# INFORMATION LITERACY AMONG ENGINEERING STUDENTS IN CHENNAI:ROLE OF LIBRARIES

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***Abstract***

*This paper examines the information literacy among engineering students in Chennai. The study was conducted among engineering students and libraries in Chennai. Majority of the respondents are male, undergraduate and CSE department. Libraries provided information literacy as awareness about Information resources and services. There is no significant difference between the Information literary provided by the Libraries among personal factor.*

***Keywords:*** *Information Literacy, Libraries, Engineering students, Chennai*

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## Introduction

Information literacy is a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. Information literacy forms the basis for lifelong learning. It is common to all 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. Information literacy also is increasingly important in the contemporary environment of rapid technological change and proliferating information resources.

Information literacy in higher education is the mission of higher education institution is central to lifelong learners. By ensuring that individuals have the intellectual abilities of reasoning and critical thinking and by helping them to instruct how to learn, how to develop their careers as well as in their roles as informed citizen because of Information literacy student's are competency with evaluating, managing, and using information. Academic libraries coordinate the evaluation and selection of intellectual resources to explore the unknown, offer guidance on how best to fulfill information needs.

## Review of Literature

Zurkowski (1974) According to Zurkowski, "People trained in the application of information resources to their work can be called information literates. They have learned techniques and skills for utilizing the wide range of information tools as well as primary source in modeling information solution to their problems".

The final reports of the American Library Association Presidential Committee on Information Literacy (1989) not only recognize the importance of information literacy to a democratic society, but provided a definition in terms of requisites skills.

Chakravarty.R information literacy competency is the skill to be assessed to understand at what level an individual is information literate. Information competencies are a key factor in lifelong learning. They are the first step in achieving educational goals.

**Objectives of the study**

- To analyze Information Literacy provided by the libraries in engineering colleges.
- To know the purpose of Information Literacy provided by the libraries in engineering colleges.
- To identify the Proficiency level of Information Literacy provided by the libraries among engineering students.

**Hypotheses**

**$H_0$1:** There is no significant difference between Information Literacy provided by the libraries among personal factor of the respondents.

**$H_0$2:** There is no significant difference between purposes of Information Literacy provided by the libraries among personal factor of the respondents.

**$H_0$3:** There is no significant difference between proficiency level of Information Literacy provided by the libraries among personal factor of the respondents.

**Methodology**

The main purpose of this study is to find out the information literacy provided by the libraries among engineering students in Chennai. The samples are selected by stratified random sample method. A total of 150 questionnaires were distributed to the engineering students on a five point Likert Scale of Strongly Agree, Agree, Neither Agree Nor Disagree, Disagree, Strongly Disagree. Nearly 110 questionnaires are received by the respondents and the response rate is 73.3%.

**Data Analysis and Interpretation**

The data collected has been analyzed using SPSS software package which is used for percentage analysis and chi-square analysis.

**Table 1: Demographical Information of the Respondents**

| Personal Factor | Description | No. of Respondents | Percentage |
|---|---|---|---|
| Gender | Male | 58 | 52.7 |
| | Female | 52 | 47.3 |
| Course | UG | 58 | 52.7 |
| | PG | 38 | 34.5 |
| | PhD | 14 | 12.7 |
| Department | CSE | 26 | 23.6 |
| | MECH | 25 | 22.7 |
| | ECE | 24 | 21.8 |
| | EEE | 23 | 20.9 |
| | CIVIL | 12 | 10.9 |

Table 1 shows that the demographical data of the respondents majority of the respondents are male 58 (52.7%) and 52 (47.3%) of the respondents are female. Majority of the respondents are studying Undergraduate 58 (52.7%) followed by Postgraduate are 38 (34.5%) and 14(12.7%) of the respondents are studying Doctorate course.Then department wise distribution are 26(23.6%) of the respondents are CSE, 25(22.7%) of the respondents are MECH, 24(21.8%) of the respondents are ECE, 23 (20.9%) of the respondents are EEE and 12 (10.9%) of the respondent are Civil department.

**Table 2: Information Literacy provided by the libraries**

| Description | No. of Respondents | Percentage |
|---|---|---|
| Library Orientation / User Education Programmes | 85 | 77.2% |
| Aware about Information Sources and Services | 105 | 95.4% |
| Guide to access through Search Techniques | 80 | 72.7% |

| | | |
|---|---|---|
| Create knowledge about Shelf Arrangement and Call number | 72 | 65.4% |
| Develop ICT and Web Tools and Resources | 93 | 84.5% |

Table 2 Shows that Majority (95..4%) of the respondents are aware about information sources and services through information literacy provided by the libraries, 84.5% of the respondents are develop ICT and web tools and resources followed by 77.2% of the respondents are library orientation and user education programmes, 72.7% of the respondents are guide to access through search techniques and 65.4% of the respondent are create knowledge about shelf arrangement and call number through information literacy provided by the libraries.

**Table 3: Information Literacy provided by the libraries Vs Personal Factor of the respondents**

| Personal Factor | Chi Square Value | P Value | Significant / Not Significant |
|---|---|---|---|
| Gender | 22.471 | .004 | S |
| Course | 99.674 | .000 | S |
| Department | 122.571 | .000 | S |

**S – Significant (p value ≤0.05) NS – Not Significant (p value > 0.05)**

Table 3 shows that information literacy provided by the libraries among personal factor of the respondents are statistically significant as the p value is .004, .000 and .000 ($p \leq 0.05$). Thus there is no difference between personal factor of the respondents and information literacy provided by the libraries. Hence we accept the null hypothesis and conclude that there is no significant difference between Information Literacy provided by the libraries among personal factor of the respondents.

**Table 4: Purposes of Information LiteracyVs Personal Factor of the respondents**

| Personal Factor | Chi Square Value | P Value | Significant / Not Significant |
|---|---|---|---|
| Gender | 14.701 | .099 | NS |
| Course | 65.082 | .000 | S |
| Department | 114.852 | .000 | S |

**S – Significant (p value ≤0.05) NS – Not Significant (p value > 0.05)**

Table 4 shows that purpose of information literacy provided by the libraries among personal factor of the respondents are not statistically significant as the p value is .099 to gender, course and department are statistically significant as the p value is .000 and .000 ($p \leq 0.05$). Thus there is difference between purpose of information literacy among gender and there is no different between purpose of information literacy among course and department of the respondents. Hence we reject the null hypothesis to gender and accept the null hypothesis to course and department and conclude that there is no significant difference between purpose of Information Literacy provided by the libraries among personal factor of the respondents are course and department.

**Table 5: Proficiency level of Information Literacy VS Personal Factor of the respondents**

| Personal Factor | Chi Square Value | P Value | Significant / Not Significant |
|---|---|---|---|
| Gender | 31.223 | .052 | NS |
| Course | 15.793 | .106 | NS |
| Department | 72.500 | .001 | S |

**S – Significant (p value ≤0.05) NS – Not Significant (p value > 0.05)**

Table 5 shows that proficiency level of information literacy among personal factor of the respondents are not statistically significant to gender and course as the p value is .052 and .106 and statistically significant to department as the p value is .001 ($p \leq 0.05$). Hence we reject the null hypothesis and there is different between proficiency level of information literacy among gender and course and conclude that there is significant difference between proficiency level of information literacy among personal factor of the respondents are gender and course.

**Conclusion**

Information literacy is ability to recognize resources in the libraries. It prepares the individual for lifelong learning, to create critical thinking and competent researchers etc. the libraries of the academic institution to become a learning organization in which library professionals are prepared to develop new skills and competencies as required. Among the students majority stated that they are using the libraries resources and services. They also suggested that information literacy has been integrated in to course curriculum, printed literacy instruction, online instruction etc.

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