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**INFORMATION LITERACY AND ITS IMPACT ON ADMINISTRATIVE
SECRETARIES IN SELECTED PUBLIC ORGANISATIONS**

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Abstract

The research sought to assess the effects of information literacy on administrative secretaries Ghana Ports and Harbor Authority and Electricity Company of Ghana both in Takoradi. The main purpose of this study is to determine the effects of information literacy on administrative secretaries of these two selected public organisations, kinds of digital equipment used in the organisation, and to determine if the administrative secretaries know how to use the digital equipment available to the organisation.

The study assessed 158 staff population. The sample size was 60 staff. Out of 60 the targeted population, 36(54%) were from Ghana Ports and Harbor Authority, and 24(46%) were also from Electricity Company of Ghana both in Western Region, Takoradi, Ghana.

The research design used was case study and stratified sample technique. Questionnaires were used as the research instrument with both open and closed ended questions for the objectives stated. Both primary and secondary data was also used. The work was analysed through coding using SPSS for displaying the collected questionnaires, frequency etc.

Keywords: information literacy, impact, administrative secretaries, public, organisations

Introduction

Information literacy are fundamentally altering the nature of knowledge to enable a more creative, objective, collective and personal way of communicating knowledge through information advancement (Payton and Hague, 2010, Sharp, 2011).

Information literacy is the knowledge, skills, and styles used in broad range of devices such as Smart phones, tablets, desktop and PCs. All of these are seen as network instead of technological devices. Information literacy are fundamentally altering the nature of knowledge such that, they enable a more creative, active, collective and personal way of communicating knowledge through advancement in technology (Payton and Hague, 2010, Sharp, 2011). Notably, the advent of Web 2.0 technology, and more recently Web 3.0, have introduced the concept of "prosumer" as it allows one to be both producer and consumer of meaning and content. This is now at the heart of information and communication technology (ICT) integration (Eaton, 2010). This trend, as pointed out by Fitzpatrick and Davies (2003), also manifest in the form development of businesses and organisations where there are moves from behaviorist to communicative and now constructivist and integrative approach.

With increase in job opportunities for administrative secretaries, it would be necessary for them to embrace the idea of information literacy and global technology which will help them compete with the world today (Beetham, MGil, and Littlejohn, 2009).

At tertiary level however, information literacy appears to be increasingly used. It is evident in literature as well as in everyday conversations of educators that more attention is being paid to Information Communication Technologies (Dag, 2009, Dang and Roberson, 2010, Peeraer and Petegem, 2012). Initiatives to expand information inclusion in countries like UK, Spain, Norway, USA and Australia have now been observed in other parts of the world (Hockly, 2013).

Increasing evident is the recognition of information literacy as the central factor enabling success in businesses, professions and other facets of life (Martin, 2006). The achievement and success of every organisation today depends on information as well as the type, procedure, or system to use for its quality. Every organisation therefore strives to get the right data and information for its customers. This enables organisations to achieve its objective.

Statement of the Problem

Information literacy has become a vital component of successful business organisations. Research shows that administrative secretaries and other administrative workers have passed through tedious times in their field of work in the late 1800s down to late 1900s when using typewriters in their offices. It is in view of this that the study tried to examine the value that information literacy has placed on administrative secretaries and how it has increased productivity within the said organisations.

The problem one must consider is whether the information literacy is of value to the administrative secretaries and the organisation in this technological advancement era. Paramount to the problem is the ability to use information infrastructural facilities within the organisation by the administrative secretaries.

Purpose of the study

The purpose of this study was to explore the professional needs and current practices of the administrative secretaries in relation to information literacy development and to critically review current information literacy provision for the administrative secretaries with a view to developing their information literacy in their business practice.

The study initially aimed to identify the administrative secretary's needs for information literacy in this modern world. In order to do that, the current situation of their technology use in business field was carefully examined. Most specifically, the study aimed to find out the working technologies frequently used by the administrative secretaries and their strategies in technology integration in the organisation.

Additionally, the researcher sought to identify and study in some depth difficulties that the administrative secretaries usually experienced in their technology-integrated working environment. Based on this information, the researcher attempted to analyse the existing

information literacy level of the administrative secretaries as well as their needs involving information literacy enhancement.

Research Objectives

The objectives of this study are to:

- i. Assess the kinds of digital equipment that the company is using.
- ii. Determine if the administrative secretaries know how to use electronic equipment available to them.
- iii. What are the effect on the use of electronic equipment on administrative secretaries and the business in general?

Significance of the Study

The purpose of this study is to serve as source documentation for research on information literacy, provide information for the organisation and public at large, know the importance of information literacy to administrative secretaries, and provide information that will help management of organisation who has not embraced the importance of information literacy and know how it helps. The purpose is additionally to assist secretarial students who will join organisations and institutions that are doing away with traditional way of working in the office know about information literacy before being hired.

Limitation of the Study

The study would have covered a lot of organisations within the country but was limited to only two companies in Takoradi in the Western part of the country because the study can be of essence to only some selected companies including the Electricity Company of Ghana and Ghana Ports and Harbor Authority.

Review of related literature

In this chapter, it reviews new literature relevant to the research topic as it is examined. First, the key definitions of information literacy, components of information literacy, areas of information literacy, types of information literacy, the impact of information literacy, then, the importance of information literacy.

Definitions of information literacy

Emerging technologies are creating new possibilities, practice, demands, and hence, new literacies (Churchill, 2009). Multiple new literacies have evolved with distinct levels and uses, varying across different contexts, depending on emerging needs (Belshaw, 2011; Churchill, 2009)

Information literacy today are a sum of essential abilities, which are required to create and communicate meanings, develop one self, and participate in a changing society. Information literacy initially used to describe the ability to read and understand hyper-textual and multimedia texts (Bawden, 2008a). The evolving concept of information literacy has spawned a multitude of interpretations (Belshaw, 2011). A review of the literature reveals the most popular views of information literacy including skill-focus, pluralism, and social contextualisation (Smythe, 2012), which are evident in the emerging definitions.

The idea of educated judgment has been central to information literacy (Gillen and Barton, 2010). By the same token, Fayo and Hague (2010) further highlighted the importance of critical engagement with technology and the social awareness of factors influencing how technology is used to convey meaning.

Information Literacy can also be defined as an organised combination of people, hard ware, software, communication network and data resource that collects, transforms and disseminates as information in an organisation. James A.O Brien (2003), Kenneth Laudon and Jane P. Lardon (2000) defines information literacy as technical set of interrelated components that collect, process, store, making and control in an organisation. Bociy et al (2003) Information literacy is resource management represents emerging dimension in the management of computer inclusive system of it operation. They continue to add the emergence of the natural evolution of management of

computation resources, beginning era of step by step processing through punched card machine and early computer.

According to Lucey (2003), management information system is the system of using formed procedures to provide management at all levels in functions with appropriate information, based on data, from both internal and external sources, to enable them to make timely and directing and controlling the activities for which they are responsible. Payton and Hague, (2010) argue that pluralism is a more recent trend towards conceptualising information literacy.

In a notable work that was an outcome of his earlier study in 2011, Belshaw (2012) proposed the notion of information literacies, making up of eight essential elements, namely, and cultural, cognitive, constructive, communicative, confident, creative critical and civic literacy. The author also indicated that, despite variations in the components, these skill-focused definitions, at various points, centered on content evaluation and critical thinking (Belshaw, 2011).

At other points, the abilities to read, understand and manipulate dynamic no sequential information were identified by Belshaw (2011) as the basis for the concept. The data resources of information system are typically organised, stored and accessed by a variety of data resource management technologies into information technologies have also been used as simulations, for instance, language learning, games, artificial language programs, and most recently, virtual learning environments Dudeney and Hockly, 2009b; Fitzpatrick and Davies, (2003). The general consensus among these researchers, as Eshet- Alkalai (2004) conceptualisation also implies that it is more than a skills but the relevant usage of the skills in one's life.

Information literacy is the awareness, attitude and ability of individuals to appropriately use information tools and facilities to identify, access, manage, integrate, evaluate, analyses and synthesis information resources, construct new knowledge, create media expressions, and communicate with others, in the context of specific life situations, in order to enable constructive social action; and to reflect upon this process Martin and Grudziecki, (2006). With its generic and comprehensive nature, this definition was adopted for this study and used as a reference for leaders and administrative secretaries prior to the interviews.

Clearly, information literacy goes beyond the simple mastery of technological skills and knowledge to the engagement in complex, non-linear, cognitive and social processes that empower

an individual to live, learn, and work in information era JISC, (2012); and as noted by Beckingham and Belshaw (2012), it requires contextualisation. In this light, Newman (2009) devises a comprehensive formula of information literacy with three main elements of knowledge being information tools, critical thinking, and social awareness. Holding a similar view, Fraser (2012) offers a modification of Newman's, (200,2012b) definition that describes information literacy as the sum of information knowledge, Critical thinking, and social engagement. This formulation marks the importance of real world practice and activity as central to socially-situated information literacy Fraser, (2012).

And yet information literacy is not just about supporting individuals to understand and engage with the world, but about enabling them to challenge, shape, and change their worlds. In conceptualising information literacy, Gillen and Barton (2010) suggested looking for continuities and commonalities instead of clear distinctions to demarcate the various concepts, though it is important to examine other related terms causing confusion.

Another recommendation by Beckingham and Belshaw (2012) is to track purposes and contexts, where they have been formed and used.

Components of Information Literacy

The component of information systems used people, hardware, software, data and network resources to perform input, processing, output, storage, and control activities that transform data resources into information products.

Software Resources

O'Brian (2005) also suggests that the concept of software resources includes all sets of information processing instructions. Software require resources in the form of information processing instruction and procedures in order to properly capture, process, and disseminate information to their users.

Data Resources

O'Brian (2005) posits that data are more than the raw material of information systems. The concept of data resources has been broadened by managers and information systems professionals. Data can take many forms, including traditional alphanumeric data, composed of numbers and alphabetical and other characters that describe business transactions and other events and entities. The author also indicated that, despite variations in the components, these skill-focused definitions, at various points, centered on content evaluation and critical thinking (Belshaw, 2011). At other points, the abilities to read, understand, manipulate dynamics non-sequential information was identified by Belshaw (2012) as the basis for the concept.

Transformational skills

This involves awareness of non-stop development of self and the ability to make a difference in a changing world (Newman, 2012b).

Areas of information literacy

The studies on information literacy broadly look at the different kinds of skills that are required for information literate person, especially administrative secretaries. The researcher reviewed several theories on information literacy and defined several competency areas with which the researcher can demonstrate the strength of various information literacy skills. In this studies six areas of information literacy was identified, skills and knowledge that people can apply to their work, especially administrative secretaries. And these areas are: computer skills, information skills, communication skills, publication skills, innovative thinking, and cultural and historical knowledge. These areas encompass several discrete technologies, information processing, and thinking skills that are necessary for the efficient operation of information technologies. Mastery in these six areas could give an individual an advantage in any aspect of life particularly as secretary through the advanced capability for communication that information literacy enables. These six areas, however, are closely related and many skills and knowledge areas are difficult to observe or categorise. Information literacy theorists' have accordingly developed research to explore and debate what information literacy skills look like, under what conditions they emerge, and how certain categories of skills other information literacy skills.

Six Areas of Information Literacy

- I. Computer Skills
- II. Information Skills
- III. Communication Skills
- IV. Publication Skills. Innovative Thinking
- V. Cultural and Historical Knowledge.

The first step toward using information tools to retrieve and use information is acquiring the skills required to use the technology. Categorised as what the researcher calls computer skills. The abilities are often characterised by competency with computational basics, hard ware software, and networks (Jenkins, 2006a; International Technology Educativ Association, 2002; Trilling and Fadel, 2009). Basic information technology competence appear in virtually every study of information literacy as it is the foundation upon which other information literacy skills are based.

Skills differ widely due to the black-boxed nature of many computing systems. It is likely that people can still participate at a fairly high level without knowledge or how the intricacies of information technologies and networks function down to the circuit level. Scholars have theorised that information literacy should also include the non-discrete skills of acquiring, synthesising, and judging the quality or information.

Information literacy also includes what the researcher calls information skills, or the ability to retrieve, analyse, and apply information from information platforms. Since information has become increasingly difficult to divorce from the media and technologies that deliver it, scholars assert that it is essential to simultaneously know how to use information tools as well as the information they contain (Bawden, 2001). The one who was the first to popularly use the term information literacy, was careful to note this dual mastery of tools and information by saying information literacy was just as much about "mastering ideas, and not keystrokes. "In addition, with the onslaught of information available on the Internet, the ability to efficiently navigate the deluge of data is increasingly valuable in daily life (Rusnkol, 2010).

The need to communicate effectively over multiple media is an equally important activity of information literacy. The activity of communications skills, creative, and publication skills address the ability to read and write electronic texts and create compelling messages in the information

multimedia ecosystem. Specifically, communications skills are those with which people send and receive electronic messages (Competency with the means of communication), while creative and publication skills are those with which people create and distribute multimedia content to various audiences (competency with creating information). Media scholars highlight the different styles of information and messages that can be conveyed with multimedia tools.

They have found that vast differences in interpretation and context exist between various combinations of visual, auditory, aesthetic, and interactive elements that can be employed in today's communications (Buckingham, 2003).

Technology and information skills that are essential for information literacy, scholars suggest that those who build mental models to identify problems, hypothesise solutions, and value an experimental attitude in information environments are generally more successful at tasks involving information technologies (International Technology Education Association, 2002, Jenkins, 2006; Pearson and Young, 2006; North Western Regional Educational Laboratory and The Metiri Group, 2003). Skills that mirror those of the scientific and engineering community fall in the information literacy activity that the researcher calls innovative thinking. As represented in the literature on both information literacy and inquiry-based scientific literacy, innovative thinking skills include critical thinking, habits of iterative and experimental activity, and inventive or creative tendency with technology. Past research also suggests that skills in this domain enable flexibility in learning new technologies, likely due to the appreciation for iteration and progressive improvement of models (Jenkins, 2006).

Privacy and the implications of an online personal is another key knowledge area, which includes items such as knowing how to manipulate the various Facebook and Twitter privacy controls and why they matter. Knowing privacy controls and their implication me especially important when technologies change their default access or interface, such as in the case of This category also includes an understanding of the programmed nature of technology such as in the case of Facebook's recent transition to the Time line format, which had dramatic social consequences for those who were less informed of Facebook's privacy controls.

Rushkoff (2010) argues that technologies embody the values of their designers and that people should know these frameworks in order to meet their personal goals, not the goals of the designers.

By admonishing his readers to learn to "program or be programmed," Rushkoff asserts that a broader knowledge of the underlying social constructs and learning the reasons under which technologies are designed is extremely valuable for the digitally literate person.

This knowledge would give people the ability to use technologies in new ways and anticipate the effects they would have on various communities or on public participation.

Types of information literacy

I. Management information system

Kenneth and Jane (2002) also says that, management information system designate a specific category of information system serving management level functions. MDS serve the management level of the organisation, providing managers with reports or with online access to the organisations current performance and historical records. Typically, they are oriented almost exclusively to internal, not environmental or external event. MDIS primarily serve the functions of planning, controlling and decision making of management level.

II. Decision Support System

Kenneth and Jane (2002) says, decision support system serve the management level of the organisation. It helps managers make decisions that are unique rapidly changing and not easily specified in advance. It address problems where the procedure for arriving at a solution may not be fully predefined in advance and are built explicitly with a variety of model to analyse data. It condenses large amounts of data into a form where it can be analysed by decision makers.

III. Business Information System

According to Stair and Reynolds (2003) the most common types of information system used in business organisations are transaction management information system, decision supporting system. These systems help employees in organisation to accomplish both routine and special task like recording, processing and supporting decision in various department.

IV. Transaction Processing System

Kenneth and Jane (2002) said that, transaction processing is the basic system that serves the operation level of organisation. This system is a computerised system that performs and records the daily routine transaction necessary to conduct the business transaction processing system are often so central to a business that TRS failure for a few hours can spell firms demise and perhaps other firms linked to it. Management needs TPS to monitor the internal operation and the firm's relation with the external environment TPS are also major producers of information for the other types of system.

V. Enterprise Resource Planning System

Reynolds (2003) additionally suggests that resource planning (ERP) system in an integrated program that is capable of managing company's vital business operation for an entire multisite global organisation. It can take a large number of separate systems developed over a number of years by the organisation to replace them with one unified set of program. The system is very easy to use and it is effective.

The impact of information literacy

According to Gordon and Steven (2000) for information to be useful, it must not only be of good quality, but must also be available at the right place. And normally, it is needed at the right place almost immediately. These requirements have given rise to the whole world of data communications. Turban, King, Marshal, McKay (2004) say, the major impact of information system is to provide organisation with strategic advantage by facilitating problem solving, increasing productivity and quality, increase speed, and improving customer service, Communication and collaboration and enabling business process restructuring.

Importance of Information Literacy

According to O'Brien (2003) the importance of information system is a group or interrelated components working towards the attainment of common goal by accepting inputting inputs and

producing output in organised transformation process. Feedback is a data about the performance of a system. The information system may demand a development of a selected group which consist of managers and executive, who can bring experts in technological advancement of their work. The challenges and opportunities presented are the implementation of information system.

Fales (2001) says it is important that every document should be clear, attractive and not longer than necessary provided that it does not reduce clarity. Every professional and technical field of work need to save time and express what exactly is meant. Fales (2001) says continue to value because information identified as an end product or data processing with attributes that includes timeliness, content, format, cost and value. Knowledge is presented as a by-product of the combination of information and experience.

Methodology

Introduction

This chapter spelt out in details the research method and techniques employed for gathering information on the study. Therefore, it will touch areas like, research design, population of the study, population size, sample procedure, data collection procedure, primary data, secondary data, and finally, data presentation analysis.

Organisational Profile of Ghana Ports and Harbor Authority (GPHA)

The Ghana Ports and Harbor was established in 1928 to facilitate the sea borne traffic. It is strategically located in the Western Region of Ghana, 25km from Accra. The Port in 2012 handled 31% of Ghana seaborne traffic, 66% nation exports and handled 19% national import loading including manganese, bauxite, forest products, cocoa and beans. The ports consists of 112 berths, two jetties; a fishing harbor and a city dock with draughts ranging from 8.0 to 11.5m the area also privately operated off shore SBM and CBM facilities. Most marine services including pilotage, towage and mooring are

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Vision Statement

The vision of the ports is to be most preferred port in West Africa Sub-region in or to maintain backbone and to stop service center in the ECOWAS region and Africa as a whole.

Mission statement

The mission of the ports is to provide efficient port facilities and ensure quality service to customers. GPHA pricing policy seeks the mutual benefits of the authority, Operators and customers, as GPHA keeps them in business. GPHA recognises its workforce as pursuit to be the gateway to West Africa Sub-regions. GPHA employs appropriate technology and contribute towards a clean healthy and safe marine environment.

Organisational profile of Electricity Company of Ghana

Electricity Company of Ghana is limited liability company wholly owned by the Government of Ghana and operating under the company code, 1963 in February 1997. It began as Electricity Department on 1 April, 1947 and later became the Electricity Division in 1962. It was subsequently converted into the Electricity Corporation of Ghana by NLM degree 125 in 1967. Until July 1987, the responsibility of distribution and supplying power in the country rested on ECG. The Government created the Northern Electricity Department (NED) as a subsidiary of Volta River Authority (VRA) in 1987 which took over from ECG responsibility for the management of Electricity power distribution in Brong Ahafo, Northern, Upper East and Upper West Regions. The Company, (ECG) is additionally responsible for the distribution of electricity in the Southern part of Ghana namely-Ashanti, Central, Eastern, Greater Accra, Volta, and Western Regions.

Vision Statement

"To be among the Electricity Distribution in Africa"

Mission Statement

To provide quality, reliable and safe electricity services to support the economic growth and development of Ghana.

Research design

A comparative study design was used for this study. A comparative study is one of the most commonly utilised and highly recommended methods in the field of administrative secretaries (Dörnyei, 2007; Nunan and Bailey, 2009); and hence, was the most appropriate for this study. The core value of case studies lies in the potential of achieving thorough explanation (Yin, 2003) with "a thick description of the study and also offering "rich and in-depth insights that no other method can yield"(Dörnyei, 2007).

Population of the study

The study was carried out at Electricity Company of Ghana (ECG) and Ghana Ports a Harbor Authority, both in Takoradi, Western Region. The population is, of all administrative secretaries from both organisations. They are one hundred and fifty-eight (153) number. This is made up of sixty-nine (69) staff from Electricity Company of Ghana and ninety-one (91) staff from Ghana Ports and Harbor Authority. Sample and Sampling Technique For the population there are two strata. Administrative secretaries of Electricity Company of Ghana form one stratum, and Ghana Ports and Harbor Authority administrative secretaries also form another stratum.

Therefore, stratified random sampling was used to select a total of sixty (60) secretaries. A simple random technique was used to select thirty-four (34) which made up of 56% from Ghana Ports and Harbor Authority and twenty six administrative secretaries which also made up of 44% from Electricity Company of Ghana.

Research Instruments

Questionnaires were used for the study. Both opened and closed ended questions were formulated. The questionnaires were made up of four parts which include, Section A Demographic Data, Section "B", information on kinds of electronic equipment used in the organisation, section "C", assessing the skills and competency of the administrative secretaries , and section D "effects of information literacy on administrative secretaries and the organisation. The questionnaires were also made up closed-ended questions which have a number of possible answers in a list for respondents to choose from, and open-ended which allows the respondents to freely answer the question in their own content and style.

Data collection method

In order to collect enough information for the fulfillment of the objectives of the study, primary data was used for the study. This primary data was from questionnaires. The researcher went to the Human Resource Manager who led the researcher to the selected administrative secretaries. The questionnaires were self-administered: fortunately, all the selected administrative secretaries were present. The researcher went for the filled questionnaire a week later.

Data Analysis

The data analysis adhered to the systematic procedure of the study (Braun and Clarke, 2006) in conjunction with content analysis (Braun and Clarke, 2006; Cohen et al., 2011), and these includes coding using SPSS, reporting the collected information, percentages, means, and frequencies were used where appropriate for the analysis obtain clear understanding of the data collected by the analyst.

Data presentation, discussion and analysis

This chapter provides a detailed description and analysis of the data gathered in the objectives stated for the study. Descriptive statistics was used for the analysis.

Demographic characteristics

This part of the study describes the demographic characteristics of the employees at the Ghana Ports and Harbor Authority and Electricity Company of Ghana both, Western Region. This includes; gender, age, level of education and number of years worked in the organisation.

Table 1: Gender of Respondents

Gender	Frequency	Percent
Male	39	65.0
Female	21	35.0
Total	60	100

Source: Field data, (2021)

Table 1 depicts that out of 60 respondents in the study, 39 respondents, representing (65%) were males and 21 respondents, representing (35%) were females. This implies that the employees in both organisations are male dominated.

Table 2: Age of Respondents

Age	Frequency	Percent%
20-25	5	8.3
26-30	18	30.0
31-35	22	36.7
36 and above	15	25.0
Total	60	100.0

Source: Field data, (2021)

From table 2, 5 respondents, representing (8.3%) were between the ages of 20-25, 18 respondents, representing (30%) were between the ages of 26-30, 22 respondents, representing (36.7%) were between the ages of 31-36, and finally, 15 respondents, representing (25%) were also between the

ages of 36 and above. From the pattern that emerged, it can be said that majority of the employees were young adults.

Table 3: Level of education of the respondents

Level of Education	Frequency	Percent%
Secondary	7	11.7
Comm./voc./ tech	6	10.0
Polytechnic	18	30.0
University	22	36.7
Master Degree	5	8.33
PHD Degree	2	3.33
Total	60	100.0

Source: Field data, (2021)

In terms of education, it was observed in Table 3 that 7(11.1%) were secondary school graduates, 6(10%) were Commercial /Vocational/Technical school graduates, 18(30%) were Polytechnic graduates, 22(36%) were first degree holders, 5(8.33%) were master holders, and finally, 2(3.33%) were PHD holders. This shows that most of the employees were first degree holders.

Table 4: Experience (in terms of years)

Years	Frequency	Percent%
Below 1 year	5	8.3
1-5 years	11	18.3
6-10 years	14	23.3
11-16 years	8	13.3
16 years and above	22	36.7
Total	60	100.0

Source: Field data, (2021)

From Table 4, it was indicated that 5 (8.3%) had worked with the organisation for less than 1 year, 11(18%) had worked for 1-5 years, 14(23%) had worked for 6-10, 8(13) had worked for 11-16

years and finally, 22(36.7%) had also worked for 16 years and above. And It can be concluded that the 16 years and above employees over showered the others years.

The researcher aimed to find out if the organisation is using electronic equipment in their field of work, kind of equipment used, and it important to the organisation. This is shown in Table 5, 6 and 7.

Table 5: Distribution showing digital equipment used

Responds	Frequency	Percent%
Yes	60	100.0
No	0	0
Total	60	100.0

Source: Field data, (2021)

From Table 5, 60(100%) said yes, the organisation is using modern electronic equipment which shows that the organisation is making good use of electronic equipment

Table 6: Distributions of Kinds of Equipment

Responds	Frequency	Percent%
a, c and d	23	38.3
All the above	37	61.7
Total	60	100.0

Source: Field data, (2021)

From Table 6, 23(38.3%) indicated that laptops computers, printers, and photo copiers are used in the organisation, 37(61.7%) also indicated that desktop computers, laptops, printers, fax equipment, photo copiers are used in the organisation. This shows that, the organisation used most of the digital equipment in this modern world.

Table 7: Distribution Showing Importance of Digital Equipment

Responds	Frequency	Percent%
Yes	52	86.7
No	6	10.0
Not sure	2	3.3
Total	60	100.0

Source: Field data, (2021)

From table 7, It can be confidently state that, knowing how to use digital equipment is of important to the organisation since 52 (86.7%) choose yes, 6 (10%) also choose no without stating any reason and finally, 2 (3.3%) also choose not sure. In this part of the study, the researcher wanted to find out if the available equipment is enough for the production in the organisation, difficulties faced, and when training is given to the employees. This is shown in Table 8, 9 and 10.

Table 8: Distribution Showing the Availability of Equipment.

Responds	Frequency	Percent%
Yes	49	81.7
No	11	18.3
Total	60	100.0

Source: Field data, (2021)

The study revealed in Table 8 that, 49(81.7%) agreed to the fact that, the available equipment are enough for the productions of the organisation and 11 (18.3%) also disagreed without a reason.

Table 9: Distribution Showing Difficulties in Operation of Digital/Office Equipment.

Responds	Frequency	Percent%
Yes	5	8.3
No	55	91.7
Total	60	100.0

Source: Field data, (2021)

From Table 9 it was indicated that, 5 (8.3%) finds it difficult to operate some of the equipment due to inexperience and 55 (91%) do not find any difficulties in operating the available office equipment.

Table 10: Distribution Showing the Training Period.

Responds	Frequency	Percent%
Regularly	34	56.7
Every quarter of the year	20	33.3
Not at all	6	10.0
Total	60	100.0

Source: Field data, (2021)

According Table 10, it was observed that, 34 (56.7%) indicated that the administrative secretaries are regularly trained on how to use the digital/office equipment, 20 (33.3%) indicated that training is given every quarter of the year, and finally, 6 (10%) state that training is not given at al. This means that training is something which normally goes on in the organisation.

In Table 11 and 12, the study aimed to find out the benefits of digital literacy and its effects on employees.

Table 11: Distribution showing the benefits of office equipment

Responds	Frequency	Percent%
Regularly	26	43.3
Every quarter of the year	21	35.0
Not at all	8	13.3
More enjoyable	5	8.3
Total	60	100.0

Source: Field data, (2021)

Table 11 shows that, 26 (43.3%) indicated that, digital/office machine reduces workload on the employees, 21 (35%) said, it makes work easier and faster, 8 (13.3%) said, it reduces stress and 5

(8.3%) said, it makes work more enjoyable. Therefore, per the analysis it can be said that digital/office equipment reduce work load on the employees in both organisations.

Table 12: Distribution showing positive effects of digital/office equipment on administrative secretaries

Responds	Frequency	Percent%
Yes	58	96.7
No	2	3.3
Total	60	100.0

Source: Field data, (2021)

With table 12, 58 (96.7%) stated that they have experienced positive effects since digital equipment was introduced into the organisation, and 2 (3.3%) also stated that they had not experienced any positive effects since it was introduced.

Discussions of findings

The major findings

From the analysis of the collected data are as follows:

- i. The number of male worker in the research area was more than the female because out of 60 respondents in the study, 39 respondents, representing (65%) were males and 21 respondents, representing (35%) were females.
- ii. From the pattern that emerged, most of the employees were in middle adulthood thus ranging from 30-36.
- iii. It was detected from the responds that most of the employees were first degree holders.
- iv. It was also identified that employees who has worked for 16 years and above employees over showered the others years.
- v. The analysis depicted that the organisation is making good use of digital/office equipment.

- vi. It was found that, desktop, laptop, printers, fax equipment, photo copiers and among others are highly used by the organisation in any aspect of production.
- vii. It was noted that digital equipment are very important to the organisation.
- viii. The study revealed that most of the employees agreed to the fact that, the available equipment is enough for the productions in the organisation.
- ix. It was indicated that the employees do not find difficulties in operating most of the available office equipment.
- x. It was shown that training is something which normally goes on in the organisation.
- xi. Per the analysis it was observed that electronic equipment reduce work load on the employees in both organisations.
- xii. Finally, it was indicated that electronic equipment has a positive effect on the organisation and the staff as well.

Summary, conclusions and recommendations

Introduction

This chapter focuses on the findings, conclusion, and recommendations relevant to the solution of the problems identified in the research.

Summary of Research Process

The research sought to assess the effects of digital literacy on administrative secretaries at Ghana Ports and Harbor Authority and Electricity Company of Ghana limited. The main purpose of this study is to determine the effects of digital literacy on administrative secretaries, kinds of electronic equipment used in the organisation, and to determine the administrative secretaries knows how to use the electronic equipment available to the organisation.

In this study, 158 was the population, but 60 was the targeted population. Out of 60 the targeted population, 36(54%) were from Ghana Ports and Harbor Authority and 24(46%) were also from

Electricity Company of Ghana both in Western Region, Takoradi. The research design used was a case study and stratified sample technique.

Again, questionnaire was used as a research instrument which includes both open and closed ended questions for the fulfillment of the research objectives stated. Both primary and secondary data was also used. The work was analysed through coding using SPSS, reporting of the collected questions, frequency etc.

Summary of major findings

The study sought to identify the kinds of digital equipment, Its' effects on both the organisation and the employees and the competency level of the employees in the organisation. The following are the finding for the study.

- i. It was found that, desktop, laptop, printers, fax equipment, photo copiers and among others are highly used by the organisation in any aspect of production.
- ii. Again, it was also found that, all the administrative secretaries are competent enough if it comes to electronic equipment available in the organisation.
- iii. In view of that, it was found that electronic equipment help in order to make Work easier and faster to increase productivities in the organisation and also help the administrative secretaries improved upon their skills as well as their knowledge level.
 - iv. It was also found out that, the management mostly planned training services to the administrative secretaries most often, especially whenever a new staff is brought into the organisation.
 - v. It was revealed that, the use of electronic equipment have a lot of benefits for the administrative secretaries and the organisation in general.

Conclusions

Based on the findings the following conclusions were considered.

Digital/office equipment are highly recommended in both organisations, the organisation have a enough office equipment at their disposal. The administrative secretaries are also competent enough in terms of operating most of the available electronic equipment since well-planned training is mostly given to the administrative secretaries especially whenever a new staff is brought into the organisation, Finally, the use of electronic equipment has positive effects on both the administrative secretaries and the organisation in general.

Recommendations

Based on the conclusions the following recommendations are made: Once the organisation is making use of the various kinds of electronic equipment,

- I. They should keep on using them in order to improve productivities.
- II. They should offer good training to the administrative secretaries in case of any new software is introduced into the system in order to improve upon their skills.
- III. The management should make anything possible to provide enough equipment to make work on going and also increase productivities.

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