

# KNOWLEDGE, SKILLS AND PROBLEMS OF DIGITAL LITERACY IN LIBRARY USE: A LIBRARY USER'S STUDY AT SANT GADGE BABA AMRAVATI UNIVERSITY, MAHARASHTRA

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**Abstract** *This paper is derived from the doctoral research conducted at Sant Gadge Baba Amravati University in Maharashtra. The primary objective of the study was to assess the digital literacy knowledge and skills of users affiliated with the university. To measure the level of Information and Communication Technology (ICT) literacy, a structured survey was administered. Participants included a diverse group of regular library users, such as undergraduate and postgraduate students, research scholars, teaching faculty, and non-teaching staff.*

*The survey yielded a satisfactory response rate, indicating active engagement among respondents. The results of the study emphasize the growing significance of digital information literacy, particularly in light of the increasing complexity and volume of information available in digital formats (Smith, 2020; Jones & Lee, 2019). The study concludes that consistent efforts, such as awareness campaigns and in-house training programs, are essential to improve the understanding and effective use of electronic and digital resources among library users at the university (Brown, 2021). The findings of the research study show that, due to the complexity and quantity of information available in digital form, digital information literacy has become increasingly important. Finally, it was concluded that, to increase awareness about electronic and digital information resources among the library users of Sant Gadge Baba Amravati University, awareness programmes and in-house training programme should be organized regularly.*

**Keywords:** *ICT, Online Resources, Digital Information Literacy, E-Information Literacy, Digital Library Software, In-House Training, etc.*

## INTRODUCTION

Since electronic and digital information resources are updated often, they provide access to current information with the help of their numerous search functions. Electronic and digital information resources offer vast linkages to explore related or extra resources. Also, library users may access library materials from the comfort of their homes, hostels and in other places. The users of Sant Gadge Baba Amravati University library also use the electronic and digital information resources for academic and research purposes. The study covers the difficulties and experiences in fostering digital literacy. The aim of the study is to identify problems and the solution to the problems. Electronic and digital information resources are regarded as useful for teaching, research, and training. So library users from the

teaching faculty and also from non-teaching staff use the library regularly. So, the university library offers multiple digital and electronic information resources for learning and research purposes.

The present study explores both the challenges and user experiences associated with promoting digital literacy. It aims to investigate the obstacles faced by users and to propose viable solutions. Electronic and digital resources are widely acknowledged as valuable tools in the domains of teaching, research, and professional development (Kumar & Thomas, 2020; Sharma, 2021). Consequently, both faculty members and non-teaching staff at the university regularly utilize these resources. To support this growing demand, the university library offers a range of digital and electronic information services specifically designed to enhance learning and research outcomes (Patel & Deshmukh, 2019).

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## REVIEW OF LITERATURE

The existing ICT training and support provided by university libraries in Maharashtra appear to be inadequate in fully addressing the needs of users. Therefore, there is a pressing need to implement comprehensive awareness programs targeting all stakeholders of the academic library system. According to Pratap and Parmar (2014), in order to enhance proficiency in electronic and digital information resources, library professionals have actively participated in workshops, seminars, conferences, and similar events, which have played a vital role in promoting digital literacy among library users.

Research by Panda (2022) and Parmar (2019) found that a majority of librarians possessed considerable expertise in computing technologies, data storage systems, printing and scanning tools, audiovisual technologies, and communication media—indicating a high level of literacy in emerging ICT domains among library professionals. However, as Bansode and Viswe (2017) emphasized, greater attention is needed to ensure the effective utilization of resources such as e-databases, subject gateways, and digital collections from other institutions. They recommend addressing these areas through structured information literacy and user education initiatives.

Panda and Mishra (2022) asserted that in a highly competitive academic landscape, the library remains central to the intellectual output of an institution. Similarly, Babu et al. (2007) and Velmurugan and Amudha (2014) noted the rapid shift from print to digital formats, underscoring the increasing importance of digital literacy skills in the 21<sup>st</sup> century. More (2021) reported that most users acknowledged an awareness of digital literacy and its applications. Furthermore, Wijaya and Surendro (2006) observed that, as digital literacy significantly influences library operations, institutions have recognized the necessity of adopting and integrating digital literacy practices into their systems.

## OBJECTIVES OF THE RESEARCH STUDY

- To evaluate the knowledge and skills of library users in digital literacy at Sant Gadge Baba Amravati University, Maharashtra.
- To analyze the skills and problems of library users in digital literacy in the use of digital and electronic information resources and services.

## RESEARCH METHODOLOGY

### Research Method

The descriptive research method was used for the present research. As the area of research is vast and widespread, it is hard to collect data, so a survey method was adopted for this study.

### Sampling Method

Sampling refers to the method of selecting individuals or units from a larger population to participate in a study. This process enables researchers to draw conclusions that can be reasonably generalized to the broader population from which the sample is drawn (Creswell & Creswell, 2018).

In this research study, a systematic sampling technique was used to ensure a structured and representative selection of participants. The sample included a diverse group of respondents comprising undergraduate and postgraduate students, research scholars, teaching faculty, and non-teaching staff. Preference was given to individuals who are regular users of the university library, as their experiences and interactions with digital and electronic resources were deemed most relevant to the objectives of the study.

### Sample Size

Respondents	Frequency	Percentage
U. G. Students	6	12.77%
P. G. Students	18	38.30%
Research Scholar	11	23.40%
Faculty	8	17.02%
Non-Teaching Staff	4	8.51%
Total	47	100.00%

Source: Computed from the Survey Data.

A total of 47 respondents participated in the study, representing various categories of library users at Sant Gadge Baba Amravati University. Among them, the majority were postgraduate (P.G.) students, accounting for 38.30% (N = 18) of the total sample. Research scholars constituted 23.40% (N = 11), followed by faculty members at 17.02% (N = 8). Undergraduate (U.G.) students comprised 12.77% (N = 6) of the sample, while non-teaching staff represented the smallest group, with 8.51% (N = 4). This distribution

reflected a balanced representation of regular library users across different academic and professional categories, ensuring a diverse perspective in the study’s findings.

### Data Collection Technique

This research study utilized both primary and secondary data sources to achieve its research objectives. Primary data was collected through structured questionnaires and direct observation. The questionnaire was administered in both online and offline formats to ensure comprehensive

coverage. For the online mode, Google Forms served as the primary tool, while the offline questionnaire was distributed in person to library users at Sant Gadge Baba Amravati University. A total of 47 respondents, representing a diverse group of regular library users, participated in the study.

In addition to primary research data, secondary data was gathered through an extensive review of existing literature, including scholarly articles and previous research studies relevant to digital literacy and the use of electronic resources. These secondary sources provided valuable context and supported the interpretation of the primary findings.

## OBSERVATIONS AND FINDINGS

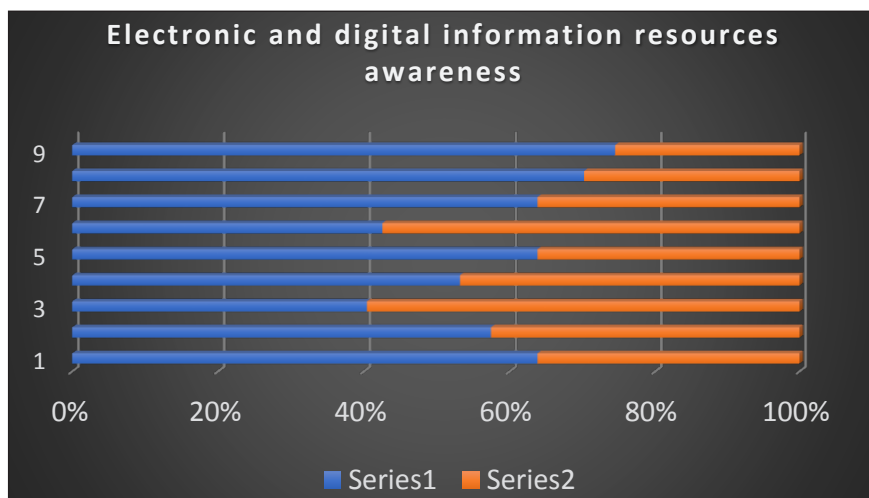
### Awareness of Electronic and Digital Information Resources

Table 1

Frequency Wise Distribution of Electronic and Digital Information Resources Awareness			
Particular	Yes	No	Total
Audio/Video Recording	30	17	47
Bibliographic Databases	27	20	47
Digital Image Collection	19	28	47
Discussion List	25	22	47
E-Book	30	17	47
E-Clipping	20	27	47
E-Journals	30	17	47
E-Magazines	33	14	47
E-Newspaper	35	12	47

Source: Computed from the Survey Data.

Note: Respondents has gives responses of awareness more than one digital information resources; therefore, their response was noted for each resources.



Graph 1

In Table 1, it is observed that, out of 423 respondents, 30, 27, 19, 25, 30, 20, 30, 33, 35 respondents said yes to audio/video recordings, bibliographic databases, digital image collection, discussion lists, e-books, e-clipping, e-journals, e-magazines, e-newspaper majority of respondents claimed that they have awareness regarding these given factors. On the other hand, the rest of 17, 20, 28, 22, 17, 27, 17, 14, 12 said no, they do not have sufficient awareness regarding given factors.

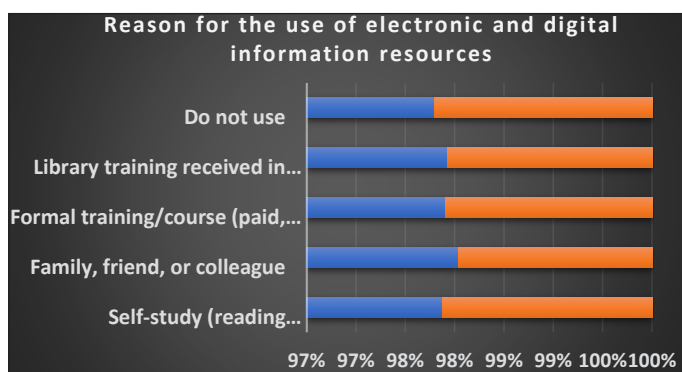
This data highlighted a general trend. While users are more aware of popular digital resources that are commonly accessed for academic and informational purposes, awareness of more specialized or less commonly used resources remains relatively low. These findings suggest the need for targeted user education programs to bridge the awareness gap, especially for resources like bibliographic databases and digital image collections.

### Reason for the Use of Electronic and Digital Information Resources

Table 2

Parameters	Frequency	Percentage
Self-study (reading books/articles, tutorials, etc.)	6	13%
Family, friend, or colleague	5	10%
Formal training/course (paid, official training)	15	32%
Library training received in house	17	36%
Do not use	4	9%
<b>Total</b>	<b>47</b>	<b>100%</b>

Source: Computed from the Survey Data.



Graph 2

From Table 2, it is observed that 13% of library users learned to use electronic and digital information resources through

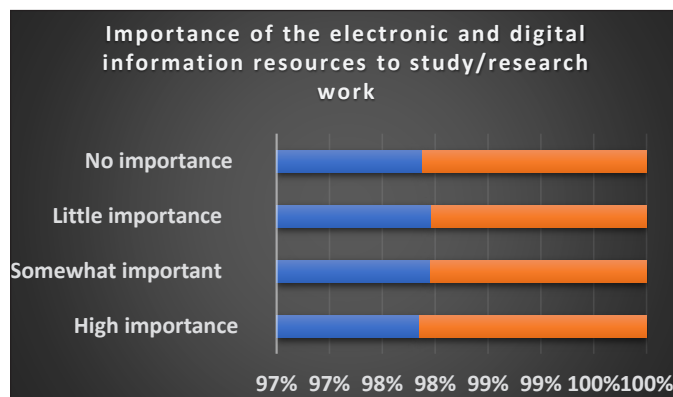
self-study, while 10% from family friends or colleagues. 36% received in-house training, while 32% of library users got formal training and completed training courses. Yet, 9% of library users do not use electronic and digital information resources. It is observed that most library users use electronic and digital information resources. These findings highlight the importance of institutional support and formal training in promoting the effective use of digital resources, while also suggesting opportunities to encourage informal and self-directed learning methods.

### Rate the Importance of the Electronic and Digital Information Resources to Study/Research Work

Table 3

Frequency Wise Distribution		
Particular	Frequency	Percentage
High importance	15	33%
Somewhat important	12	25%
Little importance	14	29%
No importance	6	13%
Total	47	100%

Source: Computed from the Survey Data.



Graph 3

Table 3 shows the importance of electronic and digital information resources in study and research work. For importance, the researcher has given four options to 47 respondents. Out of these, 15 (33%) respondents reported a high importance answer, 12 (25%) respondents claimed it was somewhat important, 14 (29%) respondents said little importance and 6 (13%) respondents said no importance. It is observed that most library users rate the importance of electronic and digital information resources with high

importance. This variation in perception points to a potential awareness or engagement gap among some user groups may be addressed through targeted digital literacy workshops, orientation programs, or user sensitization campaigns. The overall research data suggests that while a majority of respondents recognize the importance of digital information tools, there is still a significant minority that underestimates or overlooks their relevance.

## VERIFICATION OF HYPOTHESIS USING CROSS-TABULATION METHOD AND CHI-SQUARE TESTS

*H0:* There is no significant relationship between sources of digital literacy and library resources and services.

*H1:* There is a significant relationship between sources of digital literacy and library resources and services.

**Table 4: Cross-Tabulation Method**

Cross-tabulation						
Count						
		Awareness of Library Resources and Services				Total
		Highly Aware	Moderately Aware	Not at all Aware	Completely Unaware	
Sources of Digital Literacy	Advertisement	2	2	2	6	12
	Journal Article	1	1	4	2	08
	Social Media Advertising	9	4	6	8	27
Total		12	7	12	16	47

**Table 5: Chi-Square Tests Method**

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	15.015 <sup>a</sup>	3	.041
Likelihood Ratio	15.710	3	.001
Linear-by-Linear Association	7.052	2	.008
N of Valid Cases	47		

a. 0 cells (0.0%) have expected count more than 0.5 The minimum expected count is 7.42.

The chi-square statistic appears in the Value column immediately to the right of “Pearson Chi-Square”. In this example, the value of the chi square statistic is 15.015. The p-value (.041) appears in the same row in the “Asymptotic Significance (2-sided)” column. The result is significant if this value is equal to or less than the designated alpha level (normally .05). In this case, the p-value is less than the standard alpha value, so we’d reject the null hypothesis that asserts the two variables are dependent on each other. To put it simply, the result is significant the data suggests that the variable awareness of government schemes, sources of digital literacy and library resources and services are associated with each other.

Overall, while social media appears to be the most utilized channel for digital literacy, it is not necessarily the most effective in increasing comprehensive awareness. These findings highlighted the need for structured and targeted digital literacy initiatives such as in-house library training or formal orientations that go beyond exposure and focus on deeper user engagement with available library resources

and services. These results implied that the source from which individuals acquire their digital literacy significantly influences their awareness of library resources and services. Hence, targeted efforts focusing on effective digital literacy channels may improve overall awareness among library users. Hence, it is concluded that there is no significant relationship between sources of digital literacy and library resources and services.

## CONCLUSIONS

The results of this research study showed the importance of digital literacy in improving library use. It highlighted the critical role of digital literacy in enhancing the effective use of library resources. Digital literacy serves as a key enabler for users to access reading materials and helps bridge the gap between library services and their users at the Central Library of Sant Gadge Baba Amravati University. For the optimization of library services and the efficient utilization of its resources, fostering digital literacy is essential

(Bawden, 2008; Eshet-Alkalai, 2004). The study establishes a positive correlation between digital literacy and the extent of library resource usage, indicating that increased digital competencies empower users to fully benefit from the library's offerings (Ng, 2012; Snavely & Cooper, 1997). These insights can inform the development of user-centered library services and support evidence-based updates to library policies.

Given the increasing complexity and volume of digital information, the importance of digital information literacy continues to grow (Martin, 2008). It is therefore recommended that the library organize regular awareness programs aimed at improving users' familiarity with electronic and digital information resources to maximize their effective use (Lau, 2016). Therefore, to maximize the effective utilization of digital and electronic resources, libraries should prioritize regular and comprehensive training programs. Such initiatives will empower users to navigate the growing complexity of digital information and fully benefit from the resources offered by the university library.

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