

THE SOCIO-ECONOMIC VARIABLES – IMPACT ON DIGITAL LITERACY (A LITERATURE PERSPECTIVE APPROACH)

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ABSTRACT: ‘Digital Literacy’ enables the mankind to accomplish the activities of their daily life with ease of action by saving time and effort incredibly. The present study facilitates the socio-economic factors which affects the absorption and understanding of digital literacy aspects at various destinations and time periods. The literature basis study enacted to find out the socio-economic elements, which have great influence on the success of digital literacy policies in all-round aspects. The results of the study enables that the Socio Economic Factors (SEFs) like financial strength of the country, household economic condition, gender differentiation, cultural differentiations, age, education back ground, the geographical territory to which a particular place belongs to, consistency in teachers’ understandability of new technologies, different standard curriculums have significant positive relationship with digitization globally.

KEYWORDS: digitization, gender, education, adoptability, ethnicity

I. INTRODUCTION

‘Digital Literacy’ – the hottest topic at these days. The importance of digital literacy spread over across the globe irrespective of the country conditions, economic aspects and demographics of the people. Especially digital literacy plays enormous role in these type pandemic situations to avoid physical interaction between people in need. Digital literacy contributes a great help to the people, firms and nations to carry transactions to fulfill the gap of money flow between surpluses to deficiency.

Generally various aspects influence the digital literacy absorption rate longitudinally. Due to differentiations between geographical locations, economic and fiscal conditions, myths & rituals, traditions, cultures and beliefs different variables influencing at different rate at different places and different times.

Once again the COVID-19 long-term lockdowns and unsecure physical transactions between people due to unavailability of other options have highlighted the importance of digital literacy to every concern. This digital literacy concept is now looking more essential to rural remote area basis people who are living far from the civilized societies.

Objectives of the Study

- To find the SEFs of ‘Digital Literacy’ longitudinally.

II. REVIEW OF LITERATURE

Albert D. Ritzhaupt et. al have tried to find out the relationship between ICT (Information and Communication Technology) and SES, gender & ethnicity of middle level school students. The findings of the research study have shown a clear differentiation among the lower SES status students and higher SES status students. The lower level SES students have less interest toward learning new ICTs where as higher SES students have positive curiosity towards learning new ICTs. The female gender basis students have shown more interest to learn by comparing with male gender basis students. From their study they have found that the ethnicity also

having a significant impact on the learning attitude of the middle level school students. The white family basis students have shown great interest to learn ICTs while comparing with black family basis students.[1]

Ali Akbar Khansir, Naeimeh Jafarizadegan and Fatemeh Karampoor in their article have tried to study the relationship between SES and motivation of students in the context of learning English. Digital literacy has the link with English language directly as some times it is hard to convert all the essential tools from English to other languages. From their study they have eradicated that the SES and motivation towards learning have proportional relation. The financially strength families are automatically bending towards learning English terminology, which is essential in digital literacy synchronization.[2]

Claudia I. Martinez-Alcala et. al have studied about the responsive nature of old-age adults in learning digital literacy in two different environments of face-to-face interacted and blended methods of digitalization programs. According to their study the old-age adults feel rigid to use new technologies in their daily works. They found that the exact reason behind the less interest is lack of self confidence which again routed to illiteracy. The blended workshops have facilitated good idea about the exact requirements of old age people and their grasping abilities to the newness concepts.[3]

Ebrahim Samani, Nooreen Noordin and Abdollah Karim Zadeh have tried to exploit the factors of contribution towards growing digital literacy from SES centric approach. According to their study, it is clear that high standardized university students have high level of skill to learn and handle the new technologies. From their study male students were looked more competent in learning new technologies in higher education level. The students under the “mathematics umbrella” are tending to be more familiar with digital technologies. They also found that the students who are able to use number of digital devices are possessing soundness in digital literacy over the students who just stick to their mobile phones. They also found that the students belong to State capitals are showing familiarity with new technologies. Finally they stated that the students who attended workshops of digital literacy previously are looking confident while learning new technologies.[4]

Jana Heinz has studied about the planning and implementation of digital literacy elements in the elementary schools. She has stated that initially the teachers design the digital literacy program as per the curriculum, standards of the students and their learn-ability. The socio-economic statuses of the students have direct influence on their accessibility to digital devises in the school and for having such electronic devises utility scope at their homes. The individual student’s knowledge on such digital technology also plays important role in getting fruitful results from them. The establishment of such technologies in the class rooms and the fulfillment of other external needs will be impacted positively on their absorption of such new technologies.[5]

Krish Chetty et. al have stated that a balanced importance is required between infrastructure development and digital literacy programs development. A proper attention is required to the governments consistently so as to bring the balance between these two aspects for effective digitization phenomenon. Lack of investments in infrastructure and improper digitization programs lead to detachment between variables, which results failure of the digital concepts.[6]

Maimuna Musarrat et. al have highlighted the technological advancement at every stage of society. They have stated that in the context of absorption and understandability is a big problem to the teachers and students far from the urban areas. Thus they suggested equipping the faculties and students of remote areas with current running technologies to increase their employment opportunities in the market consistently.[7]

Miftachus Sholikhah, Yufiarti and Elindra Yeti in their study have investigated about the linkage between the learning environment, SES and social skills with the literacy skills. They also disclosed that the literacy is the root level variable of learning digital literacy. They finalized that good environment and proper SES facilitate path to learning new things automatically.[8]

Natasa Urbancikova, Nataliia Manakova and Ganna Bielcheva from their study have divided the SEFs in to three categories. The first category includes age of the person, income generating capacity and type of household, which have great influence on the digitization. The rest of the variables like urban area size and type of economy to which the sector is reserved to have weak influence on the digitization concept. The third and the least category, which has almost no influence on the digital absorption, consist of region of the country, gender and nationality.[9]

N N Islami, in his study has discussed that how human living patterns are shifting from general to industrial environment by industrial growth. He also said that the utility of digital technologies makes the people to avoid

such polluted environments by the usage of remote basis digital utilities in order to fulfill their functions without any disturbances. This study is mainly concerned with the linkage between digital literacy and entrepreneurial behaviors'. According to his study the curriculum of economics student is not up to the standard mark to learn the digital literacy concepts and to make themselves as entrepreneurs.[10]

Quaicoe J.S. and Pata K. from their study reveals several critical issues of teachers' digital empowerment for technology in Ghana's basic schools, of which school-based management (SBM) governance need to be adapted to address them.[11]

Ronny Scherer and Fazilat Siddiq have found that SEFs have positive relation with digital literacy. From their study, they have found that various educational back grounded basis people has various absorption capacity of understanding and usage ability of digital literacy tools in their daily life. They also found that mathematics categorized back grounded people has good absorption capacity of new technological capacity over other studies basis people.[12]

Stacy Fox in her study has elucidated that the scope to the poorer economic status basis students to learn the digital literacy concepts is too narrow. For the purpose to make them globally compatible in all aspects, it will be the prime responsibility of the schools and governments to facilitate the digital devices with internet facilities in 1:1 ratio. The prime motto of the education system is to minimize the digital divide between poor and rich economic statuses.[13]

Van Vechten Diana has stated that literacy of any kind can be learnt as a social process. By sharing the thoughts, getting doubts while usage of the things and by immediate clarification or trouble shooting the knowledge of the learners can be enhanced automatically. By even not setting clear goals of learning objectives, a social being can learn so many things of either technological basis or general living purpose basis. The knowledge enhancement of a person cannot be expected as by keeping him/her in an isolation room. From their study they concluded that the low SES basis students have low ability of learning attitude. The teachers and parents need to strive to achieve for creation learning behavior in the schools as well as at the homes.[14]

Wayne Journell in his research stated that the main reason for digital divide among the people is technological differences between the utilities, which are available to the different SES people. The simultaneous developments in facilitating the ease of utilities are essential to improve the access of digital democracy. They have stated that only facilitation activities are not enough but continuous support is mandatory to expect deliberate growth in complex digital literacy.[15]

III. FINDINGS & SUGGESTIONS

- According to the above presented literature a broad conclusion can be obtained that socio-economic factors have direct relationship with digital technology philosophy.
- Various SES factors have various impact levels longitudinally. Their influence varies based upon the region of geographical territory to which the population belongs to at a particular time.
- The main factor which influence at almost all the places in the context of digitization is financial condition of the country and household economic condition.
- The next influencing factor is 'digital policies' adopted by a Country or State by which a strategically long-term approach of digitization is possible.
- The demographic factors like age, gender, color and socio culture are also having the positive influence on the digitization concept.
- The perfect designing of the digital technology synchronization programs according to the pattern of investment in infrastructure development to expand the scope of utility to such digitization programs are essential.
- The teachers must move parallel with new advancements of these digital era continuously and consistently so as to train the different age group students effectively.
- The school, university, undergraduate and postgraduate curriculums must be designed with digital programs which are user-friendly.
- The technology developing organizations must focus on local priorities, education standards and economic statuses so that the digitization drives consistently.

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