

# EFFECTS OF INFORMATION LITERACY SKILLS ON THE USE OF E-LIBRARY RESOURCES AMONG SECONDARY SCHOOL CHILDREN: A COMPARATIVE STUDY OF BENGALURU DISTRICT

Deepa R. Kulkarni\*, Ramesha\*\*

\*UGC, PDF Scholar, Department of Library and Information Science, Bangalore University, Jnanabharathi Campus, Bengaluru, Karnataka, India. Email: [rdeepakulkarni@gmail.com](mailto:rdeepakulkarni@gmail.com)

\*\*Professor and Chairman, Department of Library and Information Science, Bangalore University, Jnanabharathi Campus, Bengaluru, Karnataka, India. Email: [bbramesha@gmail.com](mailto:bbramesha@gmail.com)

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**Abstract** *In the current information society, information and knowledge are the basic resources, and access to them is vital. Without the knowledge of ICT and information literacy skills, it is difficult to deal with the ocean of information and knowledge. The expression 'e-library' refers to information accessed through the Internet. Unlike traditional libraries, e-libraries are not limited by location or time. The primary goal of this study is to determine how the information literacy skills, especially among students of secondary schools, affect the use of e-library resources. For the present study a survey method of research and questionnaire were used for data collection. The questionnaires were distributed randomly to 120 students in the selected 2 schools – one government and one unaided – in Bengaluru. The purpose of the study is to find out the effects of information literacy skills on the use of e-library resources among school children in Bengaluru. The findings of this study call for well-integrated library instruction programmes and services to improve student information literacy skills.*

**Keywords:** *Information, Information Literacy, Literacy Skills, e-Library Resources, School Children, Bengaluru*

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## INTRODUCTION

The 21<sup>st</sup> century has been named the information era, owing to the explosion of information and information sources. One cannot achieve the study target without practicing special information literacy skills. In other words, information literacy skills empower people with the critical skills that will help them become independent life-long learners. These skills will enable people to apply their knowledge from the familiar environment to the unfamiliar (Jasus, 2006).

Information literacy is rooted in the concepts of library instruction and bibliographic instruction. It is the ability “to recognise when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (American Library Association Presidential Committee on Information Literacy, 1989). Thus, it is the basis for life-long learning. Information literacy instruction can be formal or informal. Formal instruction can include for-credit courses and both distance and face-to-face courses. Informal

instruction includes tutorials and online instruction. To be successful, information literacy depends on collaboration between classrooms, faculty, academic administrators, librarians, and other information professionals (Shapiro, 1996). The term ‘e-library’ is used synonymously with ‘digital library’, ‘universal library’, ‘future library’, ‘virtual library’, and ‘library without walls’. It has been defined variously by different scholars and/or organisations, depending on their perception of the concept (Yeboah, 1999).

Students need information for a variety of activities and the e-library has vast electronic resources that can meet any of these purposes. There is a daily explosion of information resources and the challenge of using these resources effectively and responsibly. In using the e-library resources, students lack the skill in locating and evaluating information, which impedes its effective use. This research investigates the lack of information literacy skills and how it affects the effective use of e-library resources among students in Bengaluru.

## INFORMATION LITERACY SKILLS

Information literacy is rooted in the concepts of library instruction and bibliographic instruction. It is the ability “to recognise when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (American Library Association Presidential Committee on Information Literacy, 1989). Thus, it is the basis for life-long learning. Julien (2002) observes that it is the ability to make efficient and effective use of information sources, and that an information literate person today should possess specific online searching skills, which include the ability to select appropriate search terminologies, construct a logical search strategy, and evaluate information appropriately.

Further, it entails individuals’ ability to know when there is need for information, how and where to get the information, and use such information effectively to accomplish a specific purpose. Shapiro and Hughes (1996) made the following major points in their definition. One, that in its narrowest sense, it includes the practical skills involved in the effective use of IT and print/electronic information resources. Two, that it is a new liberal art which extends beyond technical skills and conceived as one’s critical reflection on the nature of information itself, its technical infrastructure, and its social, cultural, and even philosophical context and impact. An information literate individual is expected to possess some qualities, as observed by the Association of College and Research Libraries (Information Literacy Competency Standards, 2006). These include the individual ability to:

- Determine the extent of information needed.
- Access the needed information effectively and efficiently.
- Evaluate information and its sources critically.
- Incorporate selected information into one’s knowledge base.
- Use information effectively to accomplish a specific purpose.
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally.

Corroborating ACRL’s observation, Wikipedia (“Information Literacy”, 2007) states that an information literate person is one who:

- Recognises that accurate and complete information is the basis for intelligent decision making.
- Recognises the need for information.
- Knows how to locate needed information.
- Formulates questions based on information needs.
- Identifies potential sources of information.

- Develops successful search strategies.
- Accesses sources of information, including computer-based and other technologies.
- Evaluate information no matter what the source.
- Organises information for practical application.
- Integrates new information into an existing body of knowledge.
- Uses information in critical thinking and problem solving (Doyle, 1992).
- Uses information ethically and legally.

September (1993) asserts that students need some level of these skills to make decisions about academic matters and other aspects of their daily lives. Julien (2002) identifies the skill domains that are involved, and classifies them as cognitive, affective, and physical, i.e., thought, attitude, and operation (Julien, 2002).

## REVIEW OF RELATED LITERATURE

The literature search indicates a number of studies in the recent past which were carried out to find out the effects of information literacy skills on the use of e-library resources among school children all over the world. In this study, an attempt has been made to review the important studies that were carried out during the last 2 decades, to make the study more simple and effective.

According to the article, the term e-library means the same as digital library, universal library, and virtual library. How the lack of information literacy skills affects the effective use of electronic library resources among the students are examined. The study found from questionnaire results that there is a lack of information literacy skills being taught to the students by the school teachers. Several recommendations are made to develop the teaching and assessing of information literacy skills of students (Issa, 2009).

The article presents author discussion on the status of information literacy (IL) skills among the school students in the U.S. She discusses her investigation regarding the school community definitions of IL and their teaching practices. She found that many educators have a limited view of IL and the best practice model of teaching IL still does not yet exist (Allen, 2007). The paper deals with the awareness of information literacy among students of Arts and Science colleges in Tirunelveli. This study can be used to know how to locate, access, and evaluate the right information at the right time. It helps the librarian and faculty members to guide the students as to where they can access the right source of information and how to evaluate their needed information, and to satisfy the information users in an easy manner (Murugan, 2019).

This study was carried out to find out the level of information literacy (IL) awareness, perception, and skills of students of National Open University of Nigeria (NOUN). It was based on the fact that IL instruction course is missing in the curriculum of NOUN, thus, it is a necessity to ascertain awareness and perception levels of the students about IL issues, as well as their skills assessment test (Igwe, 2014). The study assessed the extent of awareness and utilisation of electronic library resources by students of the Tamale Technical University in Ghana's Northern Region. Descriptive survey design was employed to collect data from 150 students using a questionnaire. The study therefore concludes that the low awareness of electronic resources by students in the school culminated in its low utilisation (Dukper, 2018).

## OBJECTIVES OF THE STUDY

The study sought to achieve the following objectives. These are:

- To know the level of awareness of information literacy skills among the secondary students under study.
- To identify the level of awareness of electronic library resources among school students.
- To assess the level of utilisation of electronic library resources by students.
- To know the level of satisfaction among students about their information literacy skills.
- To identify the problems faced while accessing e-library resources.

## FORMULATION OF HYPOTHESIS

- H<sub>1</sub>: There is no statistical difference in the mean scores of unaided and government school students, with respect to the use of e-resources.
- H<sub>2</sub>: There is no statistical difference in the mean scores of unaided and government school students, with respect to the information literacy skills scores.
- H<sub>3</sub>: There is no statistical difference in the mean scores of male and female school students, with respect to the use of e-resources.
- H<sub>4</sub>: There is no statistical difference in the mean scores of male and female school students, with respect to the information literacy skills scores.
- H<sub>5</sub>: There is no statistical difference in the mean scores of rural and urban school students, with respect to the use of e-resources.
- H<sub>6</sub>: There is no statistical difference in the mean scores of rural and urban school students, with respect to the information literacy skills scores.

## METHODOLOGY

The survey method of research was used in the present study, wherein a structured questionnaire has been designed to collect data from school children. The questionnaire has been distributed to 120 students, of which 60 were distributed to each of the schools under study, namely Government High School, Goraguntepalya, Bengaluru North and The New Cambridge High School, Vijayanagar, Bengaluru. All 120 questionnaires were received from the students, with a response rate of 100%.

## ANALYSIS AND INTERPRETATION OF DATA

Based on the data collected from 120 respondents, an attempt has been made to analyse and interpret the data in terms of effects of information literacy skills on the use of e-library resources among school children.

**Table 1: Class-Wise Distribution vs. Name of the School**

Class	Name of the School		Total
	Govt. High School	The New Cambridge High School	
IX std	29 (48.3%)	34 (56.7%)	63 (52.5%)
X std	31 (51.7%)	26 (43.3%)	57 (47.5%)
Total	60 (100.0%)	60 (100.0%)	120 (100.0%)

The study population consists of class IX and X students at the Government High School, Goraguntepalya, and The New Cambridge High School, Vijayanagar, Bengaluru. From Table 1 it can be observed that the study population comprises 52.5% (N = 63) students from class IX and 47.5% (N = 57) students from X.

**Table 2: Gender-Wise Distribution vs. Name of the School**

Gender	Name of the School		Total
	Govt. High School	The New Cambridge High School	
Boys	28 (46.7%)	23 (38.3%)	51 (42.5%)
Girls	32 (53.3%)	37 (61.7%)	69 (57.5%)
Total	60 (100.0%)	60 (100.0%)	120 (100.0%)

From Table 2 it can be observed that the study population comprises of 42.5% (N = 51) boys and 57.5% (N = 69) girls. Hence, it is found that a majority of the students were girls.

**Table 3: Domicile-Wise Distribution vs. Name of the School**

Domicile	Name of the School		Total
	Govt. High School	The New Cambridge High School	
Rural	20 (33.3%)	14 (23.3%)	34 (28.3%)
Urban	40 (66.7%)	46 (76.7%)	86 (71.7%)
Total	60 (100.0%)	60 (100.0%)	120 (100.0%)

It can be shown from Table 3 that a majority (71.7%, N = 86) of school children under study were from urban areas, while more than one-third (28.3%, N = 34) were from rural areas. It is quite obvious that representation by urban students was more than that of rural students.

**Table 4: Age-Wise Distribution vs. Name of the School**

Age	Name of the School		Total
	Govt. High School	The New Cambridge High School	
14 years	17 (28.3%)	23 (38.3%)	40 (33.3%)
14 to 15 years	24 (40.0%)	16 (26.7%)	40 (33.3%)
15 to 16 years	17 (28.3%)	15 (25.0%)	32 (26.7%)
16 years and above	2 (3.3%)	6 (10.0%)	08 (6.7%)
Total	60 (100.0%)	60 (100.0%)	120 (100.0%)

Table 4 indicates the age-wise distribution of school children. They are grouped into 4 stages, i.e., 14 years, 14 to 15 years, 15 to 16 years, and 16 years and above. Table 4 shows that 33.3% (N = 40) of the children fall in the 14-year category and the same number of children fall in the category 14 to 15 years; the remaining (26.7%, N = 32) belong to the category 15 to 16 years, and a small percentage (6.7%, N = 8) are 16 years and above. Since the researcher has considered only class IX and X students, we cannot get any significant difference with respect to the age of the students.

**Table 5: Nature of School vs. Name of the School**

Nature of School	Name of the School		Total
	Govt. High School	The New Cambridge High School	
Boys	00 (0.0%)	00 (0.0%)	00 (0.0%)
Girls	00 (0.0%)	00 (0.0%)	00 (0.0%)
Co-education	60 (100.0%)	60 (100.0%)	120 (100.0%)
Total	60 (100.0%)	60 (100.0%)	120 (100.0%)

It is observed from Table 5 that 100.0% (N = 120) of the school children under study were in co-education schools. It is, therefore, clear that the present study is only restricted to co-education schools.

**Table 6: Type of Management of Schools vs. Name of the School**

School Management	Name of the School		Total
	Govt. High School	The New Cambridge High School	
Aided	00 (0.0%)	00 (0.0%)	00 (0.0%)
Unaided	00 (0.0%)	60 (100.0%)	60 (100.0%)
Government	60 (100.0%)	00 (0.0%)	60 (100.0%)
Total	60 (100.0%)	60 (100.0%)	120 (100.0%)

Table 6 shows that half of the study population (60%, N = 100) were from an un-aided school and the other half (60%, N=100) were from a government school.

**Table 7: Visit the Library vs. Name of the School**

Visit	Name of the School		Total
	Govt. High School	The New Cambridge High School	
Yes	57 (95.0%)	53 (88.3%)	110 (91.7%)
No	03 (5.0%)	07 (11.7%)	10 (16.7%)
Total	60 (100.0%)	60 (100.0%)	120 (100.0%)

School children were asked whether they visited a library. From the responses obtained, the data was tabulated in Table 7. It can be interpreted that a large number of school children do visit libraries (91.7%, N = 110). At the same time, more than a quarter of them did not visit libraries (16.7%, N = 10).

**Table 8: Need for Information by Students vs. Name of the School**

Information Need	Name of the School		Total
	Govt. High School	The New Cambridge High School	
Yes	60 (100.0%)	60 (100.0%)	120 (100.0%)
No	00 (0.0%)	00 (0.0%)	00 (0.0%)
Total	60 (100.0%)	60 (100.0%)	120 (100.0%)

It is observed from Table 8 that all the respondents (100.0%, N = 120) clearly mentioned that they need information for various purposes.

**Table 9: Type of Information Needed by Students vs. Name of the School (N = 120)**

Type of Information	Name of the School		Total
	Govt. High School	The New Cambridge High School	
Course related	50 (83.3%)	51 (85.0%)	101 (84.2%)
Subject related	53 (88.3%)	54 (90.0%)	107 (89.2%)
Factual information	10 (16.7%)	15 (25.0%)	25 (20.8%)
Current information	36 (60.0%)	38 (63.3%)	74 (61.7%)
General knowledge	30 (50.0%)	29 (48.3%)	59 (49.7%)
Entertainment	52 (86.7%)	37 (61.7%)	89 (74.2%)
Sports related	09 (15.0%)	11 (18.3%)	20 (16.7%)
Competitive exams	40 (66.7%)	25 (41.7%)	65 (54.2%)
Geographical information	15 (25.0%)	28 (46.7%)	43 (35.8%)

Secondary school children were asked to indicate the type of information to which they needed access. The following can be observed from Table 9: 89.2% (N = 107) needed subject-related information; 84.2% (N = 101) course related; 74.2% (N = 89) entertainment; 61.7% (N = 74) current information; and 54.2% (N = 65) needed information regarding competitive exams. These were the 5 types of information secondary school children needed. It is followed by fewer students (49.7%, N = 59) needing information on

general knowledge, geographical information (35.8%, N = 43), factual information (20.8%, N = 25), and sports related information (16.7%, N = 20). Hence, it is concluded that a majority of the school children require relevant course related information.

**Table 10: Aware of E-Library Resources vs. Name of the School**

Awareness	Name of the School		Total
	Govt. High School	The New Cambridge High School	
Yes	56 (93.3%)	55 (91.7%)	111 (92.5%)
No	04 (6.7%)	05 (8.3%)	09 (7.5%)
Total	60 (100.0%)	60 (100.0%)	120 (100.0%)

From Table 10 it is found that more than 92% of the student community were aware of e-library resources. In particular, 93.3% (N = 56) of GHSG school students and 91.7% (N = 55) of NCHS school students were aware of e-library resources. It can also be observed from both schools that a majority of the students were aware of e-library resources. It is followed by a very few percentage of children (7.5%, N = 9) who were not aware of e-library resources.

One of the objectives of the study was to know to what extent school children use electronic library resources. A list of electronic library resources was provided to them (Table 11) and users were asked to indicate extent of use of e-library resources on a 5-point Likert scale; 5 – Highly frequently used, 4 – Very frequently used, 3 – Frequently used, 2 – Sometimes, and 1 – Not at all. Internet search engines were rated as highly frequently used, with a mean value of 1.675; e-books were rated as very frequently used, with a mean value of 1.68 (GHSG) and 1.57 (NCHS); CD-ROM databases were rated as not at all, with a mean value of 1.70 (GHSG) and 0.55 (NCHS); followed by online games rated as highly frequently used, with a mean value of 0.90 (GHSG) and 1.97 (NCHS); e-courseware rated as frequently used, with a mean value of 1.1 (GHSG) and 1.00 (NCHS); e-magazines rated as sometimes, with a mean value of 1.41 (GHSG) and 1.51 (NCHS); and e-course content rated as sometimes, with a mean value of 0.88 (GHSG) and 1.03 (NCHS). Online library catalogue, with a mean value 0.66 and e-newspapers, with a mean value of 0.83 had the lowest mean values.

Table 11: Extent of Use of e-Library Resources vs. Name of the School

E-Library Resources	Name of the School	Highly Frequently Used	Very Frequently Used	Frequently Used	Sometimes	Not at All	Total Scores	Mean	Rank
E-books	GHSG	08 (7.2%)	30 (27.0%)	07 (6.3%)	10 (9.0%)	01 (0.9%)	202	1.68	4
	NCHS	11 (9.9%)	20 (18.0%)	07 (6.3%)	16 (14.4%)	01 (0.9%)	189	1.57	5
E-magazines	GHSG	00 (0.0%)	07 (6.3%)	17 (15.3%)	26 (23.4%)	06 (5.4%)	137	1.14	8
	NCHS	13 (11.7%)	14 (12.6%)	08 (7.2%)	17 (15.3%)	03 (2.7%)	182	1.51	6
E-newspapers	GHSG	00 (0.0%)	03 (2.7%)	14 (12.6%)	28 (25.2%)	11 (9.9%)	121	1.00	11
	NCHS	02 (1.8%)	02 (1.8%)	02 (1.8%)	27 (24.3%)	22 (19.8%)	100	0.83	13
E-course content	GHSG	00 (0.0%)	00 (0.0%)	07 (6.3%)	36 (32.4%)	13 (11.7%)	106	0.88	13
	NCHS	00 (0.0%)	04 (3.6%)	15 (13.5%)	27 (24.3%)	09 (8.1%)	124	1.03	9
E-courseware	GHSG	00 (0.0%)	05 (4.5%)	16 (14.4%)	29 (26.1%)	06 (5.4%)	132	1.1	9
	NCHS	00	03	10	25	17			
	Total	00	08	26	54	23			
Online games	NCHS	00 (0.0%)	03 (2.7%)	10 (9.0%)	25 (22.5%)	17 (15.3%)	121	1.00	11
	GHSG	27 (24.3%)	23 (20.7%)	01 (0.9%)	02 (1.8%)	03 (2.7%)	109	0.90	11
Online library catalogue	NCHS	23 (20.7%)	09 (8.1%)	12 (10.8%)	09 (8.1%)	02 (1.8%)	237	1.97	9
	GHSG	00 (0.0%)	00 (0.0%)	07 (6.3%)	10 (9.0%)	39 (35.1%)	207	1.72	1
Internet search engines	NCHS	00 (0.0%)	00 (0.0%)	02 (1.8%)	04 (3.6%)	51 (45.9%)	80	0.66	2
	GHSG	15 (13.5%)	17 (15.3%)	14 (12.6%)	06 (5.4%)	04 (3.6%)	65	0.54	15
CD-ROM databases	NCHS	14 (12.6%)	26 (23.4%)	03 (2.7%)	10 (9.0%)	02 (1.8%)	201	1.675	17
	GHSG	00 (0.0%)	00 (0.0%)	00 (0.0%)	11 (9.9%)	45 (40.5%)	205	1.70	5
Electronic document delivery	NCHS	00 (0.0%)	00 (0.0%)	00 (0.0%)	23 (20.7%)	32 (28.8%)	60	0.55	3
	GHSG	00 (0.0%)	00 (0.0%)	02 (1.8%)	05 (4.5%)	49 (44.1%)	67	0.55	17
	NCHS	00 (0.0%)	00 (0.0%)	01 (0.9%)	06 (5.4%)	48 (43.2%)	78	0.65	15

**Table 11.1: Mean, SD, and T-Value for the Difference in Unaided and Government School Students, with Respect to Use of E-Library Resources**

Type of School	Mean	SD	T-Value	Df	P-Value	Sign
Unaided school	29.84	4.91	3.389	118	.01	S
Government school	33.82	5.62				

Table 11.1 shows the mean scores of unaided and government school students, with respect to the use of e-resources. Scores are 29.84 and 33.82, and their standard deviations are 4.91 and 5.62, respectively. The t-value is found to be 3.389, which is significant at both the levels, i.e., .01 and .05. Therefore, it can be said that there is a statistical difference in the mean scores of unaided and government school students, with respect to the use of e-resources. Thus, the null hypothesis, stating 'there is no statistical difference in the mean scores of unaided and government school students with respect to the use of e-resources' is rejected and the alternative hypothesis is accepted, i.e., there is a statistical difference in the mean scores of unaided and government school students, with respect to the use of e-resources. It can be concluded that the use pattern of e-resources is different between unaided and government school students; it is more in the case of unaided school students and less in the case of government school students.

**Table 11.2: Mean, SD, and T-Value for the Difference in Male and Female School Students, with Respect to Use of E-Library Resources**

Gender	Mean	Sd	T-Value	Df	P-Value	Sign
Male	27.60	7.60	2.95	118	.004	S
Female	30.95	5.05				

Table 11.2 shows the mean scores of male and female school students, with respect to the use of e-resources. Scores are 27.60 and 30.95, and their standard deviations are 7.60 and 5.05, respectively. The t-value is found to be 2.95 at 118 level of significance, which is significant at both the levels, i.e. .01 and .05. Therefore, it can be said that there is a statistical difference in the mean scores of male and female school students, with respect to the use of e-resources. Thus, the null hypothesis, stating 'there is no statistical difference in the mean scores of male and female school students, with respect to use of e-resources' is rejected and the alternative hypothesis is accepted, i.e., there is a statistical difference in the mean scores of male and female school students, with respect to the use of e-resources. It can be concluded that the use pattern of e-resources is different between male

and female school students; it is more in the case of female students and less in the case of male students.

**Table 11.3: Mean, SD, and T-Value for the Difference in Rural and Urban School Students, with Respect to Use of E-Library Resources**

Domicile	Mean	SD	T-Value	Df	P-Value	Sign
Rural	29.12	6.88	.507	118	.613	S
Urban	29.79	6.22				

Table 11.3 shows the mean scores of rural and urban school students, with respect to the use of e-resources. Scores are 29.12 and 29.79, and their standard deviations are 6.88 and 6.22, respectively. The t-value is found to be .507 at 118 level of significance, which is not significant at both the levels, i.e. .01 and .05. Therefore, it can be said that there is no statistical difference in the mean scores of rural and urban school students, with respect to the use of e-resources. Thus, the null hypothesis, stating 'there is no statistical difference in the mean scores of rural and urban school students, with respect to the use of e-resources' is accepted. It can be concluded that the use pattern of e-resources is similar between rural and urban school students.

**Table 12: Usage of Search Techniques while Searching the E-Library Resources**

Search Techniques	Name of the School		Total
	Govt. High School	The New Cambridge High School	
Boolean operators AND	20 (44.4%)	11 (20.0%)	31 (27.9%)
Boolean operator OR	14 (25.0%)	14 (25.4%)	28 (25.2%)
Boolean operator NOT	03 (5.3%)	02 (3.6%)	05 (4.5%)
Proximity operator NEAR, BETWEEN	03 (5.3%)	10 (18.2%)	13 (11.7%)
Limiters	10 (17.8%)	08 (14.5%)	18 (16.2%)
Truncation	06 (10.7%)	10 (18.2%)	16 (14.4%)
Total	56 (100.0%)	55 (100.0%)	111 (100.0%)

School children were asked to indicate techniques they use to search e-library resources. From Table 12 it is found that 27.9% (N = 31) prefer Boolean operator AND while searching e-library resources; 25.2% (N = 28) prefer Boolean operator OR; 16.2% (N = 18) prefer limiters, followed by a very small percentage of children preferring truncation

(14.4%, N = 16), Proximity operator NEAR, BETWEEN (11.7%, N = 13), and Boolean NOT (4.5%, N = 5).

**Table 13: Student’s Perceptions while using E-Library Resources vs. Name of the School**

Perceptions	Name of the School		Total
	Govt. High School	The New Cambridge High School	
Whenever I use the e-library, I find what I want	25 (44.6%)	25 (44.6%)	50 (45.0%)
I find it difficult to locate the information	15 (26.8%)	21 (38.2%)	36 (32.4%)
I usually find what I want, but with frustration	05 (8.9%)	04 (7.3%)	09 (8.1%)
Avoiding e-library because I cannot use it	05 (8.9%)	03 (5.4%)	08 (7.2%)
Out of reach, power failure	04 (7.1%)	02 (3.65%)	06 (5.4%)
Not enough time to search	02 (3.65%)	00 (0.0%)	02 (1.8%)
Total	56 (100.0%)	55 (100.0%)	111 (100.0%)

Table 13 discussed student’s perceptions while using e-library resources. Here 45% (N = 50) agreed with the statement ‘whenever I use the e-library, I find what I want’, followed by 32.4% (N = 36) saying ‘I find it difficult to locate the information’, 8.1% (N = 9) ‘I usually find what I want, but with frustration’, and 7.2% (N = 8) ‘avoiding e-library because I cannot use it’. A very small percentage of school

children stated ‘out of reach, power failure’ (5.4%, N = 6) and ‘not enough time to search’ (1.8%, N = 2) as reasons. From this table, it is clear that school children know about e-library resources and are familiar with those resources.

**Table 14: Conducting the E-Library Orientation Programmes vs. Name of the School**

Orientation Programmes	Name of the School		Total
	Govt. High School	The New Cambridge High School	
Online orientation	3 (5.3%)	06 (10.9%)	09 (8.1%)
E-library instructions as part of a class	27 (48.2%)	32 (58.1%)	59 (53.1%)
One-on-one instruction with librarian	02 (3.7%)	10 (18.1%)	12 (10.8%)
E-library instruction course	11 (20.0%)	02 (3.6%)	13 (11.7%)
Self-guided orientation	13 (23.2%)	05 (9.0%)	18 (16.2%)
Total	56 (100.0%)	55 (100.0%)	111 (100.0%)

It is observed from Table 14 that the largest number of children feel that they need some orientation programmes that is given as part of a class (53.1%, N = 59); some school children need self-guided orientation programmes (16.2%, N = 18); e-library instruction course (11.7%, N = 13); one-on-one instruction with librarian (10.8%, N = 12); and a few (8.1%, N = 9) need online orientation programmes while searching e-library resources.

**Table 15: State Your Level of Awareness of the Following Information Literacy Skills (N = 120)**

Awareness	Fully Aware	Aware	Uncertain	Not Aware	Not at all Aware	Total Scores	Mean	Rank
Identifying question based on the information needs	28 (23.3%)	53 (44.7%)	13 (10.8%)	06 (5.0%)	11 (9.2%)	414	3.4	2
Selection of possible sources	20 (16.7%)	52 (43.3%)	10 (8.3%)	19 (15.8%)	10 (8.3%)	386	3.2	4
Developing successful search strategies	07 (5.8%)	51 (42.5%)	12 (10.0%)	27 (22.5%)	14 (11.7%)	343	2.8	5
Accessing sources of information	26 (21.7%)	42 (35.0%)	05 (4.1%)	36 (30.0%)	02 (1.7%)	387	3.2	3
Evaluating information	00 (0.0%)	12 (10.0%)	23 (19.7%)	50 (41.7%)	26 (21.7%)	243	2.0	7
Organising information for practical application	03 (2.5%)	10 (8.3%)	17 (14.2%)	71 (59.7%)	10 (8.3%)	258	2.1	6
Integrating new information into an existing body of knowledge	00 (0.0%)	12 (10.0%)	15 (12.5%)	66 (55.0%)	18 (15.0%)	243	2.0	7
Using information in critical thinking and problem solving	35 (29.2%)	45 (37.5%)	04 (3.3%)	23 (19.7%)	04 (3.3%)	417	3.4	1

One of the objectives of the study was to know about the level of awareness of information literacy skills. A list of awareness level was provided to the students (Table 15) and they were asked to indicate the level of awareness of the information literacy skills on a 5-point Likert scale, i.e., 5 – Fully aware, 4 – Aware, 3 – Uncertain, 2 – Not aware, and 1 – Not at all aware. Identifying question based on the information needs was rated as aware, with a mean value of 3.4; using information in critical thinking and problem solving had the same mean value, followed by selection of possible sources and accessing sources of information, which were rated as aware, with a mean value of 3.2; developing successful search strategies was rated as aware, with a mean value of 2.8; organising information for practical application was rated as not aware, with a mean value of 2.1; and evaluating information and integrating new information into an existing body of knowledge were rated as not aware, with a mean value of 2.0. This was the least mean value.

**Table 15.1: Mean, SD, and T-Value for the Difference in Unaided and Government School Students, with Respect to Information Literacy Skills Scores**

Type of School	Mean	SD	T-Value	Df	P-Value	Sign
Unaided school	25.01	3.69	3.338	118	.02	S
Government school	27.91	3.70				

Table 15.1 shows the mean scores of unaided and government school students, with respect to information literacy skills scores. Scores are 25.01 and 27.91, and their standard deviations are 3.69 and 3.70, respectively. The t-value is found to be 3.338, which is significant at both the levels, i.e., .01 and .05. Therefore, it can be said that there is a statistical difference in the mean scores of unaided and government school students, with respect to information literacy skills scores. Thus, the null hypothesis, stating ‘there is no statistical difference in the mean scores of unaided and government school students, with respect to information literacy skills scores’ is rejected and the alternative hypothesis is accepted, i.e., there is a statistical difference in the mean scores of unaided and government school students, with respect to information literacy skills scores. It can be concluded that the information literacy skills scores between the unaided and government school students are different; it is more in the case of government school students and less in the case of unaided school students.

## CONCLUSION

The use of electronic resources is on the rise all over the world. Against this backdrop, these two school libraries are enriching their electronic collections in various ways. Schools have been in the forefront of this initiative, through steadily building stable and diversified electronic resources and making these collections available to students, teachers, and other users. The present study confirms that the students of GHSG and NCHS schools are aware of the significance of electronic resources and support this ongoing initiative of digitisation and electronic collection building. Therefore, school authorities should step up their efforts to enrich the electronic resource collections of school libraries under a well thought-out plan and long term policies. This will not only help the students and other library users gain up-to-date knowledge and information, but will also contribute to the educational excellence of schools.

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