
Faculty Information Literacy Skills at Vikrama Simhapuri University, Nellore- A Study**Y.Sudharani¹ and K.Nagaraju²**¹Asst.Librarian, Vikrama simhapuri University College, Nellore. Andhra Pradesh PIN 524001²SVSSC Govt.Degree College, Sullurpet, SPSR Nellore dist

Abstract: This article presents the results of a study conducted at Vikrama Simhapuri University College, Nellore. The purpose of the study was to examine and assess the Faculty's information literacy skills. To collect the data from the respondents a structured questionnaire was designed based on the objectives of the study and was distributed among the entire faculty members in the V.S University, Nellore, and received responses from sixty one only. It was found that majority of the faculty visit the university library to consult reference books, and they seeking information to update their knowledge. The study reveals that majority of the faculty were not aware of online databases, institutional repositories and evaluation of web sites information. The awareness of plagiarism, and citations also below average level. The findings of the study made necessary to recommend the university and library authorities to organize an information literacy awareness program for the faculty members of V.S University.

Keywords: Information literacy, teaching faculty, user survey.

Introduction

There are several definitions given by many scholars on Information Literacy. The term of "Information Literacy" was first defined by Paul Zurkowski in 1974. Lupton says Information literacy is a way of learning through engaging with information. Information literacy includes "library research skills" and "IT literacy" but it is broader than these. Information Literacy is not just finding and presenting information, it is about higher order analysis, synthesis, critical thinking and problem solving .It involves seeking and using information for independent learning and lifelong learning, participative citizenship and social responsibility. Kapitzki advocates in a simple way "Information literacy is about 'learning with and through information' but it should also include 'learning about information and about knowledge.'"

The SCONUL group offers a definition "Information literacy encompasses library user education, information skills training and education, and those areas of personal, transferable or 'key' skills relating to the use and manipulation of information in the context of learning, teaching and research issues in higher education."

Review of literature

Information literacy was defined by variety of ways, Association of College and Research Libraries (ACRL) a division of American Library Association (ALA) has been active in promoting information Literacy, defined "Information Literacy is a set off abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information" Information literacy (IL) is basically an active process of searching and using found information effectively that influences a quality way of life of people in a modern society.

The people who become information literate can apply meaningful information to aspects of their lives in personal needs, family matters, working practices, and social responsibilities. Library and information professionals and academics take more of an interest in the IL field over the three past decades to engage in any of activities in connection with the development of IL skills in schools, colleges, or universities. It is accepted that students at every educational level have to be roughly prepared to: 1) make their accurate information decisions, 2) seek and locate the right information at the right time, 3) locate appropriate information sources, 4) employ information technology suitable for accessing information materials, and 5) evaluate, analyze, and synthesize content ethically.(Somsaksriborisutsakul et al 2012).

Information Literacy and Higher Education

The core mission of higher education is to develop a course of learning to produce life-long learners and to ensure the development of their abilities of critical thin king. Information literacy is a key element of long life learning which provides the fabrication of well informed community. As information literacy skills expands and enhances thecompetencies of individuals beyond the formal class room environment and gives self directions to the individuals in their practical life. Rafique (2014).

Information Literacy and University Faculty

There are some studies are conducted to assess the information literacy skills among the University faculty.

Amstutz and Whitson (1997) analyzed that faculty of a university would have to equip with themselves information literacy skills in order to prepare their students' information and technology

skills. On the other hand, university would provide current library resources and related technology to its faculty for access and for their professional development. Rafique (2014). Floyd, Colvin, and Bodur (2008) presented the results of their study that information literate faculty member can perform more skill fully in evaluating student papers, projects, and also research. They opined that faculty can integrate information literacy concepts into their teaching, research and evaluation if they having good information literacy skills. Mc Guinness (2006) exposed faculty members' belief that IL is dependent on personal interest and individual motivation, and improves according to the 'law of exposure'. A recent study was conducted by Rafique (2014) to gauge the information literacy skill of faculty at University of Lahore, Pakistan. It was found that a majority of faculty members be deficient in searching catalog and its use, choice of information sources, selection of relevant sources and formulation of search strategies. The study concludes that a number of faculty members of the UOL having poor information literacy skills.

Need of the Study

To enhance the teaching skills, quality research and growth of faculty knowledge, Information literacy is essential. To the best of the investigators knowledge no study has been carried out to assess and to develop the information literacy skills among faculty of the Vikrama simhapuri University, Nellore. This study will play a significant role in determining the level as well as quality of information literacy skills of the faculty members of the university. Skills in use of information resources, and evaluation of information among University teachers not only helps to promote themselves as information savvy also they can makes the students future knowledge workers in the knowledge based society.

Scope of the study

The scope of the study confines to focus on information literacy skills of faculty members in identifying, locating, searching, accessing, retrieving evaluating and using information. The study includes all faculties of the VS University College, Nellore.

Objectives of the study

The primary objective of the present study is tried to find out the information literacy skills among the faculty of V.S University College, Nellore. The study was carried out under the following specific objectives:

- To know the faculty frequency and purpose of visit to the university library
- To identify the competency level of information literacy skills among the faculty of V.S. University in relation to awareness,

searching, locating evaluating and using of information.

- To identify the areas in which the faculty lacking information literacy skills.
- To make recommendations to improve information literacy skills among the faculty.

Methodology

The population of the study were all teaching faculty of the Vikrama Simhapuri University College; Nellore. A structured, closed ended questionnaire was designed to collect the data from the respondents. The questionnaires were distributed among the entire faculty of all the departments of Vikrama Simhapuri University. Sixty one questionnaires were received back. The response rate was 87.14%.The investigator selected 61 questionnaires for the analysis and interpretation of the data.

Analysis

Figure-1.Gender wise distribution of respondents

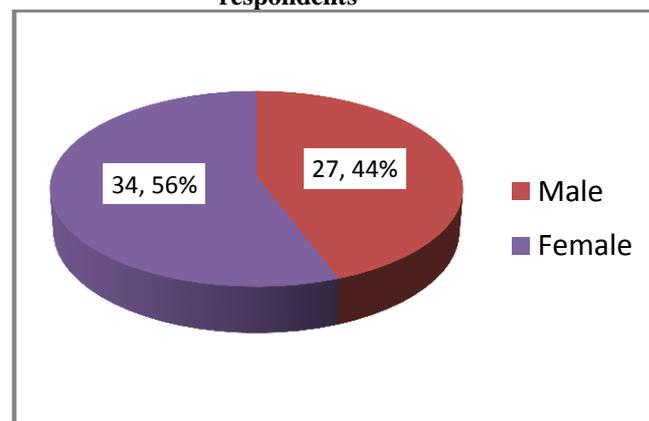
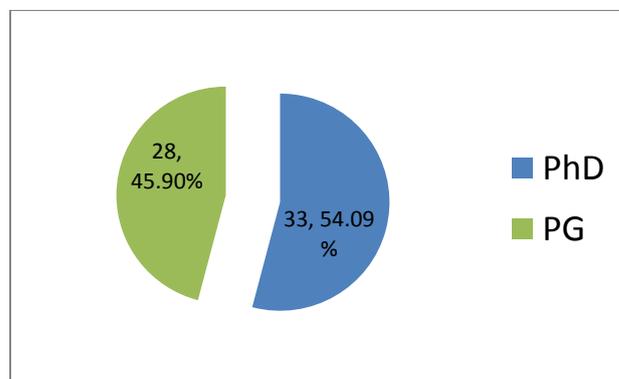


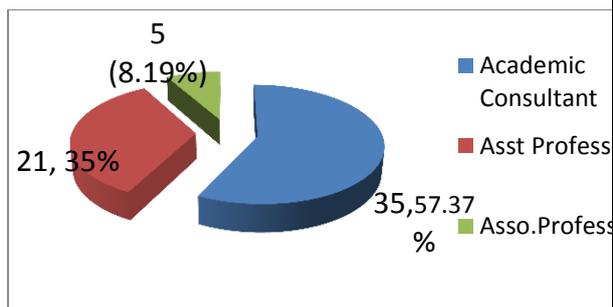
Figure-1 shows the gender wise distribution of respondents. It is clear from the above table that 34 are female respondents, the male counterpart was 27.

Figure-2.Educational Qualification



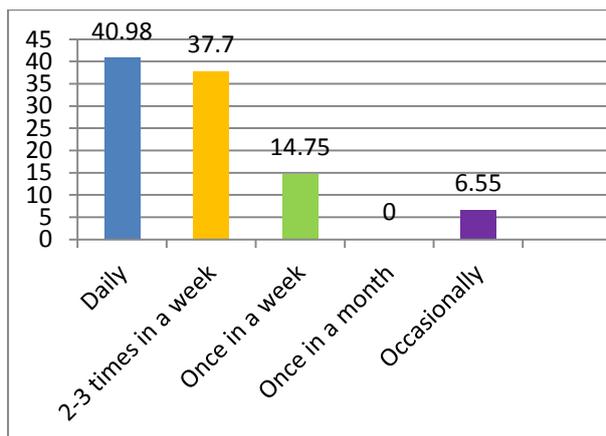
The above figure-2 shows the educational qualification wise distribution of respondents. Among all majority of the respondents 54.09% having doctorate degree, remaining 45.90 % are only having Post graduate degree.

Figure -3.Designation wise distribution of respondents



The above figure depicts the designation wise distribution of respondents at the Vikramasimhapuri University College. Majority of the faculty members 57.37% are working in the capacity of Academic consultants, followed by 34.42% as Asst. Professor, and reaming 8.19% as Associate professors. It is clearly come to know that there is less number of Asst. and Associate professors at V.S .University compare to academic Consultants.

Figure-4. Frequency of visit to the University Library



The above figure represents the frequency of visit to the University library by the faculty members. The data from the above figure clearly shows that majority of the respondents (40.98%) are visit the library daily , followed by 37.70% of the respondents 2- 3 times in a week. 14.75% respondents visit once in a week. Only 6.55% of the respondents visit the library occasionally .The findings show that the faculty visits the university library frequently.

Table-1 Purpose of Visit to the Library

S.No	Purpose	Total	Percentage
1	Borrow/return books	22	36.06
2	To Consult reference books	46	75.40
3	Reading news paper	29	47.54
4	Spending leisure time	2	3.78

Table – depicts the purpose of visit to the University library by the faculty members. The data indicates that majority of the respondents 75.40% visit the library to consult reference books, followed by 47.54% to read news papers. 36.06% visit the library to borrow and return of books. Only 3.78% opined that they visit the library for spending the leisure time.

Table -2.

Purpose of using information

S.No	Purpose	Total	Percentage
1	To update subject knowledge	47	77.04
2	To support research	29	47.54
3	To prepare course material	36	59.01
4	To attend/ organize seminars and wok shops	06	9.83

The above table shows the data relating to the purpose of using information by the faculty members. The table clearly indicates that majority of the faculty members 77.04% seeking information to update their subject knowledge, followed by 59.01 % for preparing course material. 47.54% of the respondents opined that they use information to support their research. Only 9.83% of the respondents opined that they use information for attending or organizing seminars works shops etc. It can be concluded that most of the faculty members of V.S University using information to update their knowledge.

Table-3. Best way to search books in the Library catalogue

S.No	Frequency	Total	Percentage
1	Author / Title	47	77.04
2	Publisher/ Call no	10	16.39
3	ISSN/ISBN	4	6.55
4	Key word and subject	14	22.95

To ascertain how the faculty search the books in the library catalogue the researcher frame the question “what is the best way to search the books in the library catalogue?”. The researcher have observed that majority of the respondents 77.04% are opined that they search books through the Author or Title, followed by keywords and subject .From the findings majority of the respondents having knowledge on how to search for information from the library catalogue.

Table -4.Best sources for collecting background information

S.No	Source	Total	Percentage
1	Journal Article	19	31.14
2	Book	28	45.90

S.No	Source	Total	Percentage
3	Encyclopedia	9	14.75
4	Others	5	8.19
	Total	61	100

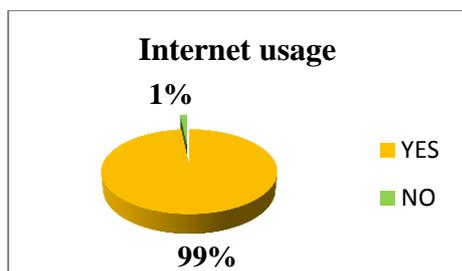
Encyclopedia is the best information source for collecting back ground information. Only 14.75% were expressed encyclopedia is the best source for collecting back ground information on a topic. Majority of the respondents (45.90%) opined that books were best source, where as 31.14% expressed their opinion journal article was best source to collect the back ground information. The responses from the faculty reveal that majority of them are not having proper understanding of the importance of encyclopedia.

S.No	Source	Total	Percentage
1	Magazines	12	19.67
2	Journals	46	75.40
3	News papers	07	11.47
4	Conference proceedings	03	49.18
5	No idea	04	6.55

Table-5. Peer reviewed articles on a Topic.

According to ALA an information literate individual can able to access the needed information effectively and efficiently. In order to understand the faculty knowledge regarding the various research publications the researcher frame the question on how they locate peer reviewed articles. From the findings there is a positive response have shown by the majority of the faculty members. More than 75% of the respondents having proper knowledge on the sources to locate peer reviewed articles.

Figure-5. Usage of internet to collect information for Teaching/ research purpose



The present study also aimed at knowing about the extent of use of internet by the faculty for teaching and research purpose. The responses reveal that all most 99% opined that they use internet for collecting information for teaching and research purpose.

Table -6 .Methods used for Searching information on the Internet

S.No	Methods	Total	Percentage
1	Simple key words	41	67.21
2	Boolean Operators	4	6.55
3	Truncation	2	3.27
4	Field search	22	36.06

It may be observed from the above table that majority of the respondents 67.21% are using simple keywords for searching information through the internet. About 36.06% are applying field search technique. Boolean operators and Truncation search techniques are used by 6.55% and 3.27% respectively. This indicates that majority of the faculty members are not aware of the importance of various advanced search techniques available for effective retrieval of information through the internet.

Table-8 Awareness of using Boolean Operators

S.No	Boolean operators	Total	Percentage
1	AND	31	50.81
2	NOT	1	1.63
3	OR	8	13.11
4	No idea	21	34.42
	Total	61	100

To assess the search techniques among the faculty the question was asked” which combination of key words would retrieve the greatest number of records”. The responses for the question are presented in the above table. The data reveal that majority 50.81% of the respondents opined that AND operator would help to retrieve the greatest number of records. Only 13.11 % are answer correctly. 34.42% have opined that they have no idea about the Boolean operators. This indicates that majority of the respondents are not having knowledge of using Boolean operators in searching the information.

Table- 9. Awareness on creating a safest password

S.No	Password	Total	Percentage
1	Ad*71?	41	67.21
2	Asdfg	6	9.83
3	1234	3	4.91
4	No idea	11	18.03
	Total	61	100

The importance of creating a good, secure password is essential and it will help keep our identity safe on the internet. While attempting to ascertain the level of knowledge that the faculty has to create secure and strong passwords. The responses in the above table show that majority of the respondents 67.21% given correct answer. While 18.03% opined that they have no idea. The

findings explain that the faculty having sufficient knowledge in creation of secure and safe password.

Table -10.Awareness of Repositories

S.No	Options	Total	Percentage
1	A subject gate way	7	11.47
2	A repository	11	18.03
3	A search engine	10	16.39
4	No idea	33	54.09
	Total	61	100

An institutional repository is an online archive for collecting, preserving and disseminating digital copies. Awareness of Repositories is requisite for the faculty to know the latest available resources for research. The data in the above table clearly indicates that more than half of the respondents (54.09%) express that they have no idea about Shodhganga as a Repository of Indian thesis and dissertations. Only 18.03 % answer the question correctly.

Table-11. Awareness of online databases

S.No	Options	Total	Percentage
1	SCOPUS	16	26.22
2	Britannica	13	21.31
3	DOAJ	10	16.39
4	No idea	22	36.06
	Total	61	100

Citation databases provides peer reviewed research literature. These helps the researchers to track, analyze and visualize the research. The university faculty must have awareness in those ones which are useful for their research needs. From the findings only 26.22% correctly answered the question, and 36.06% opined that they have no idea. Rest of them wrongly answered. It can be concluded that majority of the faculty members have not aware of the abstracting online databases.

Table -12.Awareness of evaluating a website

S.No	Options	Total	Percentage
1	Navigation , structure and format	24	39.34
2	Authority, purpose and currency	19	31.14
3	Lay out, Graphics and publisher	8	13.11
4	No idea	10	16.39
	Total	61	100

Present Google age there are no standards for information on the web, the document appear on the webpage doesn't make it accurate or to depend on the website as source of information. So that the researcher must have an idea on how to get authentic and reliable source for information or

website ; in this context the question was asked. Only 31.14% of the respondents have correct idea on the criteria for evaluating websites, remaining of them has wrongly answered. It can be concluded that majority of the faculty members were not aware of how to evaluate information in the web pages.

Table-13.Awareness on Plagiarism

S.No	Correct meaning of plagiarism	Total	Percentage
1	Presenting the work of others as your own	28	45.90
2	In correct use of foot notes	1	1.63
3	To copy another work by citing the source	15	24.59
4	No idea	17	27.86
	Total	61	100

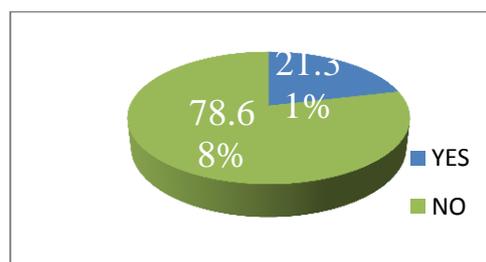
To know the faculty awareness about plagiarism the question was asked. The responses show that majority of the respondents (45.90%) have an idea about this word and given the correct option.27.86% of the respondents express their opinion that they have no idea about plagiarism. Rest of them was choosing wrong options. The finding shows that more than half of the respondents doesn't aware of the concept of Plagiarism.

Table- 14.Awareness of Citations

S.No	Sources	Total	Percentage
1	Book	4	6.55
2	Journal article	35	57.37
3	Proceedings	4	6.55
4	No Idea	18	29.50
	Total	61	100

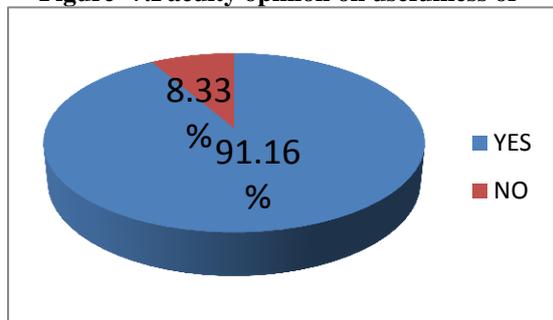
In all types of scholarly and research writing it is necessary to document the source work with citations. For that purpose knowledge regarding citation is also an important aspect of information literacy. In order to know the awareness of citations among the faculty the question was posed. The data shows that more than 57% of the respondents answer correctly. 29.50% express that they have no idea and rest of the respondents doesn't have the correct idea regarding to citations.

Figure- 6 .Faculty response on attending a course on Information literacy



The above figure presents the data relating to faculty response on attending any formal course on information literacy. The data clearly indicates that majority of the faculty 78.68% had not undergone any such type of course. Only 21.31 opined that they attended such course.

Figure- 7. Faculty opinion on usefulness of



Information literacy program

The figure clearly indicates the faculty opinion on usefulness of information literacy program. Most of the respondents 91.16% opined that they have benefit to participate or attend information literacy awareness program, if it was organized by the university.

Conclusion

Information literacy is an important component in any higher education system. The present study aimed to assess the information literacy skills of the faculty of different disciplines at Vikrama Simhapuri University College, Nellore. The findings of the study show that majority of the faculty lack of awareness on various reference sources and the uniqueness of information contained in those sources. Results indicate that faculty having below average skills to search and usage of Boolean operator's. The awareness of creating a safe and secure password among them are good. From the responses it can be conclude that majority of the faculties were not aware of online databases, institutional repositories and evaluation of web sites information. The findings

on awareness of plagiarism, and citations also not encouraging sign.

Recommendations

In view of the above findings the investigator was try to recommend the following suitable measures to improve the information literacy among the faculty members.

The University library should conduct an orientation program at regular intervals for the faculty especially for the new entrants on how to use and what information contained in various reference sources like Encyclopedias, Directories, Yearbooks, Dictionaries, Almanacs, News Digests, thesis and dissertations etc. Workshops for faculty with demonstrations and tips on how to best utilize library resources. Keep faculty up-to-date on new resources and search interfaces, including Google and other search engines.

The collaborative efforts of the university management, higher education council would take steps to improve the information literacy skills among the university faculty.

Academic staff colleges must be play an active role in promoting information literacy, they can include or making compulsory a module on information literacy in their orientation and refresher courses.

The University management should provide sufficient infrastructure to organizing workshops and seminars to the students as well as faculty on IL. In co-ordination with the teaching faculty the librarian could design and implement information literacy course module which will benefit for the faculty, library and students.

Information Literacy should be incorporate in the university curriculum; this will helps both the faculty and the students. Librarians should be included in preparation of curriculum development to incorporate information literacy learning out comes.

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