

## IMPACT OF INFORMATION LITERACY SKILLS ON THE ACADEMIC ACHIEVEMENT OF THE STUDENTS: A CASE STUDY OF ANJUMAN DEGREE COLLEGE, VIJAYAPURA

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### ABSTRACT

*In the present information society, information and knowledge are the basic resources and access to them is necessary. Without the knowledge of ICT and information literacy skills, it is difficult to deal with the ocean of information and knowledge. Information literacy is a broad area of competence that encompasses the content. Many Studies repeatedly show strong positive correlations between student/ user achievement and information literacy programs. In the present study an attempt has been made to study the influence of information literacy skills on the academic performance of the students. In the present study three variables namely gender, place and information literacy skills considered as predictor variables and academic achievement as a dependent variables. By using regression linear model test their interaction effects was carried out It is observed that total contribution of three explanatory variables on academic achievement of students is found to be 25.3%. In which, (X3) information literacy skills contribute maximum that is 21.47% to the academic achievement followed by 2.262% of gender (X1) and place (X2) 1.56% respectively. Finally, it can be concluded that information literacy skills is emerged as one of the important predictor of assessment of academic achievement of the students. Hence, efforts should be made to enhance the information literacy skills among the students at degree level.*

**KEYWORDS:** *Information Literacy Skills, Academic Achievement and ICT Skills*

### INTRODUCTION

Information is vital resources needed by human being in different walk of life. Information can be defined as processed data, which helps in decision making, increase our knowledge, improve our mental thinking and overall change in the societal status of nation. We are living in information era where our day-today actives are very much depended on the information. Information is needed by human being to resolve their problems and fulfil necessary tasks. Information is the life blood of human being and it is the currency of 21<sup>st</sup> century. At the same time, there is a rapid and abundant increase in information production. The information is produced in various forms and formats like text, image, video, digital etc. Due to the advancement in Information and communication technology, information is increasing, creating, storing, processing and communicating through electronic media. All the facets of information resulted into increasing, complex and verity of information. This necessitates the new set of skills, i.e., Information literacy skills. After 1980, various professional associations in library science focused on this concept and developed various standards, model and guidelines in general and higher education in particular (Badween, 2001) .

The library is the most important resource in any academic setting. Studies repeatedly show strong positive correlations between student/ user achievement and information literacy programs. The library is the place where information is stored, catalogued, indexed and made available. The library staff, more than any other teacher, understands how to identify, locate, retrieve evaluate, and use information. Thus, the connection between the library and information literacy is obvious. Giving frequent instruction and practice to students in information literacy skills to create information literate adults. Information literacy is too important to be left to chance, user should be able to see at least one information problem-solving process, to help them become metacognitively aware of how they find, process, and use information.

Today, librarians need to re-work the program of information literacy, rather than tending cosmetics changes to the age old practices of library visits, orientations, lectures, displays etc.

## **ORIGIN OF INFORMATION LITERACY**

The term information literacy was coined by Paul G. Zukowaski in 1974 to describe the technique skills known by the information literate for utilizing the wide range of information tools as well as primary sources in modelling the information solutions and their problems (2). According to American Library Association to be information literate, a person must be able to recognize when information is needed and have the ability to locate evaluate and use effectively the needed information (3).

## **MEANING AND DEFINITION**

Literacy is a widely defined and discussed in the library and information science and education fields. Literacy has been connected with various activities and linked with other terms such as cultural literacy, library literacy and technological literacy and also with digital and multi media literacy. Traditionally, literacy as a basic concept has been defined as the ability to read and write.

Information literacy is set of abilities requiring individualist to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information (ALA 2000). Information literacy is also increasingly important in the contemporary environment of rapid technological change and proliferating information resources. Because of the escalating complexity of this environment, individuals are faced with diverse, abundant information choices in their academic studies in the workplace and in their personal lives. Information is available through libraries, community resources, special interest organizations, media and the internet –and increasingly, information comes to individuals in unfiltered formats raising questions about its authenticity, validity and reliability, in addition , information is available in multimedia, including graphical, aural , and textual and these possess the challenges for individuals in evaluation and understanding it.

Information literacy forms the basis for lifelong learning. It is common to all disciplines, all learning environments, and to all level of education. It enables learners to master content and extend their investigations, become more self- directed and assume greater control over their own learning.

## **REVIEW OF RELATED LITERATURE**

A literature search made on previous research work on information literacy through scanning, online and offline databases, such as LISA (Library and Information Science Abstract), LISTA (Library, Information Science & Technology

Abstract), EBSCO host, Emerald, e-thesis and dissertation, conference proceedings, books, etc., and other online and offline literature available on Information Literacy.

*Kinengyere (2007)* examined the effect of information literacy on the usage of electronic information resources in the academic and research institutions in Uganda. This paper aimed to focus on the innovations of Makere University Library undertook to train the library users on how to access a variety of available information resources evaluated the information and applied it to address their needs. *Matoush (2006)* discussed an overview of innovative information literacy programmes at San Jose State University's King Library which served as models for future academic library information literacy programmes and also discussed the success, lessons learned and ongoing challenges of the freshman's information literacy programmes and present goals and objectives of the transfer and campus dormitory information literacy programmes. *Korobili (2005)* provided reliable data for the development of efficient information literacy education in a department of higher education institute in Thessaloniki, Greece.

*Shashong (2003)* made a study to explore the implications of information literacy education with regard to its development in China in the context of an information society. *Fjallbrant (2002)* highlight the concept of information literacy and described the impact of information technology on information literacy. *Dougan, K. (2015)* describes an empirical investigation conducted in order to determine the information literacy skills of students in Bangladesh. *Ozbicakci, S., Gezer, N. and Bilik, O. (2015)* evaluated the information literacy skills of final-year nursing students in two different programs, one focusing on classic learning, the other on problem-based learning (PBL). *Pinto, M. and Sales, D. (2015)* assessed University students' attitudes and self-assessment regarding information literacy skills. *Ukachi, N. B. (2015)* examined how teachers in Nigerian university libraries utilize electronic resources and how their use reflects their information literacy skills. *Cheng, S. and Winter, C. (2014)* argues that copyright and fair use of important aspects of information literacy instruction and offers examples of how librarians can help to teach users about these concepts. *Ilogho, J.E. and Nkiko, C. (2014)* examine effectiveness of information literacy programs and the student research and teachers skills at five private universities in Nigeria.

*Islam, M.M. and Rahman, M.A. (2014)* made an assessment study of the information literacy skills of Arts faculty members at the University of Dhaka, Bangladesh. *Martin, J. (2013)* examined four current approaches to information literacy in the UK, asserting that these more holistic and reflective models offer important new ways of conceptualizing information literacy. *McKinney, P.A. and Sen, B.A. (2012)* examined the use of reflective writing in information literacy instruction, drawing on a case study of faculty members in the University of Sheffield (UK) Information School's "business intelligence module." Based on an analysis of faculty reflections, that employs the SCONUL Seven Pillars of Information Literacy framework, the authors argue that such reflections work particularly well with inquiry-based and constructivist approaches to teaching.

*Baro and Fyneman (2009)* investigate Information Literacy among Undergraduate Students in Niger Delta University. Research is carried out in the Faculty of Social Sciences, Niger Delta University, Wilberforce Island, Amassoma, and Bayelsa State, Nigeria and determine the undergraduate students' level of awareness of information sources available in the University, to know their level of digital literacy and to determine the different search strategies used by them. *Eisenberg (2008)* highlighted information literacy as the skill and knowledge that allow us to find, evaluate and use the information. Information skills are the necessary tools that help us successfully navigate the present and future

landscape of information. The author observed that information technology affected every person in every possible setting, work, education and recreation. *Maughan (2001)* conducted a survey to assess information literacy among undergraduates of the California University at Berkeley in selected academic departments to measure the 'lower-order' information literacy skills of graduating seniors.

*Kannappanavar (2007)* explained the concept of information literacy and examined various aspects related to information literacy programmes such as mission goals and objectives, planning, administration and institutional support, articulation with curriculum, collaboration, pedagogy, staffing, outreach and assessment/evaluation. *Pawinun and Kemparaju (2004)* made a study on the information literacy programmes in the context of digital libraries.

*Ramamurthy, P. (et al) (2015)* investigated the knowledge of information literacy and search skills of students in five selected Engineering Colleges in Chittoor district, Andhra Pradesh. *Mahajan, Preeti., Kumar, Anil (2014)* assessed the basic information literacy competency and the perception of information literacy behaviour of post-graduate students and research scholars at Punjab University, Chandigarh.

Thus the following can be observed from the review of literature.

- No specific studies exclusively on information literacy competency on students.
- Nothing much is reported in India on the information literacy competency.
- No studies have been carried out with respect to influence of information literacy skills on the academic performance of the students.
- In view of the present emphasis an earlier study on these aspects is very inadequate,.

As a result, it is felt necessary to study these aspects in the present study. Hence, it is proposed to examine the impact of Information Literacy skills on the academic performances of the Degree Colleges students. The study is also to examine the intra-correlation of awareness level, usefulness and satisfaction of information sources among the degree students. Further, an attempt has been made to find the significant difference between male and female students with respect to information literacy skills and also with respect to the course of the student. The study also assess the ability of students of degree colleges to search, locate and retrieve information from various information sources and also examine the influence of information literacy skills on the academic performance of the students with the help of Regression model.

## STATEMENT OF THE PROBLEM

The statement of the problem is **“Impact of Information Literacy skills on the Academic Performance of the Students: A Case Study of Anjuman Degree College, Vijayapura”**

## NEED FOR THE STUDY

Since the ability to use information effectively and wisely is crucial to student's success in higher education, it is increasingly important to incorporate information literacy skills among them for better performance of their academic achievements. The students of the degree colleges are basically associated with learning and co-curricular activities. The students basically require information on their subject for studying and prepare for examinations. They may need constantly update their existing knowledge in their domain. Further, Information plays a vital role in all spheres of life in

this technological era. Information is available in different formats and forms in various sources. To get the right information at the right time from the abundance of unclassified data/information, the students must be information literate. In this context, role of the student is very important, if the student wants to be competent and serious in their studies, he/ she should have competence and skills in information literacy, so that they can become life- long independent learner. Hence, in the present study, an attempt has been made to assess the information literacy skills on the Academic Performance of the Students of degree colleges. Hence the proposed study has been undertaken.

## **ABOUT ANJUMAN DEGREE COLLEGE**

In the historical city of Bijapur, with the able efforts of the management members of the Anjuman-e-Islam, the faculty of Arts has been started in the year 1972. It was a humble beginning; today it is a full-fledged college having all the three faculties, Arts, Science & Commerce. It has a team of committed, painstaking, efficient lecturers, a good library, well- equipped laboratories, Computer labs with internet facility, large playground, healthy atmosphere & ever-growing student's strength. The strength exceeds to 1500 and 75 members of staff, with a new independent building of its own and a beautiful garden. Ever since the college was founded, it is confronting and surmounting all the odds, now it is exemplary for its innovative teaching, punctuality, discipline & good administration. The growing student's strength, as well as good results of the college, bear the testimony of a bright future. The sole object of the college is to prepare the students mentally to march ahead along with the changing times and needs so that most productive, secular & peace-loving citizens are produced year after year from this college.

## **OBJECTIVES OF THE STUDY**

The primary objective of this study is to examine the influence of Information Literacy skills on the academic performance of the students.

The specific objectives are;

- To study the Information Literacy competence among the students.
- To explore the type of information they required for their day today activities.
- To understand the ability of students in search, locate, retrieve and evaluate the information.
- To find out the significant difference between male and female with respect to information literacy skills.
- To find out the significant difference among the course with respect to information literacy skills.
- To find out the effect of sex, place and information literacy skills on the academic achievement of the students.
- To suggest the means of improvement in information literacy skills among degree college students.

## **METHODOLOGY**

The main aim of the study is to assess the information literacy skills and competence among the students of Degree College, the present study is based on the Survey Method of Research wherein structured questionnaire has been used as data collection tools. The scope of the present study limited to examine the influence of Information Literacy skills on the academic performance of the students.. Based on the objectives of the study, structured questionnaire was designed

with help of ACRL standards of information literacy competency for higher education. Stratified and random sampling method was followed in the selection of study population. The primary data collected from the sample population through structured questionnaire was analyzed with the help of statistical tools like Frequency, Percentage, t-test, ANOVAs and Regression Model to make projections and to draw meaningful conclusions.

## STUDY POPULATION

The study population comprises of the students of Anjuman Arts, Commerce and Science degree college, Vijayapura. The college is offering both under-graduate and post-graduate programmes. Out of 1500 students, 105 students of all the faculty were selected for the study. A study population was chosen based on the stratified and random sampling methods.

## HYPOTHESES

The following hypotheses have been formulated for the present study.

- There is no significant difference between male and female with respect to information literacy skills.
- There is no significant difference among the course with respect to information literacy skills.
- There is no effect of sex and place on the academic performance of the students.
- There is no effect of information literacy skills on the academic achievement of the degree college students.

## STATISTICAL TREATMENT

Appropriate statistical testing like t-test, Descriptive statistics, and Frequency, ANOVA and Regression model was adopted to statistically verify the data to accept and reject null hypotheses formulated in the study.

## DATA ANALYSIS AND INTERPRETATION

**Table 1: Gender Wise Distribution of the Respondents**

SI No	Gender	Frequency	Percent
1	Male	64	61.0
2	Female	41	39.0
	<b>Total</b>	<b>105</b>	<b>100.0</b>

Table 1 shows the gender wise distribution of study population, it is observed that majority of the study population (N=64-61.0%) belongs to male category. While, 39.0 % of the respondents belongs to female category. It can be concluded that majority of the study sample belongs to male category only.

**Table 2: Course Wise Distribution of the Respondents**

SI No	Course	Frequency	Percent
1	Science	32	30.5
2	Commerce	49	46.7
3	Arts	24	22.9
	<b>Total</b>	<b>105</b>	<b>100.0</b>

The above table 2 provides information on stream wise distribution of respondents. it is observed that considerable number of students belongs to commerce faculty, while 46.7% of the students belong to science background.

And remaining 22.9% hails from arts background. It can be concluded that representation of the commerce students are more as compared to other streams.

**Table 3: Place Wise Distribution of Students**

SI No		Frequency	Percent
1	Urban	65	61.9
2	Rural	40	38.1
3	<b>Total</b>	<b>105</b>	<b>100.0</b>

It is observed that out of 105 total populations, 61.9% of the study population belongs to urban area and remaining 38.1% of the study sample belongs to rural side. It can be concluded that majority of the study population hail from urban place.

**Table 4: Frequency of Library Visit by the Respondents**

SI No	Frequency	No of Respondents	Percent
1	Almost day	35	33.3
2	Once in week	21	20.0
3	Twice in week	21	20.0
4	Fortnightly	14	13.3
5	Once in month	10	9.5
6	Rarely	4	3.8
	<b>Total</b>	<b>105</b>	<b>100.0</b>

Table 4 shows that frequency of visit to library, significant proportions of the students (65.0%) visited library almost day, 20% of the user visit library once in a week or twice in a week. While, more than 13% of the students visit library fortnightly. However, 9.5% of the respondents visit once in month. It can be summarized from the above discussion that faculty members have frequently visit libraries.

**Table 5: Do You Need Information?**

SI No	Opinion	Frequency	Percent
1	Yes	105	100.0
2	No	0	0
	<b>Total</b>	<b>105</b>	<b>100.0</b>

Table 5 indicates the opinion about the need for information by respondents. Out of 105, 105 students are in need of information, which represents 100% of the total sample.

**Table 6: Types of Information Channels to access the Needed Information**

SI No	Information Channels	Frequency	%
1	Library	62	59.047
2	Internet/Web	80	76.19
3	Medias	47	44.76
4	Institutions	45	42.857
5	Friends and colleagues	32	30.476
6	Social media	40	38.095

Nowadays information is available in many types. From table 9, it is depicted that out of 105 respondents, 80 students opined that they will find needed information in Internet/web representing 76.19% of the total sample.

Then followed by 62(59.047%) students opined that they will find the needed information in library. 47(44.7602%) respondents opined that they will find the needed information in media such as TV, Radio, etc. They also find the needed information from friends/colleagues and social media respectively.

**Table 7: Type of Information Needed by the Students**

SI No	Type of Information Needed	Frequency	%
1	Academic information	62	59.0%
2	Generalized information	38	36.2%
3	Health information	47	44.8%
4	Subject information	45	42.9%
5	Information related to Govt. programs/policy	46	43.8%
6	Current information	34	32.4%
7	financial information	35	33.3%
8	Political information	32	30.7%
9	Environmental Information	31	29.52%
10	Others	26	24.8%

Table 7 reveals that Type of Information required by students under study. It is observed that large majority (N=62, 59.0%) of the students required academic information followed by health information, which represents 44.7% of the total population. While another 42.9% of the students required subject Information. On the other hand moderately they also required general Information (38, 36.2%), Information related to Govt. programs/policy (46, 43.8%) and current Information (32.4%) respectively. However, it is surprisingly note that they least preferred for environmental information and financial information. From the above discussion it can be inferred that Majority of the respondents need academic information as the they always work in academic environment. It is obvious that they need academic information compare to other type of information.

**Table 8: Identifying the Need for Information Literacy Skill among Students**

SI No	Statement	Mean	SD
1	Ability to Identifying the needed information	3.6	1.242962
2	Determine all possible information sources	3.25455	1.336752
3	Ability to locate and access needed information related my topic	3.172727	1.231908
4	Ability to use extracted or selected needed information	3.256881	1.100536
5	Identifies keyword or phrases that represent a topic	3.081818	1.204973
6	I can identify general and subject specific information sources	3.327273	1.166105
7	Ability to apply for base knowledge	2.936364	1.312797
8	Evaluation of needed information legally and ethical	2.427273	1.00936
	Average	<b>3.13211</b>	<b>1.200674</b>

The above table-8 shows a mean and SD of information literacy skills among the students under study. The highest mean scores of information literacy skill “Ability to Identifying the needed information” is 3.6 with the standard deviation is 1.242962 followed by all possible information sources with mean of 3.25455 with deviation of 1.336752 scores. However, there is a least mean scores found in the Ability to apply for base knowledge with mean of 2.936364 and their SD of 1.312797 followed by Evaluation of needed information legally and ethical with minimum mean score of 2.427273 with deviation of SD.



**Table 9: Mean and SD of the Dimensions of the Information Literacy**

Parameters	N	Mean	Std. Deviation
Extent of Awareness about the sources	105	37.2000	13.08361
Extent of use of the sources	105	34.1714	11.83091
Extent of Satisfaction Level about the sources	105	33.3143	10.84179
Average		34.89523	11.91877

The above table 9 shows the mean scores and SD of parameters of information literacy among the students under study. The total mean score of parameters of information literacy is 34.89523 with deviation is 11.91877, In which, Extent of Awareness about the sources has highest mean scores 37.2000 with deviation of 13.08361 as compared to Extent of use of the sources (34.1714±11.83091) and Extent of Satisfaction Level about the sources (33.3143±10.84179) respectively. It can be concluded that Extent of Awareness about the sources is quite obvious, have more mean score than other higher order of dimensions of information literacy.

**Table 10: Results of Correlation Coefficient among Awareness Level, Use level and Satisfaction Level of Information Literacy among the Students**

		Awareness Level	Use Level of the	Satisfaction Level
Awareness level	Pearson Correlation	1	.763(**)	.590(**)
	Sig. (2-tailed)		.000	.000
	N	105	105	105
Use level	Pearson Correlation	.763(**)	1	.846(**)
	Sig. (2-tailed)	.000		.000
	N	105	105	105
Satisfaction level	Pearson Correlation	.590(**)	.846(**)	1
	Sig. (2-tailed)	.000	.000	
	N	105	105	105

\*\*Correlation is significant at the 0.01 level (2-tailed).

The result of the table 10 reveals that

- A significant and positive relationship was observed between Awareness level of sources with use level of sources among the degree students ( $r=0.763$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that Awareness level of sources, increases in the use of sources among of students of Degree College.
- A significant and positive relationship was observed between Awareness level of sources with satisfaction level of information among the degree students ( $r=0.590$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that Awareness level of sources, increases in the satisfaction level of information among of students of Degree College.
- A significant and positive relationship was observed between use level of sources with satisfaction level of information among the degree students ( $r=0.846$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis

is rejected and alternative hypothesis is accepted. It means that use level of sources, increases in the satisfaction level of information among of students of Degree College.

**Table 11: Results of ANOVA-Test between Types of Courses (Science, Commerce and Arts) of Degree College Students with Respect to Information Literacy Skills**

Course	N	Mean	SD	Std. Error		Sum of Squares	df	Mean Square	F	Sig.
Science	32	27.3438	4.6670	.82502	Between Groups	238.064	2	119.03	5.91	.004
Commerce	49	25.2041	3.7803	.54005	Within Groups	2053.13	102	20.129		
Arts	24	23.2083	5.4849	1.1196	<b>Total</b>	<b>2291.20</b>	<b>104</b>			
<b>Total</b>	<b>105</b>	<b>25.4000</b>	<b>4.6936</b>	<b>.45806</b>						

From the results of Table 4.28 it may be observed that

The degree college students belonging to different types of courses (Science, Commerce and Arts) have differ significantly with respect to information literacy skills ( $F=5.91$ ,  $p<0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the degree college students belonging to different types of courses (Science, Commerce and Arts) have different information literacy skills. It can be concluded that science students have more information literacy skills ( $27.3438\pm 4.66704$ ) as compared to Arts ( $23.2083\pm 5.48499$ ) and commerce ( $25.2041\pm 3.78032$ ) students.

**Hypothesis:** Information literacy skills, place, age of the students would not be significant predictors of academic achievement of degree college students.

To test this, the multiple linear regression analysis was performed; the results are presented in the following table.

**Table 12: Summary of Linear Multiple Regression Analysis: Independent Variables that is Information Literacy Skills, Place, Age of the Students on Academic Achievement of Degree College Students**

	Regression Coefficient	SE of Regression Coefficient	Beta Value	t-Value	Signi.
(Constant)	14.015	6.829		2.052	.043
Gender of the students (X1)	2.865	2.161	.116	1.326	.188
Place of the students (X2)	2.572	2.153	.104	1.194	.235
Information Literacy skills (X3)	1.250	.241	.452	5.195	.000

$R=0.503$ ,  $R^2=0.253$ ,  $F=11.404$ ,  $p<0.05$ , S, St d.Error of estimate: 10.60339

#### Dependent Variable: Academic Performance

From the results of Table 12 it is observed that,

- The impact or influence of gender of the students (X1) of Degree College on academic achievement of students is found to be positive and statistically significant at 5% level of significance. It means that, the gender of the students (X1) s is influencing positively on academic achievement of students of Degree College.
- The impact or influence of place of the students (X2) of Degree College on academic achievement of students is found to be non statistically significant at 5% level of significance. It means that, the place of the students (X2) is not influencing positively on academic achievement of students of degree college.

- The impact or influence of information literacy skills (X3) of Degree College on academic achievement of students is found to be positive and statistically significant at 5% level of significance. It means that, the information literacy skills (X3) is influencing positively on academic achievement of students of degree college

Further, the multiple linear regression equation predicting the academic achievement of students (Y) in terms of gender (X1), place (X2) and information literacy skills (X3) of students was found to be as under:

$$\text{Academic Achievement (Y)} = 14.105 + .116X_1 + 0.104X_2 + .452X_3$$

The multiple R<sup>2</sup> of the linear regression equation is 0.253. For testing multiple correlation coefficients the F-ratio (11.404) was found to be significant at 5% level. Thus, the null hypothesis is rejected and alternative hypothesis is accepted. Significant R suggests that estimation of academic achievement of students is possible on the basis of the predictors like gender (X1) and information literacy skills (X3) of students. Further, the regression equation shows that Gender (X1) and Information literacy (X3) can be used as predictors of academic achievement of degree college students.

The coefficient of multiple determination of R<sup>2</sup> is 0.253. It can be therefore, be said that nearly 25.3% percent of the variation in academic achievement of degree college students accounted for whatever is measured by gender (X1), place (X2) and information literacy (X3) of the degree college students can taken together. The SE<sub>est</sub> for the regression equation is 10.6339. This means that each time the regression equation for the sample is used to predict a academic achievement of students, that predicted academic achievement of students will not miss the actual academic achievement of students by more that ±10.6339.

The relative contribution of gender and information literacy skills on academic achievement of the degree college students are presented in the following table.

**Table 13: Relative Contribution of Gender, Place and Information Literacy on Academic Achievement of Degree College Students**

Independent Variables	β-Value	r-Value	β <sub>xr</sub>	% of Contribution
Gender (X1)	.116	0.195	0.02262	2.262
Place (X2)	.104	0.150	0.0156	1.56
Information literacy (X3)	.452	0.475	0.2147	21.47
<b>Total</b>	<b>0.672</b>	<b>0.82</b>	<b>0.25292</b>	<b>25.3</b>

Table 13 presents the relative contribution of gender (X1), place (X2) and information literacy on academic achievement of Degree College students are presented in the above table. The total contribution of three explanatory variables on academic achievement of students is found to be 25.3% in which, information literacy skills (X3) contribute maximum that is 21.47% to the total contribution, then followed by 2.262% of gender (X1) and 1.56% of place (X2) on the academic achievement of degree college students under study. It can be concluded that information literacy skill can be considered as one of the important predictor to influence on academic achievement of the degree college students.

## MAJOR FINDINGS OF THE STUDY

Following are the important findings of the study

- Majority of the study population (N=64-61.0%) belongs to male category. While, 39.0 % of the respondents belongs to female category.

- Considerable number of students belongs to commerce faculty, while 46.7% of the students belong to science background and remaining 22.9% hails from arts background.
- 61.9% of the study population belongs to urban area. and remaining 38.1% of the study sample belongs to rural side.
- Significant proportions of the students have (65.0%) visit library almost day.
- 80 students said that they will find needed information in Internet/web representing 76.19% of the total sample.
- Large majority (N=62, 59.0%) of the students required academic information followed by health information, which represents 44.7% of the total population.
- On an average more than 60% of the degree students have more than 50% of awareness about the information literacy skills.
- Extent of Awareness about the sources has highest mean scores i.e 37.2000 with deviation of 13.08361 as compared to Extent of use of the sources (34.1714±11.83091) and Extent of Satisfaction Level about the sources (33.3143±10.84179).
- A significant and positive strong relationship was observed among awareness level of sources, use level of sources and satisfaction level, information among the degree students.
- The degree college students belonging to different types of courses (Science, Commerce and Arts) have differ significantly with respect to information literacy skills ( $F=5.91$ ,  $p<0.05$ ) at 0.05% level of significance. Science students have more information literacy skill as compared to commerce and Arts students.
- The total contribution of three explanatory variables on academic achievement of students is found to be 25.3%. In which, information literacy skills (X3) contributes maximum that is 21.47% on the academic achievement of degree college students under study.
- An information literacy skill is one of the important predictor variables to influence on academic achievement of the degree college students.

## SUGGESTIONS

Based on the findings and review of literature studies repeatedly show strong positive correlations between student/ user achievement and information literacy programs. It was recommended that the students should have to develop information literacy skills so as to enhance the academic achievements of the students. Further science students have higher information skills as compared to others. Hence the extra efforts should be made to enhance the information literacy skills arts students.

## CONCLUSIONS

We are living in information era, where our day-today actives are very much dependent on the information. Information is needed by human being to resolve their problems and fulfil necessary tasks. Information is the life blood of

human being and it is the currency of 21<sup>st</sup> century. Many studies repeatedly show strong positive correlations between student's user achievement and information literacy programs. Since the ability to use information effectively and wisely is crucial to students' success in higher education. In the present study, an attempt has been made to study the influence of information literacy skill on the academic performance of the students. In the present study, three variables namely Gender, place and information literacy skill were considered as independent variables and tested their interaction effect on the academic achievement of the students. It is observed that information literacy skill can be considered as one of the important predictor to influence on the academic achievement of the degree college students. It is increasingly important to incorporate information literacy skills among them for better performance of their academic achievements. Hence, the college and library should provide all the necessary resources, facilities and IL training to ensure in order to enhance better academic performance of the students.

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