

Full Length Research

ICT Literacy among Library Professionals Working in Selected Arts and Science Colleges in Trichy and Tanjore District: Affiliated to Bharathidasan University

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This paper traced the origin and history of Information and Communication Technology in Library. The population comprised Librarians from Arts and Science Colleges in Trichy and Tanjore District Affiliated to Bharathidasan University. The method used for the study was a structured questionnaire. Data collected were analyzed using SPSS package and few of tools used are Measure of Central Tendencies, 't' test and one-way ANOVA. Majority of the professionals had confidence in routine ICT Skills and Internet tasks but needed training application of these skills in Libraries. All the professionals expressed a positive attitude towards the application of ICT in libraries. This study brings out the ICT literacy among library professional in selected arts and science colleges.

Keywords: Information and Communication Technology, Library Professionals, Literacy, Skills and Competencies

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INTRODUCTION

The term 'competency' has now become parallel to technological competency in Library and Information Science. However the norms for the competencies vary from institution to institution due to the objectives, needs and purpose. Without ICT skills the librarians of the present day struggle to exist because the convergence of technology into libraries has brought changes in the user's attitude and approach. Libraries have transformed drastically from store house of books to the power house of knowledge. Since the middle of 20th century the information and communication technology (ICT), which is responsible for this revolution has changed the

organization, management and functioning of modern libraries. Many librarians lack confidence to face increasingly ICT oriented environments. So it is vital that they keep in touch with modern development and maintain a proactive approach to their work in an ever-changing information world.

ICT MEANING AND DEFINITION

Information and communication technology (ICT) is a term that has various meanings. ICT refers to technology

that provides access to information through telecommunication.

According to Seenicassala ICT skills or IT skills can be referred to as the overall competencies (knowledge, know-how skills and attitudes), necessary to create, store, analyze, organize, retrieve and disseminate digital information (text, image, sound) in digital libraries or any type of information.

REVIEW OF LITERATURE

Woodsworth (1997) suggest that technological competencies are the most critical ones for all librarians, even if they obtained their professional credentials as recent as the early 1990's. Basic competencies for librarians must include knowing what the internet is and is not ; evaluating and using hardware, software and networks ; and understanding basic computer and information science concepts.

According to Latham (2000) technical literacy is no longer a speciality but a survival skill for all librarians. While this skill rapidly obtained a name. "Computer literacy", little consensus has been developed on precisely what set of abilities it actually represents.

Samuel Olu Adeyoyin, (2005) insists to ascertain the levels of ICT literacy among library staff in a range of Nigerian libraries. A survey was conducted among the professionals, paraprofessionals and "other" members of staff of 18 Nigerian university libraries. Analysis of the data showed that, on a self-assessment basis, out of about 268 professional librarians, only 87 (approximately 32 per cent) were ICT-literate, implying that the remaining 181 (approximately 68 per cent) of professional librarians were ICT-illiterate. Of the 358 paraprofessionals in those libraries, only 28 (approximately 8 per cent) were ICT-literate, while the vast majority, some 330 (approximately 92 per cent), were ICT-illiterate. Of the 1,133 "other" staff members in the survey, a minimal 69 (6 per cent) staff were ICT-literate, while 1,064 (approximately 94 per cent) were ICT-illiterate.

Rehman, Majid and Baker (1997) conducted a survey and interviewed 60 top and middle-level managers of academic libraries in Malaysia to validate a list of competencies (knowledge and skills) required entry-level academic librarians. They identified sets of foundation and operational competences namely: knowledge of collection, automation, information technology, database design and management. The competences to work with different information systems and resource sharing consortia were perceived to be a need for future years.

METHODOLOGY

The aim of the study is to analyse the skills and awareness of library professionals in an electronic environment. The main objectives are:

1. To study the awareness of library professionals about various technologies.
2. To measure the improvement of knowledge and skills of library professionals.
3. To list out the competencies needed at entry-level among academic library professionals.

HYPOTHESIS

H₁ There is a significant association between the age of the respondents and Skills of using internet and computer communication network.

H₂ There is a significant variance among the respondents educational qualification with regard to Technological skills.

H₃ There is a significant variance among the respondents experience with regard to Information and communication.

The data for this study were collected from primary sources through questionnaire. The population of this study comprised Library and Information Professionals from Arts and Science Colleges in Trichy and Tanjore District Affiliated to Bharathidasan University.

Measure of Central Tendencies (Mean, Median and Standard Deviation), 't' test and One-Way ANOVA are the Statistical package for Social Science (SPSS) was used to analyse and manipulate the collected data.

ANALYSIS AND INTERPRETATION

Age is an important factor in deciding the efficiency and effectiveness of as individual. 14.2% of the respondents were in the age group of below 30 years, 24.2% were in the age group of 31-35 years, 32.1% were 36-40 years and each 14.7% were in the age group of 41-45 years and more than 45 years respectively. Table 1

Regarding Educational Qualification 23.2% of the respondents have BLIS, 41.1% of the respondents have MLIS, 24.7% were with MPhil and 11.1% were with Ph.D. Table 2 & 3

10% were having the experience of less than one year, 36.3% were having the experience of 1-5 years, 26.3% were 6-10 years of experience, 12.6% were the experience of 11-15 years, 37% were the experience of 16-20 years and 11.1% were having the experience of 21-25 years. Table 4 & 5

FINDINGS

Demographic Findings

1. 14.2% of the respondents were in the age group of below 30 years, 24.2% were in the age group of 31-35 years, 32.1% were 36-40 years and each 14.7% were in

Table 1. Details of the Respondents Age

Variable(Age)	No of Respondents(n:190)	Percentage
Below 30 years	27	14.2
31 - 35 years	46	24.2
36 - 40 years	61	32.1
41 - 45 years	28	14.7
More than 45 years	28	14.7

Table 2. Association between the Age of the Respondents and Skills in Using Internet and Computer Communication Network

Skills of Using Internet And Computer Communication Network	Below 30 yrs. (n:27)	31 - 35 yrs. (n:46)	36 - 40 yrs. (n:61)	41 - 45 yrs. (n:28)	Above 45 yrs. (n:28)	Statistical Inference
Low level	21	12	28	4	-	$\chi^2=47.322$ df =4 p < 0.001 Significant
High level	6	34	33	24	28	

Table 3. Educational Qualification of the Respondents

Variable	No of Respondents (n:190)	Percentage
Educational qualification		
BLIS	44	23.2
MLIS	78	41.1
M.Phil	47	24.7
Ph.D	21	11.1

Table 4. One Way Analysis of Variance Among The Respondents Educational Qualification With Regard To Technological Skills Among Library Professionals Working In Arts And Science Colleges

Technological Skills	Df	SS	MS	\bar{X}	Statistical Inference	Df
Between Groups	3	359.437	119.812	3	G1=21.1136 G2=20.9615 G3=23.8511 G4=23.9524	F=8.899 P < 0.001 Significant
Within Groups	186	2504.226	13.464	186		

the age group of 41-45 years and more than 45 years respectively.

- 23.2% of the respondents have BLIS, 41.1% of the respondents have MLIS, 24.7% were with MPhil and 11.1% were with Ph.D.
- 10% were having the experience of less than one

year, 36.3% were having the experience of 1-5 years, 26.3% were 6-10 years of experience, 12.6% were the experience of 11-15 years, 37% were the experience of 16-20 years and 11.1% were having the experience of 21-25 years.

Table 5. One Way Analysis of Variance Among The Respondents Experience With Regard To Information And Communication Competencies Among Library Professionals Working InArts And Science Colleges

Information and communication Skills	Df	SS	MS	\bar{X}	Statistical Inference
Between Groups	5	443.026	88.605	G1=15.6316 G2=19.0580 G3=19.8200 G4=20.1667 G5=23.5714 G6=18.0952	F=8.199 P < 0.001 Significant
Within Groups	184	1988.426	10.807		

Findings of Hypothesis

H₁ There is a significant association between the Age of the respondents and skills of using internet and computer communication network.

H₂ There is a significant association between the educational qualification of the respondents and Technological skills.

H₃ There is a significant association between the experience of the respondents and Information and communication skills

SUGGESTION

From the above study few suggestions have been distilled and it is given below:

1. Management should send library professionals periodically to attend conference and seminars, so as to keep themselves updated with recent technologies.
2. Associations like ILA, SALIS, TNLA, IASLIC, and IATLIS should periodically conduct symposium and workshop for librarian's state and ozone wise.
3. Librarians should have enthusiasm to get train with recent trends in IT.

CONCLUSION

Library and Information Services are facing many challenges due to the massive development of ICT. Library information professionals have to recognize the expanding nature of the technological changes and professional challenges that they face in the modern world and realize to improve the range of professional competencies required to adapt and manage the changing technology successfully. It is important to acknowledge that "Librarians have always had two

overriding imperatives: knowledge of the users they serve and knowledge of recorded knowledge domains" (Griffiths, 1999). Competency can be developed through formal training, participation of seminars/symposia and conferences, attending training programmes and workshops, from informal groups and peers, online learning tools, refresher courses, short term courses and by self-learning.

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