Internet Literacy Skills among Research Scholars in Mangalore University: A Study

Lokesha M.
Research Scholar
Dept. of Library & Information Science
University of Mysore, Manasagangotri – 570006
Email : lokeshamurthy4@gmail.com

Adithya Kumari H.
Associate Professor
Dept. of Library & Information Science
University of Mysore, Manasagangotri – 570006
Email : adithyakumarih@gmail.com

Abstract

This paper is intended to study the level of Internet Literacy Skills generated among the research scholars of Mangalore University. The paper is also envisaged to analyze the various purposes of using internet, the problems faced during the usage, the various internet browsers as well as search engines preferred by the research scholars. The paper also attempts to present a comparison of the usage between e- resources and traditional documents.

Keywords

Internet, Skills; Literacy; Internet literacy skills; Mangalore University

Electronic access
The journal is available at www.jalis.in

Journal of Advances in Library and Information Science
ISSN: 2277-2219 Vol. 10. No.1. 2021. pp.72-77

I. INTRODUCTION

Internet literacy is not just about website analysis. It includes skills to read, disseminate, and evaluate online sources in order to socialize, network, and collaborate with people (Katz and Macklin, 2007). Internet literacy skill is one of the most favored aspects of the research scholars in the present scenario. As Internet literacy skills and research go hand-in- hand, one cannot imagine a successful research without the Internet. It could be rightly stated that Internet literacy skills and research are two faces of the same coin. Keeping this in mind, the present paper is primarily aimed at throwing light on research scholars from Mangalore University. The purpose and the significance of Internet literacy skills, and the problems faced by research scholars in accessing academic information and the solutions are the major issues of my research paper dealing with.

II.REVIEW OF LITERATURE

Danamma & Tadasad (2019) discuss the findings of internet literacy skills among the research scholars of Karnataka State Akkamahadevi Women's University, Vijayapura. For the purpose of data collection, 152 questionnaires were distributed, wherein 55.3% of the respondents mentioned that they find information resources through specific URL, and 29.6% mentioned that they learnt by themselves. On the basis of the findings, some suggestions were put forwarded to improve the internet literacy skills of the researchers. Obasuyi & Otabor (2012) studied the Internet literacy skills of the physical science students of the University of Benin. A survey design was applied to collect data from 265 undergraduate students in the faculty of physical sciences at 200 and 300 levels. The data collected was analyzed using frequency count and percentage, while null hypothesis test of independence was tested using the chi-square. The research discovered that the students were computer, internet, and ICT literate as majority of the students. Some areas that needed to be strengthened were highlighted, and the inclusion and teaching of internet and ICT literacy courses to new undergraduates in the university through orientation and workshop was recommended.

Sharma, Chawla & Madaan (2011) in their study found that the advancement of science and technology has made ~~a~~ tremendous improvement and change almost in all walks of life, and especially Information Technology. Information and Communications Technology (ICT) have transformed library and information services globally. The

Internet has provided universal access to information. Technological innovation has dramatically increased the rate of conversion of knowledge, information, and data into electronic format. Developments in the software arena have generated powerful knowledge management software, which has transformed the way knowledge is organized, stored, accessed, and retrieved. The aim of this work is to discuss the use of the Internet and related issues among the teachers as well as the students with a special reference to the selected professional colleges in Mathura region. It also highlighted the fact that the Internet had become a crucial tool for the successful and effective teaching, research, as well as learning process of the beneficiaries. Some solutions were proposed to ease the process of internet access and to make the service more beneficial for the academic community.

Shanahan (2007) notes that education at UG level is undergoing a drastic change; shifting away from the conventional transmission of a fixed body of knowledge to a learning approach where the emphasis is on encouraging the students to learn. Added to this undergraduate education programmes need to be designed in such a way that it must be aimed at producing independent learners, who must be trained to become effective lifelong learning practitioners. This seems to be the need of the hour. Successful independent learning as an undergraduate student or as a lifelong learner expects the stakeholder to have well- developed information literacy skills. The outcome of the evaluation showed the substantial skill development in students' ability to access scholarly level information at their concerned study area. Anasi (2006) studied Internet use by undergraduate students at the University of Lagos, Main Campus, Akoka, and Lagos, Nigeria. It revealed that the level of Internet use was low among undergraduate students from both the Faculty of Education and the Faculty of Law. The study recommended the provision of faculty computer laboratories equipped with internet facilities, installation of solar electric power back-up system, and the integration of Internet and computer literacy into the compulsory general studies programme of the University.

III.NEED FOR THE STUDY

In this era, it is difficult to imagine successful learning without the Internet. Research scholars could not do effective research without the Internet.

The researcher tried to get answers to the following questions:

- What type of Internet browsers and search engines are preferred?
- What kind of e-resources is being used?
- What are the problems faced while accessing the Internet?

IV. OBJECTIVES

The study has the following objectives -

- To discover the status of Internet usage and Internet literacy among Mangalore university library research scholars;
- To find out the frequency of Internet usage;
- To know the use of Internet browsers and search engines;
- To evaluate the purpose of using the Internet; and
- To examine the various problems faced by Mangalore university research scholars, while accessing the Internet.

V. METHODOLOGY

The data is collected based via a questionnaire. The aim of the questionnaire is to find the extent of Internet literacy skills among research scholars of all the disciplines in Mangalore University. This includes full- time research scholars and those who have membership of the Mangalore University Library. The total population of 382 investigators were chosen as the sampling size based on the Taro Yamane (1967) sampling size.

Table 1: Distribution of Questionnaire and Response rate

Sl. No.	Discipline	Questionnaire distributed	Response received	%
1	Science/ Technology	98	82	83.70%
2	Humanities/ Social Science	80	63	78.80%
3	Commerce/ Management	62	50	80.60%
	Total	240	195	81.25%

The table shows the distribution of questionnaire and the response rate according to discipline. About 240 questionnaires were distributed to which 195 completed questionnaires were received from the respondents. Majority 82(83.70%) of the respondents were from the Science /Technology discipline,

followed by 63(78.80%) from Humanities/Social Science, and 50(80.60%) from Commerce/Management.

VI. DATA ANALYSIS AND INTERPRETATION

Table 2: Discipline -wise Questionnaire Distribution

Sl. No.	Disciplines	No. of Respondents	%
1	Science/Technology	82	42.10%
2	Humanities/Social Science	63	32.30%
3	Commerce/Management	50	25.60%
	Total	195	100.00%

The above table shows that Science / Technology has the highest percentage of users, i.e., 82 (42.10%), followed by 63(32.30%) from Humanities/Social Science, and 50(25.60%) from Commerce / Management.

Table 3: Gender-wise Questionnaire Distribution

Sl. No.	Disciplines	No. of Respondents	Percentage
1	Male	112	57.40%
2	Female	83	42.60%
	Total	195	100.00%

It is clear that out of the total respondents investigated for the study, overwhelming majority (57.40 per cent) of them are males and 42.60 per cent are females.

Table 4: Use of Internet

Sl. No.	Internet	No. of Respondents	Percentage
1	Yes	195	100%
2	No	0	0.00%
	Total	195	100.00%

The table shows knowledge and usage of the Internet among the respondents, and reveals that maximum 195(100%) respondents use the Internet.

Table 5: Frequency of Internet Usage

Sl. No.	Frequency of Usage	No. of Respondents	Percentage
1	Daily	165	84.60%
2	Weekly	17	8.70%
3	Fortnightly	8	4.10%
4	Monthly	5	2.60%
5	Occasionally	0	0.00%
	Total	195	100.00%

Table 5 shows the frequency of internet usage by the respondents. Out of 195 respondents, 165(84.60%) used the internet on a daily basis, 17 (8.70%) weekly, 8 (4.10%) fortnightly, and 5 (2.60%) once in a monthly.

Table 6: Purpose in Using the Internet

Sl. No.	Purpose	Yes	No	Total
1	Studying	180 (92.30%)	15 (7.70%)	195 (100.00%)
2	Publishing in Journal	150 (76.90%)	45 (23.10%)	195 (100.00%)
3	Entertainment	161 (97.60%)	34 (17.40%)	195 (100.00%)
4	To exchange ideas	195 (100.00%)	0 (0.00%)	195 (100.00%)
5	Social networking	110 (56.40%)	85 (43.60%)	195 (100.00%)
6	Research & Development	195 (100.00%)	0 (0.00%)	195 (100.00%)

The table depicts the purpose of Internet usage. Majority of the respondents, 195 (100.00) used the Internet for research and development and to exchange ideas, 180 (92.30%) for studies, 161 (97.60%) for entertainment, 150 (76.90%) for publishing in journals, and 110 (56.40) for social networking.

Table 7 : Type of Internet Browser Used

Sl. No.	Internet browsers	Yes	No	Total
1	Mozilla Firefox	112 (57.40%)	83 (42.60%)	195 (100.00%)
2	Internet Explorer	140 (71.80%)	55 (28.20%)	195 (100.00%)
3	Google Chrome	179 (91.80%)	16 (8.20%)	195 (100.00%)
4	Opera	98 (50.30%)	97 (49.70%)	195 (100.00%)

The study signifies that there is difference between the respondents' use of Internet browsers. Majority of 179 (91.80%) respondents used Google Chrome,

followed by 140 (71.80%) the Internet Explorer, 112 (57.40%) Mozilla Firefox, and 98 (50.30%) Opera.

Table 8 : Type of Search Engine Used

Sl. No.	Search engines	Yes	No	Total
1	Google	179 (91.80%)	16 (8.20%)	195 (100.00%)
2	Bing	140 (71.80%)	55 (28.20%)	195 (100.00%)
3	Excite	138 (70.80%)	57 (29.20%)	195 (100.00%)
4	Baidu	130 (66.70%)	65 (68.40%)	195 (100.00%)
6	Yahoo	112 (57.40%)	83 (42.60%)	195 (100.00%)
7	Inktomi	105 (53.80%)	90 (46.20%)	195 (100.00%)
8	DuckDuckGo	98 (50.30%)	97 (49.70%)	195 (100.00%)
9	Altavista	95 (48.70%)	100 (51.30%)	195 (100.00%)

Table 8 focuses on the use of search engines, wherein majority of the respondents,179 (91.80%) used Google, followed by 140 (71.80%) using Bing, 138 (70.80%) using Excite, 130 (66.70%) using Baidu, 112 (57.40%) using Yahoo, 105 (53.80%) using Inktomi, 98 (50.30%) using DuckDuckGo, and 95(48.70%) using AltaVista.

Table 9: Different Types of E-Resources

Sl. No.	Types of E-resources	Yes	No	Total
1	E-Journals	181 (92.80%)	14 (7.20%)	195 (100.00%)
2	E-Books	146 (74.90%)	49 (25.10%)	195 (100.00%)
3	MOOC's	110 (56.40%)	85 (43.60%)	195 (100.00%)
4	Shodhganga	123 (63.10%)	72 (36.90%)	195 (100.00%)
5	Shodhgangotri	105 (53.80%)	90 (46.20%)	195 (100.00%)
6	e-PG Pathshala	108 (55.40%)	87 (44.60%)	195 (100.00%)
7	E-shodhsindu	153 (78.50%)	42 (21.50%)	195 (100.00%)
8	Index/Abstract	140 (71.80%)	53 (27.20%)	195 (100.00%)
9	WEB-OPAC	161 (82.60%)	34 (17.40)	195 (100.00%)
10	IR	102 (52.30%)	93 (47.70%)	195 (100.00%)

The respondents studied the different types of information e-resources used by the respondents. According to the table, 181 (92.80%)of the respondents used e-journals, 161 (82.60%) opted for web-opac, 153 (78.50%) were using E-Shodhsindu, 140 (71.80%) used the search index and abstract, 146 (74.90%) used E-books, 123 (63.10%) chose the search thesis repository, 110 (56.40%) opted for MOOC's, 105 (53.80%) for Shodhgangotri, and only 102 (52.30%) were using the Institutional repository.

Table 10: Comparison between Use of Internet and Traditional Documents

Sl. No.	Preferences / Reasons	Yes	No	Total
1	Time saving	189 (96.90%)	6 (3.10%)	195 (100.00%)
2	Easy to use	178 (91.30%)	17 (8.70%)	195 (100.00%)
3	More information	160 (82.10%)	35 (17.90%)	195 (100.00%)
4	More expensive	156 (80.00%)	39 (20.00%)	195 (100.00%)
5	More useful	190 (97.40%)	5 (2.60%)	195 (100.00%)
6	More preferred	153 (78.50%)	42 (21.50%)	195 (100.00%)

Table 10 shows the comparison between Use of Internet and Traditional Documents, wherein majority190 (97.40%) respondents agreed that Internet resources are more useful than traditional documents, followed by 189 (96.90%) agreed to it being time saving, 178 (91.30%) as easy to use, 160 (82.10%) as more information, 156 (80.00%) as more expensive, and 153 (78.50%) agreed to being more preferred.

Table 11: Rating the Features of Internet

Sl. No.	Features	Excellent	Good	Average	Fair	Poor
1.	Accuracy	92 (47.20%)	61 (31.30%)	42 (21.50%)	0 (0.00%)	0 (0.00%)
2.	Accessibility	110 (56.40%)	51 (26.20%)	34 (17.40%)	0 (0.00%)	0 (0.00%)
3.	Reliable	95 (48.70%)	61 (31.30%)	36 (18.50%)	3 (1.60%)	0 (0.00%)
4.	Consistent	98 (50.30%)	58 (29.70%)	39 (20.00%)	0 (0.00%)	0 (0.00%)
5.	Easy usage	102 (52.30%)	51 (26.20%)	42 (21.50%)	0 (0.00%)	0 (0.00%)
6.	Flexibility	106 (54.30%)	51 (26.20%)	38 (19.50%)	0 (0.00%)	0 (0.00%)
7.	Durability	96 (49.20%)	63 (32.30%)	36 (18.50%)	0 (0.00%)	0 (0.00%)
8.	Time lines	115 (59.00%)	59 (30.20%)	21 (10.80%)	0 (0.00%)	0 (0.00%)
9.	Uniqueness	112 (57.40%)	55 (28.20%)	28 (14.40%)	0 (0.00%)	0 (0.00%)
10.	Usefulness	101 (51.80%)	58 (29.70%)	36 (18.50%)	0 (0.00%)	0 (0.00%)
11.	Availability	115 (59.00%)	49 (25.10%)	31 (15.90%)	0 (0.00%)	0 (0.00%)

The respondents rated the features of the Internet in the above table as115 (59.00%) each for availability and timelines, 112 (57.40%) for uniqueness, 110 (56.40%) for accessibility, 101 (51.80%) for usefulness, 98 (50.30%) for consistency, 96 (49.20%) for durability, 95 (48.70%) as reliable, and92 (47.20%) for accuracy. Overall, the respondents rated all the features of the Internet as excellent.

Table 12: Problems Faced by Users while Accessing the Internet

Sl. No.	Problems	Yes	No	Total
1	Obtaining connection	185 (94.90%)	10 (5.10%)	195 (100.00%)
2	Slow accessibility	102 (52.30%)	93 (47.70%)	195 (100.00%)
3	Limited working hours	106 (54.40%)	89 (45.60%)	195 (100.00%)
4	Problems in searching	110 (56.40%)	85 (43.60%)	195 (100.00%)
5	Site restriction	96 (49.20%)	99 (50.80%)	195 (100.00%)
6	Lack of computer	121 (62.10%)	74 (37.90%)	195 (100.00%)
7	Opening web pages	88 (45.10)	107 (54.90)	195 (100.00)

Table 12 indicates Internet accessing problems faced by the respondents. It was found that 185 (94.90%) research scholars could not obtain connection, 121 (62.10%) opined lack of computer, 110 (56.40%) had problems in searching, 106 (54.40%) mentioned limited working hours, 102 (52.30%) faced site restriction problems and slow accessibility and 88 (45.10%) has problems opening the web pages.

Table 13: Rating the Usefulness of the Internet

Sl. No.	Useful	No. of Respondents	Percentage
1	Highly useful	175	89.70%
2	Useful	18	9.20%
3	Less useful	2	1.10%
4	Not useful	0	0.00%
	Total	195	100.00%

The table reveals that rating of usefulness of the Internet, wherein majority of the respondents 175 (89.70%) agreed to it being highly useful, 18 (9.20%) as useful, 2 (1.10%) less useful, but none of the respondents specified that it is not useful.

VII. CONCLUSION

One can conclude by stating that Internet resources are very useful than traditional documents. It is a proven fact that unlike the traditional documents, the internet is very effective, informative and user friendly. But it is also expensive. However it is more preferred, useful, easy to use, and time saving. All in all the Internet literacy skills are the fundamental aspects of research. As acquiring these skills is easy, creating awareness as well as acquiring Internet literacy skills is the need of the hour. The university should take the initiative in this regard. Research scholars must come forward to acquire the knowledge of Internet literacy skills and assimilate it. Once they are able to grasp it, they can enhance the quality of their research.

REFERENCES

[1.] Anasi, S. (2006). Internet use pattern of undergraduate students at the University of Lagos, Nigeria. *University of Dar es Salaam Library Journal, 8*(1), 1-15.

[2.] Biradar, B. S., Rajashekar, G. R., & Kumar, B. T. (2006).A study of internet usage by students and faculties in Kuvempu University. *Library Herald, 44*(4), 283-294.

[3.] Danamma I. Kurle, P. G. Tadasad (2019) Internet Literacy Skills among Research Scholars of Karnataka State Akkamahadevi Womens University, Vijayapura: A Study, *International Journal of Information Library and Society. 8*(2), 1-6.

[4.] Katz, I.R and Macklin, A.S (2007). Information and Communication Technology (ICT) Literacy: integration and assessment in higher education. Systemic, *Cybernetics and Informatics, 5*(4): 50-55

[5.] Obasuyi, L., &Otabor, O. J. (2012). A survey of internet literacy skills among physical science undergraduate of the University of Benin, Nigeria. Information Impact: *Journal of Information and Knowledge Management, 3*(1-2).

[6.] Shanahan, M. C. (2007). Information literacy skills of undergraduate medical radiation students. *Radiography, 13*(3), 187-196.

[7.] Sharma, U. C., Chawla, R., & Madaan, P. (2011). Internet usage by the faculty members & the students in professional colleges at Mathura region: An empirical study. *International Journal of Information Dissemination and Technology, 1*(2), 77-85.

[8.] Yamane, Taro. 1967. *Statistics, An Introductory Analysis*, 2nd Ed., New York: Harper and Row.