Comparison of Info-Savvy Skills of B.Ed. students with respect to Subject Stream and Gender

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Abstract:

Info-savvy skills are the basic requirement for searching any information on web. In the world of digitalization it is important to identify the level of students' access and assess of any information to solve the task. For this reason, a research paper was conducted to analysis the info savvy skills of students of B.Ed. students of DAVV, Indore. The collected data was analyzed by applying t-test and ANOVA. It was found that there was significant difference between the subject streams. But there was no significant difference among male and female when studied separately and studied with different subject stream.

Keyword: Info-savvy skills, Subject stream, Gender, B.Ed.

Introduction

Digitalization makes the people addicted to the technology. For gathering different information, one has to surf the internet. Also in the field of education, internet plays a vital role in developing the content as well as updating the information. That's the reason one has to be info-savvy or have an info-savvy skill. Info-savvy skills basically refer to the way of searching and implementation of information from internet. If a person search the information logically, classify objectively, analyze it, and use it in solving problem then that person possess info-savvy skills. In the present paper students info-savvy skill responses were collected and then compared the level of info-savvy skill among different subject streams and between male and female students.

Review of Related Literature

Only three research studies were found based on Info-Savvy skills, which are as follows:

Dhodhi (2011) conducted work on Development and implementation of a program for enhancing info savvy skills in student teachers with the objective to assess the level of Info-Savvy Skills in Student Teachers and to develop a program for enhancing Info-Savvy Skills in Student Teachers. The sample consisted of a purposive sampling technique was employed. Sample for the study constituted of all the B.Ed. Student Teachers of the Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda of the academic year 2009-2010. The data were analyzed by employing the chi-square test. The major findings were 1. The level of info-savvy skills of students was found to be positive and motivated.

Purohit (2016) conducted a study entitled, A study of coping skills for 21st century at secondary school level with the objective to implement educational activities for exploring coping skills for the 21st century among students of secondary level and to develop a Tracker on the Coping Skills for the 21st Century. The sample consist of Shannen School, Vadodara, Gujarat (2014-15) was selected purposively. There were forty students of standard IX, their parents (through snowball sampling), six teachers and a principal of Ankur Vidhyalaya, Dasrath (2013-14) & sixteen students, eight teachers, and a principal of the Shannen School, Vadodara (2014-

15) were selected as a participant for the study. Found that info-Savvy & Digital Skills are as important as Spiritual Intelligence and Yoga Skills.

Brown, Murphy and Nanny (2022) conducted research work on Turning techno-savvy into info-savvy: Authentically integrating information literacy into the college curriculum and reports a series of hands-on/minds-on information literacy activities that dissolve student's misconception that "techno-savvy" is synonymous with information literate. It was found that the college students studied possess a high need for clarity and a low tolerance for ambiguity about both the terminology.

Rational

Based on review of literature it can be said that there were very few research work were conducted related to info-savvy skills which were done by **Brown, Murphy and Nanny (2022)** conducted research work on turning techno-savvy into info-savvy. It was found that the college students studied possess a high need for clarity and a low tolerance for ambiguity, and therefore any activities assigned must be thoroughly, yet succinctly, described in order to achieve success. **Purohit (2016)** on implementing educational activities for exploring coping skills for the 21st century among students of secondary level and **Dhodhi (2011)** on teachers Development and implementation of a program for enhancing info savvy skills in student.

It is clearly interpreted that very less research work were done in this area. There were a huge gap exists in terms of school level, college/University, language, place (city and country), pedagogy, etc. There would be different variables taken together for studying the info-savvy skills of students. In the present study B.Ed. students were taken as sample belonged to different subject streams.

Methodology

Sample

The sample consists of 57 B.Ed. Students of School of Education DAVV, Indore. There were 14 male and 43 female students. The sample was selected purposely.

Tool

Info-savvy skill rating scale (ISRS) was standardized by the researcher and used for collecting the data from the selected sample.

Objective

The following objectives were made:

1. To compare the mean scores of info-savvy skill of B.Ed. students of Science, Arts and other subject stream.
2. To compare the mean scores of info-savvy skill of male and female B.Ed. students.
3. To study the influence of subject stream, gender and their interaction on info-savvy skills of students.

Hypothesis

There were following hypothesis formed on the basis of objective:

1. There will be no significant difference in the mean scores of info-savvy skill of B.Ed. students of science, arts and other subject stream.
2. There will be no significant difference in the mean scores of info-savvy skill of male and female students of B.Ed.

3. There will be no significant influence of subject stream, gender and their interaction on info-savvy skills of students.

Data Analysis

The data were collected from the students by applying Info-Savvy Skill Rating Scale. Here, mean were collected for each individual. Further the data were analyzed objective wise.

First objective: To compare the mean scores of info savvy skill of B.Ed. students of science, arts and other subject stream.

Null hypothesis: There will be no significant difference in the mean scores of info savvy skill of B.Ed. students of science, arts and other subject stream.

For testing the hypothesis, the data were analyzed by applying ANOVA statistics. The following table represents the F value, significant value for the subject streams.

TABLE 1:

F value and significant value of subject stream

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Subject stream	1.542	2	.771	3.293	.038
Error	158.952	679	.234		
Total	11609.612	682			
Corrected Total	160.494	681			

By observing the table 1, it is clear that the value of F is 3.29 at df=2 with significant value 0.038, which is lower than the 0.05 level of significance. Hence, it is significant at 0.05 level of significance. Therefore, the null hypothesis: There will be no significant difference in the mean scores of info savvy skill of B.Ed. students of science, arts and other subject stream is rejected.

TABLE 2:

Mean of science, Arts and Others subject stream

Subject stream	Mean
Science	4.124
Arts	4.020
Others	4.195

Further by observing the table 2, it is clear that the mean value of others group was greater than both science and arts. Hence it is clear that the info savvy skill of other subject stream was greater than the science and arts subject stream.

Second objective: To compare the mean scores of info-savvy skill of male and female B.Ed. students.

Null hypothesis: There will be no significant difference in the mean scores of info savvy skill of male and female students of B.Ed.

TABLE 3:

F value, t-value, and significant value of Info-Savvy skill responses

Info-savvy skills	F	Sig	t	df
Equal variances assumed	9.75	.324	1.114	680
Equal variances not assumed			1.116	

By observing the table 3, it is clear that the value of F is 9.75 at df=680 with significant value .324, which is greater than the 0.05 level of significance. Hence, it is not significant at 0.05 level of significance. Therefore, the null hypothesis: There will be no significant difference in the mean scores of info-savvy skill of male and female students of B.Ed. is not rejected.

Hence, it is clear that the Info -Savvy Skills of male and female was not significantly different.

Third objective: To study the influence of subject stream, gender and their interaction on info-savvy skills of students.

Null hypothesis: There will be no significant influence of subject stream, gender and their interaction on info-savvy skills of students.

The data of both gender and subject stream were analyzed simultaneously to find the existing difference among them. For this ANOVA was used for the data analysis. The table no. 5 represents the significant value of gender, subject stream and their interaction.

TABLE 5:

F value and significant value of subject-stream, gender and their interaction

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
subjectstream	2.186	2	1.093	4.677	.010
gender	.475	1	.475	2.034	.154
subjectstream * gender	.562	2	.281	1.203	.301
Error	157.956	676	.234		
Total	11609.612	682			

By observing the table no. 5, it is clear that the value of F is 1.20 at df=2 with significant value 0.301, which is greater than the 0.05 level of significance. Hence, it is significant at 0.05 level of significance. Therefore, the null hypothesis: There will be no significant difference in the mean scores of info savvy skill of Science, Arts and other subject stream of male and female students is not rejected.

Hence, it is clear that the Info-Savvy Skills of male and female students belonging to Science, Arts and other subject stream were not differ significantly.

Result

Based on the three objectives the following results were obtained:

1. The info savvy skills of other subject stream students was found to have greater info-savvy skills, than the science and arts subject stream students.
2. The Info -savvy skills of male and female was found to be not significant.
3. The Info-savvy skills of male and female students belonging to science, arts and other subject stream were not differ significantly.

Conclusion

Through this research paper an attempt was made to find out the info-savvy skills among different subject streams which reveal that the students of other stream were found to have higher level of Info-Savvy Skills. Because it might be possible that the students of other stream were uses internet more as compared to science and arts stream. Secondly it was found that there is no significant difference in the info-savvy skills of male and female students, it may be due to equal exposure to devices. As today every individual use technology in doing their daily activity specifically in education, students use internet for most of their work. Thirdly, the info savvy skill also not significant when studied both the variable simultaneously. It revealed that the male and female students of different subject stream use technology almost equally or they have same exposure to technology.

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