFORMATION LITERACY

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Abstract

Information literacy is frequently utilised in the digital world for the management of e-information. E-Information Literacy (E-IL) or E-Literacy is the logical extension of this practise. The lifestyle of today is to "Go Digital." The goal of the current study is to determine how well-versed university students are in the idea of E-IL when compared to demographic factors like student category, gender, faculty, and age group. The overall analysis reveals that, among the various viewpoints, 44.09% of university students believed they had heard, read, used, and applied this concept. Additionally, 70.08% of university students believed that the informational terms provided describing the definition of e-information literacy are accurate. As they are aware of the numerous elements of definitional statements of E-IL, it shows that university students have heard, read, used, and implemented the notion of E-IL. When demographic factors are examined, the study finds that male postgraduate (PG) students in the humanities faculty who are between the ages of 22 and 25 have a higher overall awareness level for the idea of E-IL than the other students who fit the aforementioned demographic profile.

Keywords: Awareness, Concept, E-Information, University Students, Literacy, Demographic, Knowledge etc.

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Introduction

When looking for information, information literacy helps consumers choose the appropriate source from the many options available. The kids' ability to think sustainably is aided by it. E-IL has a significant influence on university students' e-learning environments because of how well ICT tools and services can be adjusted to meet shifting needs. Academicians must progressively master new skills and knowledge relevant to the new learning environments in line with literacy, such as digital literacy, media literacy, library literacy, financial literacy, and health literacy, etc., in order to exist in these virtual environments.

Review of Literature:

The fundamental idea and significance of e-literacy in ICT-rich learning contexts are illustrated by Taha (2007). For the purpose of building and managing information systems, Luo and Deng (2014) understand the fundamental theories pertaining to the conception, contents, characteristics, form, and devolution of Sports Information Management (SIM) systems. This information is valuable for sports organisations at all levels. By analysing several concept map-related phenomena, Reiska & colleagues (2015) evaluate "concept mapping" as an evaluation method for identifying cognitive components of scientific literacy. In this case study, Bourelle & colleagues (2016) investigate the effectiveness of online learning and teaching settings for multimodal literacy. The affordances and limitations of online and face-to-face (f2f) learning settings are also explored in relation to the development of multimodal literacy in first-year composition. Rojas-

Drummond and colleagues (2017) examined the interactions between discussion, reading, and writing among primary school students with an emphasis on "Dialogue Literacy." Additionally, the study was carried out within the framework of an educational programme called "Learning Together" (LT) employing the notion of collaborative learning to advance children's literacy and oracy growth. In their study, Pouliot et al. (2018) defined and identified the notions of medication literacy and made suggestions about how to operationalize this definition to support the work of pharmacists and other healthcare practitioners. By concentrating on the abilities associated to these notions that help university students acquire a critical mindset and reading skills that are important for their academic lives, Lopez-Yepes (2019) investigated the concepts of information literacy and critical literacy. Yildiz (2020) conducted a phenomenological research on the idea of digital literacy by soliciting the opinions of various academics. It was found that the academics were conversant with the idea and open to taking part in the training programme on it being offered by the pertinent institutions. Park and colleagues (2021) used the scientometric approach to analyse research trends in "Digital Literacy" and ideas connected to it in order to understand the multidimensional characteristics of the disciplines, such as keywords, journal titles, co-authorship, and cited publications. Additionally, Unvan (2021) emphasises the notion of "financial literacy" and its significance in the financial education sector.

After examining, it is discovered that no study addressed university students' awareness of E-IL, therefore we conducted this survey.

Objectives of the study

The primary goals of this study are:

a.   To study the opinions and awareness of the university students about the concept and the definitional statements of E-Information Literacy.

b.   To map these opinions/awareness statements against their categorical variables viz. student's category, gender, faculty and age group of the University students.

Methodology

Descriptive method of research and online structured questionnaire as a data collection tool was used for this study. The study's intended audience was the university students (both PG and Research) of Shivaji University Kolhapur, Maharashtra working at 37 different post graduate departments which falls under four faculties viz. Humanities, Science and Technology, Inter-Disciplinary Studies and Commerce and Management. The online questionnaires were distributed to 351 random university students, out of that 254 students responded to the questionnaire; resulting into response rate of 72.36%.

Results and Discussion

Demographic Awareness of the concept of E-Information Literacy

The awareness level about the concept of E-IL of the university students was carried out on the following lines:

Opinions on the concept of E-Information Literacy

Table 1 below shows the analysis of different opinions on E-IL of the university students against their demographic variables.

Table 1: Opinions on the Concept of E-Information Literacy

Opinions	Demographical Variables													Y
	Students Category		Gender		Faculty				Age Group					
	PG Students	Research Students	Female	Male	C	H	I	S	22 to 25	26 to 29	30 to 33	34 to 37	Above 37	
Have clear concept	44 (17.32)	40 (15.74)	39 (15.35)	45 (17.71)	9 (3.54)	32 (12.59)	13 (5.11)	30 (11.81)	37 (14.56)	21 (8.26)	6 (2.36)	10 (3.93)	10 (3.93)	**84** (33.07)
Have vague concept	20 (7.87)	22 (8.66)	11 (4.33)	31 (12.20)	5 (1.96)	17 (6.69)	6 (2.36)	14 (5.51)	17 (6.69)	10 (3.93)	3 (1.18)	5 (1.96)	7 (2.75)	**42** (16.54)
Have heard, read, use and apply	58 (22.83)	54 (21.25)	48 (18.89)	64 (25.19)	11 (4.33)	41 (16.14)	23 (9.05)	37 (14.56)	46 (18.11)	28 (11.02)	14 (5.51)	6 (2.36)	18 (7.08)	**112** (44.09)
Have heard, read and not used as don't understand	22 (8.66)	14 (5.51)	20 (7.87)	16 (6.29)	4 (1.57)	10 (3.93)	9 (3.54)	13 (5.11)	15 (5.90)	4 (1.57)	7 (2.75)	4 (1.57)	6 (2.36)	**36** (14.17)

Note: C= Commerce and Management; H= Humanities; I= Inter-Disciplinary Studies; S= Science and Technology; Y= Total 'Yes' responded for each of the Opinions; Figures in parenthesis indicates percentage.

- It is observed from the above Table 1 that, 44.09% of university students had heard, read, use and applied the concept of e-information literacy for their academic tasks. 33.07% of them have clear concept of e-information literacy followed by vague concept by (16.54%) of students and 14.17% students had heard, read and not used the concept of e-information literacy as they don't understand this concept.

- Amongst the student's category wise opinion on the concept of E-IL, the PG student's overall opinion ratio is higher than the research students which mean that the level of awareness about the concept of E-IL is higher in PG students than the research students against the total number of respondents under study. Further, the quantum of response is highest in both the categories of the students' i.e 22.83% by PG students and 21.25% by research students for the opinion that they 'have heard, read, used and applied the concept of E-IL'. Consequently, it was also noted that this opinion got highest response for rest of the demographic variables analyzed below than the other opinions.

- Against the gender wise analysis, it reflects that male student's (25.19%) response ratio is higher than the female students (18.89%) against the opinion that they have heard, read, used and applied the concept of E-IL apart from the rest of the opinions.

- Amongst the faculty wise opinion it was observed that, highest response was found at Humanities faculty (16.14%) and lowest at Commerce/Management faculty (4.33%). Further 14.56% students of Science and Technology faculty and 9.05% students of Inter-Disciplinary Studies faculty opined that they have heard, read, used and applied the concept of E-IL along with the faculties like Humanities and Commerce/ Management.

- The age group wise analysis dwells that, students from the age group 22 to 25 has highest rate of response (18.11%) for the concept of E-IL and lowest at the age group 34 to 37 (2.36%). Sequentially the highest response was observed for age groups 26 to 29 (11.02%) followed by above 37 (7.08%) and 30 to 33 (5.51%).

Awareness of E-Information Literacy in the Definition Context

The awareness about the knowledge of e-information literacy in the definition context of the E-IL is represented in the Table 2 below with analysis by categorical/demographic variables.

Table 2: Awareness about Definition of E-Information Literacy

Awareness about Definition of E-Information Literacy	Demographic Variables													Y
	Students Category		Gender		Faculty				Age Group					
	PG Students	Research Students	Female	Male	C	H	I	S	22 to 25	26 to 29	30 to 33	34 to 37	Above 37	
It includes wide range of electronic communications like Internet, Intranet, interactive television, CD-ROM, satellite broadcast, DVD, audio and video tapes, etc.	18 (7.0)	14 (5.51)	11 (4.33)	21 (8.26)	3 (1.18)	14 (5.51)	6 (2.36)	9 (3.54)	14 (5.51)	9 (3.54)	2 (0.78)	2 (0.78)	5 (1.96)	**32 (12.60)**
E-information literacy is the delivery of information,	26 (10.23)	23 (9.05)	17 (6.69)	32 (12.59)	6 (2.36)	19 (7.48)	6 (2.36)	18 (7.08)	20 (7.87)	12 (4.72)	4 (1.57)	6 (2.36)	7 (2.75)	**49 (19.29)**

training or education programs via electronic medias														
It comprises set of digital skills for creation, finding and sharing of e-information	12 (4.72)	11 (4.33)	7 (2.75)	16 (6.29)	2 (0.78)	6 (2.36)	4 (1.57)	11 (4.33)	10 (3.93)	4 (1.57)	0 (0)	3 (1.18)	6 (2.36)	**23 (9.06)**
All are Correct	91 (35.82)	87 (34.25)	78 (30.70)	100 (39.37)	16 (6.29)	68 (26.77)	38 (14.96)	56 (22.04)	71 (27.95)	41 (16.14)	22 (8.66)	17 (6.69)	27 (10.62)	**178 (70.08)**
Don't Know	14 (5.51)	10 (3.93)	11 (4.33)	13 (5.11)	3 (1.18)	5 (1.96)	4 (1.57)	12 (4.72)	14 (5.51)	4 (1.57)	2 (0.78)	2 (0.78)	2 (0.78)	**24 (9.45)**

Note: C= Commerce and Management; H= Humanities; I= Inter-Disciplinary Studies; S= Science and Technology; Y= Total 'Yes' responded for each of the Opinions; Figures in parenthesis indicates percentage.

According to Table 2, the majority of students (70.08%) believed that the phrases used to describe the notion of e-information literacy were accurate. 19.29% of students are aware that e-information literacy refers to the dissemination of knowledge, instruction, or educational materials through electronic means. Further 12.60% of students know that it encompasses a variety of electronic communications, including the Internet, intranet, satellite transmission, interactive television, CD-ROM, DVD, audio and video cassettes, etc. The idea of "e-information literacy" is specifically unknown to 9.45% of university students, whereas 9.06% are aware that it refers to a set of digital abilities beneficial for creating, searching, and sharing e-information.

- Under the students' category, PG student's overall awareness knowledge about the definition of e-information literacy is higher than the Research students. Further, it reveals that majority of students [70.08% (PG: 35.82 and Research Student: 34.25%)] felt that the given informational terms about the definition of E-IL are correct. It is further observed that, this statement allows higher response in all the categorical variables discussed below than the rest of the awareness statements.

- The gender wise analysis explores that, male students (39.37%) response is higher than the female students (30.70%) for the definition of E-IL which includes all are stated statements are correct.

- Against the faculty wise analysis, it shows that student's response rate is higher in the faculty of Humanities (26.77%) and lower in Commerce/Management faculty (6.29%), for Science and Technology faculty 22.04% and for Inter-Disciplinary Studies faculty 14.96% was noted for the awareness statement that all mentioned informational terms regarding definition of E-IL are correct.

- The age group wise distribution shows that high response was noted at age group 22 to 25 (27.95%) followed by other age groups like 26 to 29 (16.14%), Above 37 (10.62%), 30 to 33 (8.66%) and 34 to 37 (6.69%).

Conclusion

In line with E-IL skills, Media and Information literacy (MIL) skills are essential to get right/authentic and ethical use of e-information in the fake and misdirect invalid information context and to become an active citizens of the demographic society. The drastic growth in e-information resources and publications in higher education results in a great need of e-librarians with all modern e-skills/techniques best fitted in e-learning environments for the benefit of their stakeholders especially the academicians.

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