

A survey of the digital literacy skills among faculty members of the Department of Library Science and Documentation at Algiers 2 university.

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Abstract

The purpose of this study is to investigate the digital literacy skills of faculty members in the Department of Library Science and Documentation at Algiers 2 university, based on the Digital Literacy Global Framework (2018), which includes the following dimensions: Devices and software operations, Information and data literacy, Communication and collaboration, Digital content creation, Safety, Career-related competences. This research used a quantitative design through the Likert scale online questionnaire which consists of 20 items. The study revealed several results; however, the most significant one is that the sample of this study has basic digital literacy skills.

Keywords

Digital Literacy Skills; Algiers 2 University; Library Science department.

Introduction

It is generally known that digital technologies play an important role in the digital age that is why all countries are digitizing their organizations to offer digital services which inquire digital literate citizens. Digital literacy possesses many concepts, information literacy, media literacy, internet literacy, technology literacy, and data literacy.

Digital literacy skills are so important in the digital age. They permit to people to optimize and facilitate the daily life through using the digital means easily. Digital literate people have several competencies. They can use the technological devices and software efficiently. They are informational literate, and are able to communicate and collaborate with others through the Technological means. In addition they can create digital content on their own website or through the various social networks such as blogs, wikis and social media. Digital literate people have skills to deal with tools that are related to their fields.

Today university teachers of library science department are required to possess certain digital literacy skills more than ever, especially after integrating the e- learning at the University of Algiers 2 because of the quarantine during the covid 19 pandemic. Digital literacy skills help them to become competent teachers in the digital age and they permit them to enhance this education system which has several benefits.

The following research question was investigated based on the aim of this study:

What is the level of digital literacy skills among library science

faculty members at Algiers 2 University?

- Study hypothesis: to answer the question of the study we have to examine this main hypothesis and its Sub- hypotheses.

The study sample has digital literacy skills at a significance level of $\alpha = 0.05$.

Sub-hypotheses :

- 1- The study sample has devices and software skills at a significance level of $\alpha = 0.05$
- 2- The study sample has information and data literacy skills at a significance level of $\alpha=0.05$
- 3- The study sample has communication and cooperation skills in the digital environment at a significance level of $\alpha = 0.05$
- 4- The study sample contributes to creating digital content at a significance level of $\alpha=0.05$
- 5- The study sample has digital security skills at a significance level of $\alpha = 0.05$
- 6- The study sample has the career- related competences at a significance level of $\alpha = 0.05$.

1. Methods and Materials

The primary purpose of this study was to explore the level of digital literacy skills of Library Science Faculty members at Algiers 2 University based on the Digital Literacy Global Framework (DLGF). Only the basic skills were included in this study. This research used a quantitative approach which is the survey research. The data were collected using an online questionnaire which was distributed to the entire population who reached 70 faculty members. The questionnaire

contained 20 items, with a Likert scale consisting of five answer choices.

Table (01) demonstrates the sample of this study

Questionnaires	Frequency	Percentage
Distrubuted uestionnaires	70	100%
Retrieved uestionnaires	37	53%

Table 1: the sample of study Source: Prepared by the researchers

Table (02) bellow shows the value of the reliability coefficient for the six dimensions ranged between 0.616, which is an acceptable value and 0.877 which is a high value indicative of the reliability of the questionnaire. The reliability value of the questionnaire is equal to 0.928 which is a very high value (close to 1) indicative of stability.

Dimensions	Number of itmes	Cronbach-Alpha
1.Devices and software skills	3	0.841
2.Information and literacy skills	3	0.756
3. Communication and collaboration	3	0.877
4.Digital content creation	3	0.724
5.Safty	3	0.627
6.Career-related competences	5	0.616
Digital literacy skills	20	0.928

Table 2: Testing the reliability of the measuring instrument

Source: Prepared by the researchers based on the results of the analysis of the study data (SPSS).

• Conceptuel Framework

Digital literacy skills

Digital literacy skills are such a huge concept which means the ability of using digital devices confidently and safely. It involves

several kinds of skills such as information literacy and digital content creation....¹

2. Results and Discussion

2.1. Respondents' profile

2.1.1. Distribution of sample by gender

Gender	Frequency	Percentage
Male	18	49%
Female	19	51%
Total	37	%100

Table 3: Distribution of sample by gender

Source: Prepared by the researchers

It is evident from the previous table No. (03) that the sample was divided into (49%) for males and (51%) for females.

The next figure shows these results.

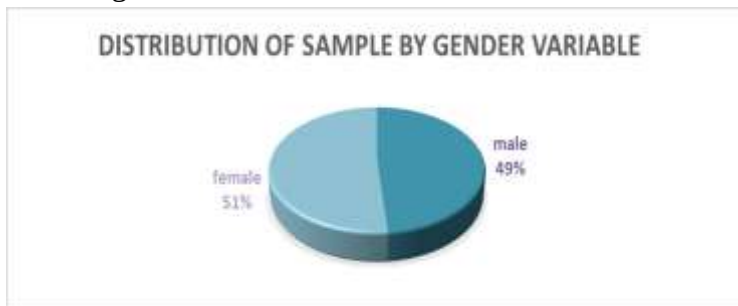


Fig.1: Distribution of sample by gender Source: Prepared by the researchers.

¹ BAYRAKCI, Serkan; NARMANLIOĞLU, Haldun. Digital literacy as whole of digital competences: Scale development study. *Düşünce ve Toplum Sosyal Bilimler Dergisi*, 2021, 4: 1-30. P 4-5 . Available from :

<https://dergipark.org.tr/en/pub/dusuncevetoplum/issue/63163/945319>

2.1.2. Distribution of sample by Age

Category	Frequency	Percentage
1944-1964	9	24 %
1965-1979	18	49 %
1980-1994	10	27 %
Total	37	100 %

Table 4: distribution of sample by Age

Source: Prepared by the researchers

Table (04) shows that approximately half of the samples (49%) were born between (1965 -1979) and 27% of them were born between (1980 -1994). While the rest (24%) were born between (1944 -1964). These results are demonstrating the next figure.

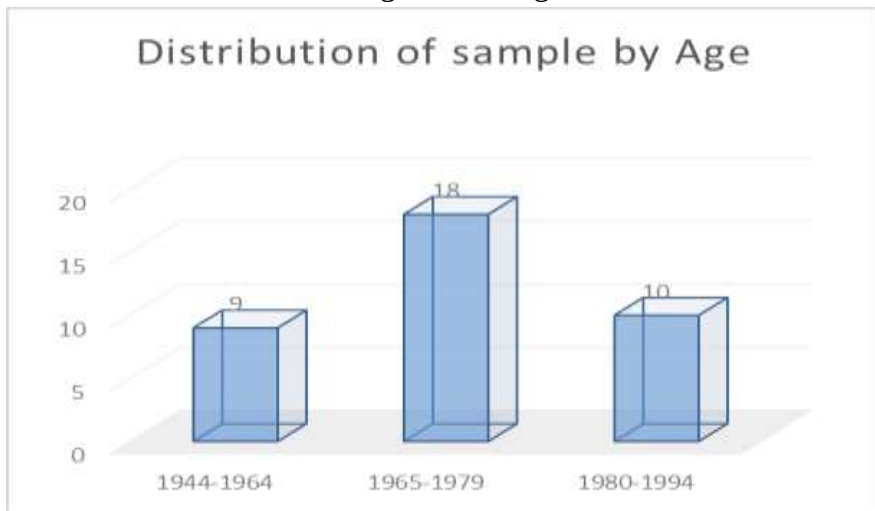


Fig.2: Distribution of sample by Age

Source: Prepared by the researchers.

2.1.3. Distribution of sample by Grade

Grade	Frequency	Percentage
Assistant Lecturer B	1	%3
Assistant Lecturer A	6	%16
senior Lecturer B	7	%19
senior Lecturer A	13	%35
Professor	10	%27
Total	37	%100

Table 5: distribution of sample by Grade

Source: Prepared by the researchers.

It is evident from the previous table (05) that only 3% of the faculty members in the sample were Assistant Lecturer B, 16% of Assistant Lecturer A, 19% of senior Lecturer B, 27% professor, 35% senior Lecturer A.

The next figure illustrates these results.

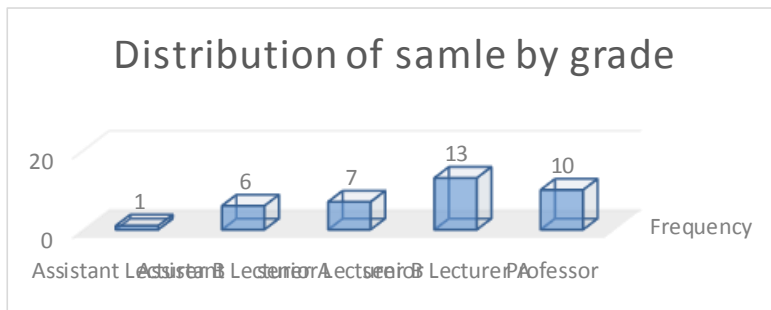


Fig.3:Distribution of sample by grade Source: Prepared by the researchers.

2.1.4. Distribution of sample by Seniority

Seniority	Frequency	Percentage
Less than 10 years	7	%19
From 10 to 20 years	21	%57
From 21 to 30 years	5	%14
More than 30 years	4	%11
Total	37	%100

Table 6: distribution of sample by Seniority

Source: Prepared by the researchers.

Table (06) shows that more than half of the sample (57%) have professional seniority between 10 and 20 years, while 19% had less than 10 years of seniority, 14% had between 21 and 30 years of seniority, and only 11% of total sample had More than 30 years.

The next figure illustrates these results.

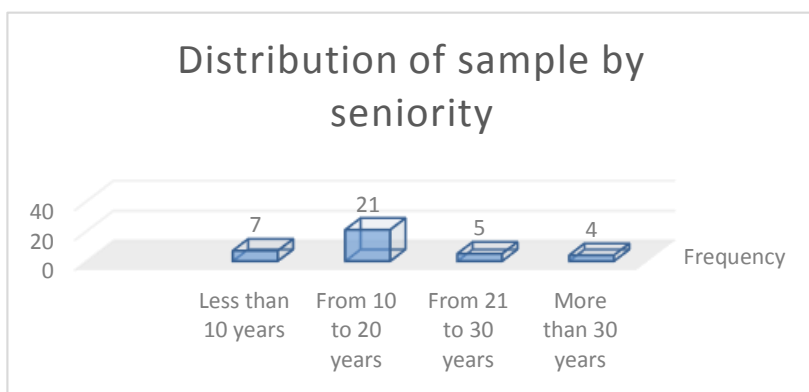


Fig.4: Distribution of sample by Seniority Source

Prepared by the researchers.

2.2. Results of statistical analysis of questionnaire statements

2.2.1.Devices and software skills

Devices and software operations											
	Percentage					Mean	SD	Level	IIR	Rank	Level
	1	2	3	4	5						
Item 1	4.05	3	1	54	30	4.05	0.880	Agree	0.81	2	High
Item 2	4.11	5	1	40.	40.	4.11	0.994	Agree	0.822	1	High
Item 3	3.95	8	8	54	27	3.95	0.970	Agree	0.79	3	High-intermediate
Total						4.03	0.826	Agree			

Table(07) : the Mean of Devices and software skills dimension.

Source: Prepared by the researchers, based on the results of the analysis of the study data (SPSS).

It is evident from the previous table (07), which shows the skills of the sample members regarding to the hardware and software operations that the item [I can install a new program on my computer] firstly ranked with a high level of Relative Importance Index (RII = 0.822) and with a Mean of 4.11. Followed by [I can use “Search” command to locate a file on the computer] which has a high level of Relative Importance Index (RII = 0.81) and with a mean of 4.05. The last item in this dimension was [I can use cloud computing technologies (such as storing files on Google Drive, sharing files with others through Google Drive...)] with high- intermediate level of Relative Importance Index (RII = 0.79) with a mean of 3.95. Finally, it

is clear that from the mean 4.03 for the total dimension that the sample members are able to control the Devices and software operations.

2.2.2. Information and data literacy

Information and data literacy											
	Percentage					Mean	SD	Level	IIR	Rank	Level
	1	2	3	4	5						
Item 1	3	8	22	43	24	3.78	1.004	Agree	0.756	2	High-intermediate
Item 2	3	3	27	46	22	3.81	0.908	Agree	0.762	1	High-intermediate
Item 3	3	8	22	49	19	3.73	0.962	Agree	0.746	3	High-intermediate
Total						3.77	0.786	Agree			

Table 8: Mean of information and data dimension.

Source: Prepared by the researchers, based on the results of the analysis of the study data (SPSS).

It is clear from the table (08) that the statement [I Carefully considers that the first search results in all text or voice searches may reflect commercial and other interests rather than being the most appropriate results for the research question] firstly ranked with a high- intermediate level of Relative Importance Index (RII = 0.762) and with a mean of 3.81. The following statement was [I can use some search strategies to find reliable information on internet (such as researching in specialized engines)] which has a high- intermediate level of Relative Importance Index (RII = 0.756) with a mean of 3.78.

In the third statement [I Can distinguish between different types of storage locations (local devices, local network, cloud) that are the most appropriate to use (e.g. data on the cloud is available anytime and everywhere, but has implications for access time)] that was with a high- intermediate level of Relative Importance Index (RII = 0.746) with a mean of 3.73. Finally, it was clear to us from the mean 3.77 for the entire dimension that the sample members possess information literacy.

2.2.3.Communication and collaboration

Communication and collaboration												
	Percentage					Mea n	SD	Level	IIR	Ran k	Level	
	1	2	3	4	5							
Ite m 1	0		3	3	5 9	3 5	4.27	0.65 2	Strong ly agree	0.85 4	2	High
Ite m 2	3		3	0	4 9	4 6	4.32	0.85 2	Strong ly agree	0.86 4	1	High
Ite m 3	3		3	2 7	3 5	3 2	3.92	0.98 3	Agree	0.78 4	3	High_ intermedi ate
Total							4.17	0.75 2	Agree			

Table (09): Mean of Communication and collaboration dimension.

Source: Prepared by the researchers, based on the results of the analysis of the study data (SPSS).

It is evident from the data of the table (09), which illustrates the sample members' skills related to the communication and cooperation dimension that the item [I know that I can use government services via internet (such as paying internet or electricity subscription bills or purchasing a plane ticket via internet and other services provided by government institutions Online)] firstly ranked with a high level of Relative Importance Index (RII = 0.864) and with a mean of 4.32. followed in second place by [I actively use a wide range of communication tools (e-mail, SMS, instant messaging, blogs, social networks) for online communication] that was with a high level of Relative Importance Index (RII = 0.854) and with a mean of 4.27. Followed in third place by [I can use digital collaboration tools (For example, creating a group file on Google Drive and working on modifying it collaboratively by several individuals)] that was at a high- intermediate level of Relative Importance Index (RII = 0.784) and with a mean of 3.92. Finally, it was clear to us from the mean 4.17 for the whole dimension that the sample members use communication and collaboration tools and means.

2.3.4. Digital content creation

Digital content creation											
	Percentage					Mean	SD	Level	IIR	Rank	Level
	1	2	3	4	5						
Item 1	0	3	13	46	38	4.19	0.776	Agree	0.838	2	High
Item 2	3	0	19	62	16	3.89	0.774	Agree	0.778	3	High-intermediate

Item 3	0	0	8	35	57	4.49	0.651	Strongly Agree	0.898	1	High
Total						4.19	0.591	Agree			

Table 10: Mean of Digital content creation dimension.

Source: Prepared by the researchers, based on the results of the analysis of the study data (SPSS).

It is evident from the data of table (10), which shows the sample members' skills regarding to the digital content creation dimension, that [I Knows how to select the appropriate format for digital content according to its purpose (e.g I save the file in PDF format to prevent changing the content.)] firstly ranked with a high level of Relative Importance Index (RII = 0.898) and with a mean of 4.49. The next statement was [I know how to create and manage personal profiles in digital environments (such as creating a profile on social networking sites).] which has a high level of Relative Importance Index (RII = 0.838) as well as a mean of 4.19 followed in third place by [I can create digital content that can be accessed (such as writing and sharing content on your blog or other blogs).] that was with a high-intermediate level of Relative Importance Index (RII = 0.778) and with a mean of 3.89. Finally, it was clear to us from the mean 4.19 for the entire dimension that the sample members know how to create a digital content.

2.3.5.Safety

Safety											
	Percentage					Mean	SD	Level	IIR	Rank	Level
	1	2	3	4	5						
Item	5	3	3	46	43	4.19	1.023	Agree	0.838	2	High

1											
Item 2	0	5	8	43	43	4.24	0.830	Strongly Agree	0.848	1	High
Item 3	3	13	22	43	19	3.62	1.037	Agree	0.724	3	High-intermediate
Total						4.02	0.55	Agree			

Table 11: Mean of Safety dimension.

Source: Prepared by the researchers, based on the results of the analysis of the study data (SPSS).

It is evident from the data of the previous table (11), which shows the sample members' skills related to the digital security dimension that the first statement was [I can recognize and block unwanted / spam emails and phishing messages] with a high level of Relative Importance Index (RII = 0.848) with a mean of 4.24. The second one was [I can take basic steps to protect my devices (for example, use anti-virus software and passwords)] which is at a high level of Relative Importance Index (RII = 0.838), with a mean of 4.19. The last statement was [I use different passwords to access digital equipment, devices, and services, and I modify them frequently] with a high- intermediate level of Relative Importance Index (RII = 0.724) and a mean of 3.62. Finally, it was clear to us from the mean of 4.02 for the total dimension that the sample members have digital security skills.

2.3.6.Career- related competences

Career-related competences											
	Percentage					mean	SD	Level	IIR	rank	Level
	1	2	3	4	5						

Item 1	0	5	5	43	46	4.3	0.812	Strongly Agree	0.86	2	High
Item 2	0	3	0	54	43	4.38	0.639	Strongly Agree	0.88	1	High
Item 3	3	16	2	38	16	3.49	1.044	Agree	0.70	5	High-intermediate
Item 4	0	8	0	62	30	4.14	0.787	Agree	0.83	3	High
Item 5	5	8	11	57	19	3.76	1.038	Agree	0.75	4	High-intermediate
Total						4.01	0.55	Agree			

Table(12) : the Mean of Career-related competencies dimension

Source: Prepared by the researchers, based on the results of the analysis of the study data (SPSS).

It is clear from the data of table (12), which illustrates the sample members' skills, that [I have the technical skills that I need to use ICT in teaching] is ranked first with a high level of Relative Importance Index (RII = 0.88), as well as with a mean of 4.38. Followed in second place by [I teach better with information and communication technology], which had a high level of Relative Importance Index (RII = 0.86) also with a mean of 4.3. It is followed in the third place by [I start to find a solution myself if I have a problem with digital devices] that has a high level of Relative Importance Index (RII = 0.83) and with a mean of 4.14. Followed in fourth place [I know how to identify and solve a camera or microphone problem while in on online meeting] this was with a high-intermediate level of Relative Importance Index (RII = 0.75) with a

mean of 3.76. In the fifth place [I Knows how to use a variety of videoconferencing features (e.g. moderating a session, recording audio and video)] this was with a high- intermediate level of Relative Importance Index (RII = 0.70) as well as with a mean of 3.49. Finally, it was clear to us from the mean of 4.01 for the entire dimension that the sample members possessed and used those professional skills.

2.3. Testing the main hypothesis

2.3.1. Normal distribution test

Null hypothesis (H0): The variables (hardware and software - information literacy - communication and collaboration - digital content creation - digital security - professional skills) are distributed normally at a significance level of $\alpha = 0.05$.

Alternative hypothesis (H1): The variables (hardware and software - information culture - communication and collaboration - digital content creation - digital security - professional skills) are not normally distributed at a significance level of $\alpha = 0.05$.

Variables	Test	p-value	Normal Distribution
Devices and software operations.	Kolmogorov-Smirnov	0.057	Normal
Information and data literacy	Kolmogorov-Smirnov	0.509	Normal
Communication and collaboration	Kolmogorov-Smirnov	0.113	Normal

Digital content creation	Kolmogorov-Smirnov	0.492	Normal
Safety	Kolmogorov-Smirnov	0.474	Normal
Career-related competences	Kolmogorov-Smirnov	0.455	Normal

Table 13: Results of the Kolmogorov-Smirnov test source: Prepared by the researchers, based on the results of the analysis of the study data (SPSS).

We can see from the table that $\text{sig} > 0.05$ for all variables, which means that all variables are normally distributed.

The distribution is normal for all variables, so the test to examine the sub-hypotheses for this hypothesis is the parametric t-test for one group (one sample t-test) for the theoretical calculation mean $M_0 = 3$ and at a significance level $\alpha = 0.05$.

2.3.2. One sample t-test

○ Null hypothesis (H_0): The study sample does not have digital literacy skills at a significance level of $\alpha = 0.05$.

Sub hypotheses :

1- The study sample does not have devices and software skills at a significance level of $\alpha = 0.05$.

2- The study sample does not have information and data literacy skills at a significance level of $\alpha = 0.05$.

3- The study sample does not have communication and cooperation skills in the digital environment at a significance level of $\alpha = 0.05$.

4- The study sample does not contribute to creating digital content at a significance level of $\alpha = 0.05$.

5- The study sample does not have digital security skills at a significance level of $\alpha = 0.05$.

6-The study sample does not have career- related competencies at a significance level of $\alpha = 0.05$.

○ Alternative hypothesis (H1): The study sample has digital literacy skills at a significance level of $\alpha = 0.05$.

Sub hypotheses :

1- The study sample has devices and software skills at a significance level of $\alpha = 0.05$

2- The study sample has information and data literacy skills at a significance level of $\alpha=0.05$

3- The study sample has communication and cooperation skills in the digital environment at a significance level of $\alpha = 0.05$

4- The study sample contributes to creating digital content at a significance level of $\alpha=0.05$

5- The study sample has digital security skills at a significance level of $\alpha = 0.05$

6- The study sample has the career- related competencies at a significance level of $\alpha = 0.05$.

7-

Hypotheses	Mean	Standard Deviation	Standard Error	Calculated t value	Degree of freedom	P-value
Hypothesis 1	4.03	0.826	0.135	7.62	36	0.000
Hypothesis 2	3.77	0.785	0.129	5.99	36	0.000
Hypothesis 3	4.17	0.752	0.123	9.47	36	0.000
Hypothesis 4	4.19	0.590	0.971	12.24	36	0.000
Hypothesis 5	4.02	0.732	0.120	8.45	36	0.000
Hypothesis 6	4.01	0.551	0.906	11.14	36	0.000

Table (14): T-test results for one group at $M_0=3$

Source: Prepared by the researchers, based on the results of the analysis of the study data (SPSS).

Hypothesis 1: We found that the Mean value for hardware and software operations skills is 4.03 greater than the specified theoretical Mean of 3, and the significance value is ($\text{sig} = 0.000 < 0.05$). This means that there are statistically significant differences and therefore we reject the null hypothesis H_0 , and we accept the alternative hypothesis H_1 meaning that the study sample has skills that enable it to deal with hardware and software.

The study sample has the basic digital hardware and software operations skills. This is due to several reasons. Library science is a multidisciplinary field, it was one of the first disciplines brought to

technological development since the emergence of microfilm and microfiche, which were considered as new types of sources of information. As well as the libraries and information centers are moving towards digital transformation, especially with the emergence of documentary software. The academic curricula for library science were changed as a result of those transformations that helped teachers to acquire the necessary skills to deal with hardware and software.

Hypothesis 2: It is evident from the table that the value of the Mean for information literacy skills is 3.77 greater than the specified theoretical Mean of 3, and the significance value is ($\text{sig} = 0.000 < 0.05$). This means that there are statistically significant differences and therefore we reject the null hypothesis H_0 and accept alternative hypothesis H_1 . That is the study sample has information literacy skills.

The study sample has the information literacy skills because the library science specialist has the logic of storing information which facilitates the process of retrieving, evaluating, and using it. Information literacy is one of the most significant topics in library science discipline. The research for information is a routine work for the faculty members and we cannot deny that the digital environment has become a refuge for researchers, especially with the open access movement, which allowed the availability of scientific and technical information on Internet in a freeway. The hardware and software operations skills facilitate the process to seek information in the digital environment.

Hypothesis 3: It is clear from the table that the value of the Mean for communication and cooperation skills is 4.17 greater than the theoretical mean specified 3, and the significance value is ($\text{sig} = 0.000 < 0.05$). This means that there are statistically significant differences and therefore we reject the null hypothesis H_0 and accept alternative hypothesis H_1 . This means that the study sample has communication and cooperation skills.

The study sample has communication and cooperation skills in the digital environment due to social media networks which have several benefits and stimulate all segments of society to use them, each one according to its scientific and ethical level. The faculty members needed to use the collaborative tools available freely on internet such as Google Drive which allows to create a single file and develop it by people from different places in the world and to work with their colleagues and students remotely during the pandemic covid 19

Hypothesis 4: We found that the value of the Mean for digital content creation skills is 4.19 greater than the Theoretical Mean specified 3, and the significance value is ($\text{sig} = 0.000 < 0.05$). This means that there are statistically significant differences and therefore we reject the null hypothesis H_0 and accept the Alternative hypothesis H_1 . This means the the study sample contributes to create digital content.

The study sample has skills that enable it to create digital content because of the social networks such as Wikis, Blogs and Social media sites permitting to this segment to publish without obstacles. Thus, there are lots of faculty members who have created YouTube channels

to teach students over the world, whereas others have created digital blogs to post articles in their field of interest. In addition, social networks help researchers to address the scientific and technical information to people in simple way.

Hypothesis 5: It is evident from the data of the table that the value of the Mean for digital security skills is 4.02 greater than the specified theoretical Mean of 3, and the significance value is ($\text{sig} = 0.000 < 0.05$). This means that there are statistically significant differences and thus we reject the null hypothesis H_0 and accept alternative hypothesis H_1 . This means that the study sample has digital security skills.

We found that the study sample has the basic skills to secure their digital devices, as well as their data to avoid the risks and threats that are exposed to in the digital environment. Digital security skills are considered the most important skills of digital literacy due to the digital security representing a necessity. It is considered as a basic requirement for individuals, societies and countries. Digital security is one of the subjects of library science first-year Master's students, specialty Information Technology a module named Digital security.

Hypothesis 6: From the table we found that the value of the arithmetic mean for functional skills is 4.01, greater than the specified theoretical mean of 3, and the significance value is ($\text{sig} = 0.000 < 0.05$). This means that there are statistically significant differences. Therefore, we reject the null hypothesis H_0 and accept the alternative hypothesis H_1 .

This means that the study sample possesses the functional skills that qualify it to work in the digital environment.

Higher Education was affected by digital transformation as other sectors. The process of digital transformation has varied from one university to another at the national level and the Ministry of Higher Education and Scientific Research has issued a decision to adopt e-learning, which was the only solution due to the Covid-19 pandemic through the Moodle platform. The faculty members were obliged to do their work in the digital environment, preparing lessons in digital form, posting them on Moodle platform and teaching tasks. Even though they faced several challenges, their Professional skills were developed during that phase.

3. Conclusion

To conclude, Digital literacy skills are significant, especially after the Covid-19 pandemic, which taught humanity that the virtual world is necessity for everyone. Digital literacy skills are such a huge concept which helps people to use technology means confidently, it involves interconnected dimensions. First, hardware and software skills are the keys to the other skills. Second, the information literacy skills permit to reach the scientific and technical information on internet. Third, the communication and cooperation skills allow using social networks confidently whether for leisure or business purposes, as well as they support team work on internet. Then, digital content skills permit everyone to contribute in the dissemination of knowledge in the digital environment. Also, digital security skills are crucial because they allow surfing safely in the digital environment. Finally, Professional skills facilitate daily activities at work.

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