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DIGITAL LITERACY AND WORKING WOMEN IN ORGANIZED SECTOR: A STUDY OF KOPPAL DISTRICT

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Digital literacy has emerged as a crucial factor influencing the participation, productivity, and empowerment of working women in the organized sector. The present study examines the impact of digital literacy on working women in the organized sector in Koppal District of Karnataka. The study is based on primary data collected through a structured questionnaire from working women employed in various organized sectors across different taluks of Koppal District. The analysis focuses on socio-economic characteristics, educational qualifications, work experience, access to digital devices, and levels of digital skills. Statistical tools such as percentage analysis and appropriate inferential techniques were employed to assess the relationship between digital literacy and employment-related outcomes. The findings reveal that higher levels of digital literacy significantly enhance job efficiency, access to information, career advancement opportunities, and confidence among working women. The study also identifies gaps in digital skills among women with lower educational attainment and limited work experience. The study concludes that strengthening digital literacy through targeted training programs and policy interventions is essential for promoting inclusive growth and improving the status of working women in the organized sector of Koppal District.

KEYWORDS: ***Digital Literacy, Working Women, Organized Sector, Women Empowerment.***

1. INTRODUCTION

Digital literacy has become a critical determinant of employability, efficiency, and career advancement in the modern organized sector, where information and communication technologies are integral to workplace functioning. With the increasing participation of women in organized employment, digital skills play a vital role in enhancing their job performance, access to information, and professional confidence. However, disparities in educational background, access to technology, and training opportunities continue to affect the level of digital literacy among working women, particularly in semi-urban and developing regions. Koppal District of Karnataka provides an important context for examining these issues due to its evolving socio-economic structure, expanding organized sector employment, and varying levels of digital infrastructure across its taluks. Despite growing opportunities, many working women face challenges in effectively utilizing digital tools in their professional roles. In this context, the present study examines the impact of digital literacy on working women in the organized sector of Koppal District, with a focus on understanding how digital skills influence employment outcomes, productivity, and empowerment, and aims to provide insights for policy interventions and skill development initiatives to promote inclusive growth.

2. REVIEW OF LITERATURE

Studies by Agarwal and Rao (2019) and Singh (2020) reveal that digital literacy significantly enhances employability, work efficiency, and career advancement among working women in the organized sector. Kumar and Devi (2021) emphasize that digital skills contribute to women's economic empowerment by improving access to information and professional opportunities. However, Rani and Suresh (2022) point out that inadequate digital training and limited access to technology continue to restrict women's full participation in organized employment. More recently, Patil (2023) highlights that structured digital skill development programs improve productivity, confidence, and adaptability among women employees. These studies collectively underline the importance of digital literacy while justifying the need for a region-specific analysis in Koppal District.

3. RESEARCH GAP

Although numerous studies highlight the importance of digital literacy in improving employability, work efficiency, economic empowerment, and professional confidence among women,

most research focuses on urban or national contexts. There is limited investigation into the region-specific impact of digital literacy on working women in smaller districts like Koppal, where infrastructure, socio-economic conditions, and cultural norms may affect access to and use of digital technologies. This gap emphasizes the need for localized research to understand the challenges and opportunities for enhancing digital literacy among women in the organized sector in Koppal District.

4. RESEARCH METHODOLOGY

This study uses a descriptive research design to examine the impact of digital literacy on working women in the organized sector in Koppal District. Primary data were collected from 383 respondents using a structured questionnaire, which included both closed-ended and Likert-scale questions on digital skills, technology use, and workplace benefits. The data were analyzed using descriptive statistics frequency, percentages and Chi-Square test to assess variations in digital literacy based on demographic factors and work experience. This approach provides insights into how digital literacy influences professional efficiency and empowerment among women in the district.

5. OBJECTIVES

1. To assess the digital literacy levels of working women in Koppal District.
2. To identify the digital tools and technologies used at work.
3. To examine the impact of digital literacy on work efficiency and career growth.
4. To identify challenges faced by women in using digital technologies at work.

6. HYPOTHESIS

H_0 : There is no significant relationship between the age of working women and their overall digital literacy in the organized sector in Koppal District.

H_1: There is a significant relationship between the age of working women and their overall digital literacy in the organized sector in Koppal District.

7. DATA ANALYSIS AND INTERPRETATION

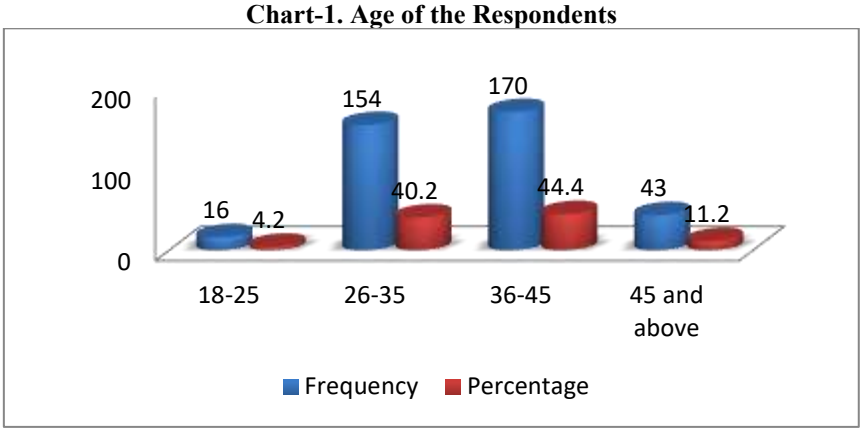
Data Analysis and Interpretation is the process of organizing and examining the collected data to draw meaningful insights. It helps in understanding how digital literacy affects the skills, efficiency, and performance of working women.

Table 1. Age of the Respondents

Age	Frequency	Percentage
18-25	16	4.2
26-35	154	40.2
36-45	170	44.4
45 and above	43	11.2
Total	383	100.0

Source: Field Survey

Chart-1. Age of the Respondents



Source: Field Survey

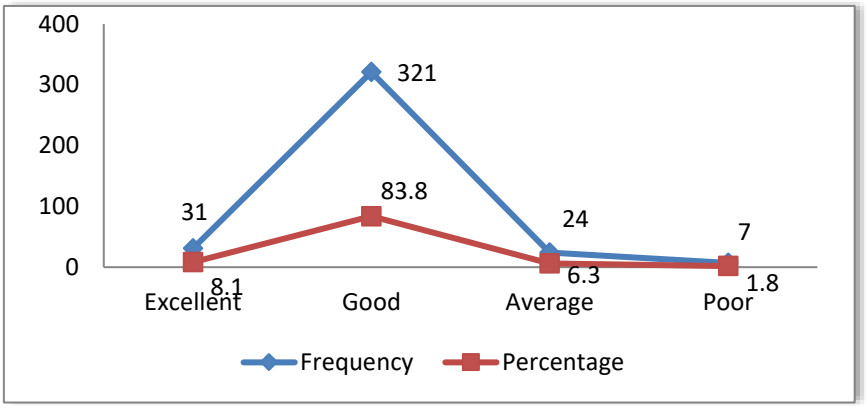
The age distribution of the 383 respondents shows that the majority of working women in Koppal District are between 26-45 years**,** with 40.2% in the 26-35 age group and 44.4% in the 36-45 age group. Only 4.2% are aged 18-25, while 11.2% are 45 years and above. This indicates that the organized sector workforce is predominantly composed of middle-aged women.

Table 2. How would you rate overall Digital Literacy?

Overall Digital Literacy	Frequency	Percentage
Excellent	31	8.1
Good	321	83.8
Average	24	6.3
Poor	7	1.8
Total	383	100.0

Source: Field Survey

Chart – 2 How would you rate overall Digital Literacy?



Source: Field Survey

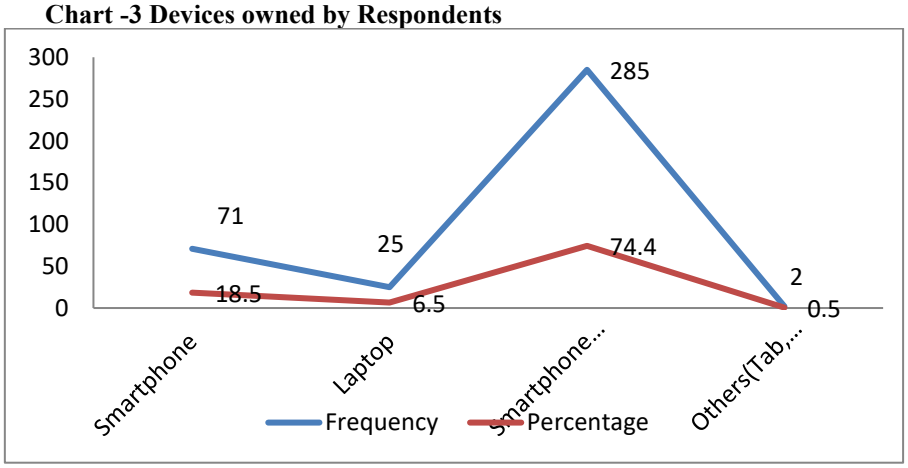
The analysis of overall digital literacy among the 383 respondents reveals that a majority of women (83.8%) possess a good level of digital literacy, while 8.1% demonstrate an excellent level. Only 6.3% have an average level, and a minimal 1.8% are at a poor level. This indicates that most working women in Koppal District are reasonably competent in using digital technologies.

Table 3. Devices owned by Respondents

Devices	Frequency	Percentage
Smartphone	71	18.5
Laptop	25	6.5
Smartphone & Laptop	285	74.4
Others(Tab,Printer etc)	2	.5
Total	383	100.0

Source: Field Survey

Chart -3 Devices owned by Respondents



Source: Field Survey

The data on device ownership among the 383 respondents shows that the majority (74.4%) use both a smartphone and a laptop, while 18.5% use only a smartphone and 6.5% use only a laptop. A very small proportion **(**0.5%**)** use other devices like tablets or printers. This indicates that most working women in Koppal District rely on multiple digital devices for their professional tasks.

8. RESULTS OF TESTING HYPOTHESIS

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.225[a]	9	.033
Likelihood Ratio	15.852	9	.070
Linear-by-Linear Association	6.128	1	.013
N of Valid Cases	383		

a. 8 cells (50.0%) have expected count less than 5. The minimum expected count is .29.

The Chi-Square test results show a Pearson Chi-Square value of 18.225 with 9 degrees of freedom and a p-value of 0.033, which is less than 0.05, indicating a significant relationship between age and overall digital literacy among working women in Koppal District. The Linear-by-Linear Association value of 6.128 (p = 0.013) further confirms a significant association. Although 50% of cells have expected counts less than 5, the

results suggest that age influences digital literacy levels, supporting the rejection of the null hypothesis.

9. MAJOR FINDINGS

- The majority of working women (83.8%) possess a good level of digital literacy, indicating overall competence in using digital technologies for professional purposes.
- Chi-Square analysis shows a significant relationship between age and overall digital literacy, suggesting that younger and middle-aged women are more digitally skilled compared to older employees.
- Most respondents (74.4%) use both smartphones and laptops, reflecting a reliance on multiple devices to perform work-related tasks efficiently.
- Women with higher digital literacy demonstrate improved productivity, confidence, and adaptability, highlighting the positive role of digital skills in enhancing work performance.
- Despite high digital literacy levels, some respondents face challenges such as limited access to advanced technology, lack of structured training programs, and occasional difficulties in adopting new digital tools.

10.SUGGESTIONS

1. Conduct regular workshops and training sessions to enhance digital literacy and update women on emerging technologies.
2. Ensure access to essential digital devices like laptops, smartphones, and reliable internet connectivity.
3. Promote the adoption of productivity and communication tools to improve efficiency and workplace performance.
4. Design digital skill development programs considering the specific needs of different age groups to bridge the generational digital gap.
5. Implement workplace policies that encourage continuous digital learning and provide technical support for employees.
6. Conduct awareness programs emphasizing the benefits of digital literacy for career growth and professional empowerment.

11.CONCLUSION

The study reveals that the majority of working women in Koppal District possess a good level of digital literacy, which positively influences their work efficiency, productivity, and confidence. Age and access to digital devices play a significant role in determining digital competence. Despite these strengths, some challenges such as limited access to advanced technology and inadequate training persist. Enhancing digital skills through targeted programs and supportive workplace policies can further empower women in the organized sector. Overall, digital literacy emerges as a key factor in professional growth and workplace effectiveness.

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