

DIGITAL LITERACY AMONG MUSLIM WOMEN – A STUDY OF VIJAYAPUR CITY

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ABSTRACT

This study is carried out to examine the digital awareness and digital literacy among Muslim women. Digital literacy is the ability to find, evaluate, utilize, share and create content using information technology and the internet. Digital literacy is the knowledge, skills and behaviours used in a broad range of digital devices such as smart phones, tablets, laptops and desktops, all of which are seen as network rather than computing devices. The Vijayapur city is selected for this study. A simple random sampling technique is used for selecting sample. The total sample size is 150 respondents.

Key words: Digital literacy, Muslim, Women.

1. INTRODUCTION:

The digital literacy has changed the way of our life. The world has reached a point where digital literacy is an essential element for finding employment. Now a day's majority of jobs have been demanding digital skills. Although the Digital India Mission is aimed at bridging the digital divide across all sections of the society, the digital literacy programmes led by Nasscom Foundation and supported by various organisations such as Cap Gemini, HP, Mother Care and many others have been attracting women in significant numbers from all segments of the society. Whether they have had to curtail their education plans or could not pursue careers or got relegated in their families, when it came to access to digital devices because of the traditional hierarchy of priority status accorded to various members of the family, digital literacy mission is providing them with an avenue to come out of the shadows and establish equal status in the digital space (Uma Ganesh 2015).

The use and implementation of Digital Technologies (DT) has improved people's day-to-day life in all over the world. The Communication Technology also had a great influence on the socio-economic, political factors and living styles of the people across the world. India has been one of the emerging super powers in IT. The country has achieved impressive progress in the field of science and technology and proved as one of the

fast developing country in the world. Various technologies have brought significant changes in the development of the Indian Society. The social life of Indians improved in all walks of life like living conditions, transportation, Science & Technology, Information & Communication Technologies, their level of education etc. The government of India has declared IT as one of the thrust areas for the country's development and has recognised it as an essential service (Rajput Anil and K. Mani Kandhan Nair 2013).

1.1. DIGITAL LITERACY:

Digital literacy is the knowledge, skills and behaviours used in a broad range of digital devices such as smart phones, tablets, laptops and desktop PCs, all of which are seen as network rather than computing devices.

2. REVIEW OF LITERATURE:

The GSMA Connected Women Global Development Alliance (2015) reported that GSMA Connected Women works with partners to deliver socio-economic benefits to women and the broader mobile ecosystem through greater inclusion of women across the industry. The programme is focused on increasing women's access to and use of mobile phones and life-enhancing mobile services in developing markets, as well as closing the digital skills gender gap, attracting and retaining female talent, and encouraging female leadership in technology on a global basis.

Patrick Oladunjoye and Ngozi Benwari Nnenna (2014) shows that there is a significant difference between male and female undergraduate students in computer literacy. The socio-economic status of students affects their exposure to computer recourses. There is a significant difference between students brought up in urban and rural settings in their exposure and use of the computers.

Jamaluddin Bin Aziz & Norizan Abdul Razak (2010) reveals that participants in this study are generally ICT literate and this fact actually an important factor to ensure the success of developing online entrepreneurs. Even though their ability was limited but with the training they were able to continue working online and seeked for assistance online as well. For those who are first timers and very limited literacy there is a need to offer longer training and more persuasion needed to convert them and to assist them in becoming successful online entrepreneurs.

3. OBJECTIVES OF THE STUDY:

- To study the digital awareness among Muslim women.
- To examine digital literacy among Muslim women.

- To assess the familiarity in the use of digital resources.
- To know the purpose and utilization of digital resources.

4. METHODOLOGY:

The present study was carried out in the Vijayapur District of Karnataka to understand the digital proficiency among Muslim women. A descriptive research design was opted for this study. The primary data gathered through a structured questionnaire. Information was gathered to know the level of use of digital resources and ability in using digital information. For this study 150 respondents were selected randomly.

5. FINDINGS AND DISCUSSIONS:

Table 1: Socio-personal information

N=150

Age	Frequency	Percentage
Below 20 years	20	13.3%
21-30 years	70	46.6%
31-40 years	55	36.6%
40 years and above	05	3.3%
Education		
Illiterate	10	6.6%
Primary and Secondary	40	26.6%
College	55	36.6%
Post graduation	31	20.6%
Others	14	9.3%

Age: Table 1 indicates that majority of the Muslim women (46.6%, N=70) belong to the age group of 21-30 years, followed by 31-40 years with 36.6% (N=55), below 20 years with 13.3% (N=20) and only 3.3% (N=05) belongs to the age group of above 40 years.

Education: The above table illustrates the education level of the Muslim women. It reveals that most of the respondents (36.6%, N=55) are educated to the college level, while 26.6% (N=40) of the respondents had primary and secondary education, 20.6% (N=31) of the respondents had post graduation, 9.3% (N=14) of the respondents belong to the other education category and rest of the respondents (6.6%, N=10) were illiterate.

Table 2: Media ownership

N=150

Media Availability	Frequency	Percentage
Newspaper	140	93.3%
Radio	75	50%
TV	150	100%
Mobile	150	100%

Computer	140	93.3%
Internet	135	90%

The information in table 2 demonstrate that a great majority of the respondents 100% (N=150) have TV and mobile phone. Most of the respondents 93.3% (N=140) subscribe newspaper and same number of the respondents have computer, 90% (N=135) of them have internet connection and 50% (N=75) own radio sets.

Table 3: Purpose of Accessing Media

N=150

Media	Purpose		
	Educational	Information	Entertainment
Newspaper Reading	95 (63.3%)	132 (88%)	120 (80%)
Radio Listening	00 (00%)	08 (5.3%)	102 (68%)
TV Viewing	65 (43.3%)	05 (3.3%)	130 (86.6%)
Use of Computer	78 (52%)	22 (14.6%)	20 (13.3%)
Internet Access	98 (65.3%)	14 (9.3%)	08 (5.3%)
Mobile Use	84 (56%)	06 (4%)	120 (80%)

Table 3 shows the purpose of using media among Muslim women, majority of the respondents 63.3% (N=95) use newspaper for education purpose followed by 88% (N=132) for information, 80% (N=120) for entertainment. While 68% (N=102) use radio for entertainment purpose, followed by 5.3% (N=8) for information and none of the respondents use it for education purpose. More than one third of the respondents use (86.6%, N=130) TV for entertainment purpose, 43.3% (N=65) for education and 3.3% (N=05) use TV for information purpose. Whereas, more than half of the respondents (52%, N=78) use computer for education purpose, 14.6% (N=22) use it for information purpose and 13.3% (N=20) used computer for entertainment purpose. More than half of the respondents 65.3% (N=98) access internet for education purpose, 9.3% (N=14) access internet for information purpose and 5.3% (N=8) access it for entertainment purpose. More than third of the respondents (80%, N=120) use mobile phone for entertainment purpose, followed by 56% (N=84) for education and only 4% (N=6) use mobile for information purpose.

Table 4: Availability of computer/laptop at home

Availability of Computer	Frequency	Percentage
Yes	140	93.3%
No	10	6.4%
Total	150	100%

The findings reported in table 4 that a large number of the respondents (93.3%, N=140) had computer/laptop at their home and remaining 6.4% (N=10) were didn't have computer/laptop at their home.

Table 5: Period of using computer

Period of using computer	Frequency	Percentage
Never used	30	20%
Less than one year	10	6.4%
1-4 years	32	21.3%
5-7 years	20	13.3%
More than 7 years	58	38.6%
Total	150	100%

The table furnishes the details of the data regarding the period of using computer. Majority of the respondents (38.6%, N=58) using computer from more than 7 years, followed by 1-4 years 21.3% (N=32), while 20% (N=30) never used computer. Hence, 13.3% (N=20) are using it from 5-7 years and only 6.4% (N=10) of the respondents using computer for less than one year.

Table 6: Frequency of using computer

Frequency	Frequency	Percentage
Everyday	75	62.5%
Occasionally	25	20.8%
Rarely	20	13.3%
Total	120	100%

Regarding the frequency of using computer, table 6 examined that majority of the respondents 62.5% (N=75) use computer regularly, followed by 20.8% (N=25) using it occasionally and only 13.3% (N=20) using it rarely computer.

Table 7: Place of accessing computer

N=120

Place	Frequency	Percentage
Home	100	66.6%
Institution	85	70.8%
Library	15	12.5%
Net centre	20	16.6%

Table 7 reveals that more than half of the respondents (70.8%, N=85) accessed computer in institution, while 66.6% (N=100) accessed it in home, 16.6% (N=20) accessed it in net centre and 12.5% (N=15) accessed computer in library.

Table 8: Purpose of using computer

Purpose	Frequency	Percentage
Work	10	8.3%
Personal	15	12.5%
Both	95	79.1%

Total	120	100%
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The data presented in table 8 shows the purpose of using computer. It reported that more than one third of the respondents 79.1% (N=95) use computer for personal and work purpose, followed by 12.5% (N=15) used it for personal purpose and 8.3% (N=10) use computer for work purpose.

Table 9: Computer Training

Computer Training	Frequency	Percentage
Yes	72	60%
No	48	40%
Total	120	100%

When enquired regarding computer training programme, majority of the Muslim women (60%, N=72) have got training for accessing computer and 40% (N=48) of the respondents never took training for accessing computer.

Table 10: Sources of Computer Training

Sources	Frequency	Percentage
School/ College	18	15%
Work place	05	4.1%
Training centre	25	20.8%
Home/Self	72	60%
Total	120	100%

The information depicted in table 10 reported that most of the respondents (60%, N=72) got training in home or they self learned to access computer, followed by 20.8% (N=25) got training from training centre, 15% (N=18) learned at school and only 4.1% (N=5) got training at work place.

Table 11: Level of computer literacy

Computer skill level	Frequency	Percentage
Basic	45	37.5%
Good	18	15%
Excellent	57	47.5%
Total	120	100%

The analysis of this table stated the details of the data regarding the level of computer literacy. Majority of the respondents 47.5% (N=57) were excellent in computer literacy level, followed by 37.5% (N=45) of the respondents have basic knowledge of computer and 15% (N=18) were good in computer.

Table 12: Knowledge of different digital devices
N=120

Knowledge of digital devices	Frequency	Percentage
CD ROM	110	91.6%
Pen drive	120	100%

Scanner	70	58.3%
Printer	80	66.6%
Others	30	25%

The knowledge of usage of the different digital devices is depicted in table 12. It reveals that majority of the Muslim women 100% (120) know to use pen drive, followed by 91.6% (N=110) know to use CD ROM, 66.6% (N=80) know to use printer, while 58.3% (N=70) have knowledge of scanner and 25% (N=30) of the respondents have the knowledge of other computer based equipments.

Table 13: Knowledge of various digital resources

N=120

Resources	Frequency	Percentage
Visual/Images	120	100%
Audio	110	91.6%
Internet accessing	108	90%
Smart phone	120	100%
E-mail	105	87.5%
Social Media	95	79.1%
Online games	60	50%
Others	08	6.6%

The usages of various digital resources by the Muslim women are studied in order to understand their literacy towards digital resources. A great majority of the respondents (100%, N=120) make use of visual/images and smart phones, followed by 91.6% (N=110) make use of audio material, 90% (N=108) use internet, 87.5% (N=105) make use of E-mail, whereas 79.1% (N=95) use social media, 50% (N=60) of the respondents have the knowledge of online games and only 6.6% (N=8) make use of other digital resources.

Table 14: Internet access through mobile

Opinion	Frequency	Percentage
Yes	110	91.6%
No	10	8.4%
Total	120	100%

The study revealed that 91.6% (N=110) of the respondents access internet through mobile phone and 8.4% (N=10) respondents never accessed internet through mobile.

Table 15: Usage of different forms of digital communication

N=120

Forms of digital communication	Frequency				
	Always	Often	Sometimes	Rarely	Never
E-mail	67 (55.8%)	13 (10.8%)	30 (25%)	00 (0%)	10 (8.4%)
Twitter	08 (6.6%)	12 (10%)	00 (0%)	17 (14.1%)	83 (69.2%)
Blogs	06 (5%)	14 (11.6%)	00 (0%)	15 (12.5%)	85 (70.8%)

Facebook	70 (58.3%)	12 (10%)	18 (15%)	00 (0%)	20 (16.6%)
Skype	08 (6.6%)	07 (5.8%)	15 (12.5%)	00 (0%)	90 (75%)
Hike	10 (8.4%)	00 (0%)	20 (16.6%)	32 (26.6%)	58 (48.3%)
Whatsapp	100 (83.3%)	00 (0%)	20 (16.6%)	00 (0%)	00 (0%)
Others	07 (5.8%)	23 (19.1%)	30 (25%)	10 (8.4%)	50 (41.6%)

When analysed the usage of different forms of digital communication it is found from table 15 that among the respondents E-mail is always used by 55.8% (N=67) of respondents, twitter is not used by 69.2% (N=83), blogs is not used by 70.8% (N=85), but facebook is the most popular form which is always used by 58.3% (N=70), skype is never used by 75% (N=90), hike is also not used by 48.3% (N=58), but whatsapp is the most popular form of digital communication which is always used by (83.3%).

Table 16: Ability of Digital literacy

N=120

Digital literacy Abilities	Frequency				
	Very Low	Low	Average	High	Very High
Ability of using Microsoft office (Ms word, Excel, power point etc)	05 (4.1%)	00 (0%)	65 (54.1%)	20 (16.6%)	30 (25%)
Ability to use Internet	10 (8.4%)	00 (0%)	42 (35%)	18 (15%)	60 (50%)
Ability to use E-mail	06 (5%)	12 (10%)	52 (43.3%)	07 (5.8%)	43 (35.8%)
Ability to use WWW	03 (2.5%)	6 (5%)	30 (25%)	27 (22.5%)	54 (45%)

The above table analyses the ability of digital literacy. Here it is found that the respondents find the ability of using Microsoft Office as high with 25% (N=30), ability to use Internet as very high with 50% (N=60), ability to use E-mail is average with 43.3% (N=52), and the ability to use www is very high with 45% (N=54).

6. CONCLUSION:

As the world progress, in this never ending chase for time and wealth, it is indisputable that science and technology has made astonishing development. The world today is technologically determined and knowledge of computer appreciation is advocated for all. While the findings of the study reveals that most of the respondents have computer/laptop in their home and 38.6% of the women are using computer for more than 7 years. Most of the respondents obtained knowledge through self learning. The study shows that most of the respondents were excellent in computer literacy level and have knowledge of different computing devices and most of the Muslim women were accessing computer and internet for work and personal purpose. Majority of the respondents can use various office software.

The study indicates that computer literacy rate is less among illiterate and primary and secondary education level than literate and higher education respondents. This might be because of lack of awareness about the digital resources and appropriate training is needed for effective use of computer.

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