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A SOME STUDY ON REVIEW OF LITERATURE

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Abstract- The terms "review" and "literary" together form up the phrase "literature review." Literature includes any collection of facts about a topic or published works written in a particular literary form about a topic. The term review, which simply means to look at again or rearrange the knowledge of the particular area of investigation, is used to show that his study would add to this field of study. In consideration of the importance of reading the relevant literature as a whole, the researcher also made an effort to summarise and synthesise what is known about his research topic. Every research effort needs to examine the existing body of knowledge related to the topic under investigation. This requirement is inherent to all research processes and is what gave rise to the notion of a review of related literature. Coordination and application of knowledge from relevant, specialised fields of research are required to produce a clear picture of the research issue to be examined. It enables the researcher to comprehend the work of earlier researchers, novel thoughts, as well as the variety of research difficulties in the field.

Keywords:- Review, Literature, pedagogical value, generational, employed, undergraduate, female students, rural and urban.

Introduction:

The terms "review" and "literary" together form up the phrase "literature review." Literature includes any collection of facts about a topic or published works written in a particular literary form about a topic. The term review, which simply means to look at again or rearrange the knowledge of the particular area of investigation, is used to show that his study would add to this field of study. In consideration of the importance of reading the relevant literature as a whole, the researcher also made an effort to summarise and synthesise what is known about his research topic. Every research effort needs to examine the existing body of knowledge related to the topic under investigation. This requirement is inherent to all research processes and is what gave rise to the notion of a review of related literature. Coordination and application of knowledge from relevant, specialised fields of research are required to produce a clear picture of the research issue to be examined. It enables the researcher to comprehend the work of earlier researchers, novel thoughts, as well as the variety of research difficulties in the field. A literature review is a section of a scientific article that summarises the body

of information currently known about a certain subject. It may include important discoveries as well as theoretical and methodological advancements. Literature reviews are secondary sources that don't present entirely original or novel experimental work. Academic publications may contain such reviews, which are most usually related to academic literature; they should not be confused with book reviews, which may also be published in the same locations. Literature reviews are the cornerstone of research in nearly every academic field.

Mitra (2021) A full questionnaire including attitude and use questions was presented to the entire student body of a four-year undergraduate university. A total of 1,444 surveys were completed, yielding a 38% response rate. A main component factor analysis confirmed the a priori prediction that computer use could be divided into 5 different categories. Respondents reported using computers at various intensities. Word processing was the programme that was utilised the most. Task-related and unrelated tasks, as well as math and statistics calculations, were some other uses for email. There are also significant differences between the average attitudes of high and low users across all usage groups. Respondents who reported using computers more regularly exhibited a higher positive attitude toward them on all of the other attitude measures. Finally, there were notable correlations between the use categories and the attitude measures. The results suggest that a range of activities are carried out on computers and that attitudes toward computers are related to the degree of use.

Mitra and Steffen smeier (2021) examined how students' attitudes and computer use in a "computer-enriched" setting affected their learning. In their analysis, data from three years of a five-year longitudinal study done at Wake Forest University were included. The results demonstrated a favourable relationship between student perceptions of computers generally, their role in teaching and learning, and their ability to improve communication in a computer-enriched setting. Furthermore, attitudes about students without easy access to the network did not dramatically alter. According to the findings of this study, a networked institution with easy access for students could foster positive perceptions of computer use in both teaching and learning.

Rupa Paliwal and Deepak Paliwal (2021) The study's participants were male and female in-service and pre-service teachers in the Nainital district. According to the statistical analysis's findings, 78% of all the teachers in the sample had a generally good attitude toward computers, compared to 17% who had a neutral viewpoint and 5% who had an unfavourable one. Teachers in training and in the classroom behave differently. Because they are more exposed to technology, younger people are shown to be the source of this gap. There is no difference in the perspectives of female instructors between those who are now teaching and those who are just starting their careers since women are more receptive to societal changes.

Yadav, Saroj & Singh, ShivVeer (2021) Examining undergraduate students' views about technology and social skills was the aim of the current study. This was done through descriptive survey research. Data was collected from 320 undergraduates from Kanpur, Uttar Pradesh, both in the city and the rural (U.P.). The

Social Competence Scale and the Computer Attitude Scale were administered to the selected group. According to the research, male college students had higher levels of social competence than female undergraduate students. Urban undergraduate students scored higher on social competency tests than their rural counterparts. Although there was no obvious difference between male and female students, undergraduates from urban and rural locations demonstrated noticeably different views toward computers.

Hassan, Hamid & Aziz, Shamsa (2021) It is advised that all colleges and schools offering computer science/studies to students give the essential physical facilities that are globally recommended as well as highly qualified and properly certified instructors. This is so because the research's findings indicated that pupils' views toward computers are positively impacted by having proper physical facilities and computer-savvy teachers.

Gajjar, Nilesh B. (2021) The study's findings revealed that male and female teachers at higher secondary schools do not significantly differ in their knowledge of the internet. There is no discernible difference between teachers in urban and rural higher secondary schools in terms of internet awareness. Most of the teachers were discovered to be adept online. Less people were aware of "internet explorer" the more "internet" was known. Gender did not seem to have an impact on the computer literacy of the higher secondary school instructors. The effect of location on the computer literacy of the instructors in higher secondary schools was not determined.

Kalhotra, Satish Kumar (2021) Based on the analysis and interpretation of the data, it is possible to draw the following conclusions:- Students in higher secondary schools have a favourable attitude toward computer education. Male secondary school students from rural and urban areas have significantly varied perspectives on computer education. Male secondary school students from rural and urban areas have significantly varied perspectives on computer education. One of the study's findings is that students have a very good attitude toward computer education. Consequently, it is important to provide the students with access to the most recent data in the area of computer education. In this competitive age, where both the academic and employment sectors are concerned, students want to learn the most latest information. And computer education can be quite helpful in this area. Based on data analysis, it is possible to draw the following findings. a Another finding demonstrates that there are no appreciable differences in attitudes toward computer education between senior secondary school students in rural and urban areas with regard to sex and location, with the exception of male secondary school students from both rural and urban areas. Since the mean value for male secondary school students in urban areas is higher than the mean value for male secondary school students in rural areas, it can be concluded that urban male students have a more positive attitude toward computer education than rural male students. For this reason, it's critical to support and offer computer training to male students in remote locations. Numerous computer education workshops can help with this. which will encourage a positive attitude toward computer instruction in them. To provide new teachers and students more computer exposure and create a positive attitude toward computer education, SCERT may organise refresher and orientation programmes.

Thakkar, Nehaben Dahyabhai (2021) The results showed that computer education was ineffective in fostering in students a scientific mindset. The formation of a scientific attitude has not been proven to be significantly impacted by sex. The formation of a scientific attitude has been demonstrated to be highly impacted by SES. It has been discovered that SES students on average exhibit a much greater level of scientific attitude development. It has been discovered that moms' education has a substantial impact on how children develop a scientific mentality. The formation of a scientific attitude has not been proven to be impacted by family structure (joint and nuclear). It has been discovered that Gujarati-medium pupils have a higher attitude towards science than English-medium students. Higher computer education facilities have been demonstrated to produce pupils with higher scientific attitudes.

Modi, Vikas (2021) The study's findings demonstrated that there is no appreciable difference in the views of rural boys and girls toward computer education. Boys and girls in metropolitan areas have largely similar opinions toward computer education. Boys from both urban and rural locations have comparable opinions about computer education. There won't be a major difference in how girls feel about computer education in rural and urban locations.

Suri, Gunmala & Sharma, Sneha (2021) The study's aim was to ascertain how views about online learning were influenced by gender. Literature shows that gender plays a significant role in how individuals perceive the usefulness and usability of technology differently, however there are many diverse viewpoints on attitudes and perceptions of e-learning. The effect of gender on perceptions of computer technology and online learning in general is investigated in this essay. The use of basic e-learning tools, such as uploading and downloading course materials, viewing interactive videos, and listening to podcasts, is also examined. A questionnaire was designed to collect the needed data. A computer and e-learning attitude measure called SCAELA was created and verified. For this study, 477 Punjab University Chandigarh students who were enrolled in a range of courses across many departments were scrutinised. The results showed that views regarding computers and online learning are unrelated to gender. The utilisation of several e-learning platforms also showed that there was little gender difference. This discovery can guide the development of efficient e-learning technologies in the course of further e-learning advancements.

Saoji, S. P. (2020) According to the results, secondary school students in rural areas are less aware of computer education. Students' awareness of computer education does not significantly differ between male and female students. Secondary school teachers in rural areas have less knowledge about computer education. Male and female teachers do not considerably differ from one another in terms of their knowledge of computer instruction. There is no appreciable difference in computer instruction between professors with more than 15 years of experience and those with fewer.

Pandian. U. (2020) The study's conclusions show that there is no appreciable difference between male and female OC/MBC/SC&ST students in the Pondicherry region. In the Pondicherry region, students in high

school IX and X's attitude toward computers and their academic accomplishment are strongly positively correlated.

Cotton (2020) Computer-assisted instruction has been found to enhance student attitudes in a variety of ways. Additionally, studies referenced by Cotton demonstrated that computer-assisted learning increases self-efficacy, school attendance, time spent on task, and pragmatic behaviour. These included a more positive attitude toward learning, the use of computers in the classroom, and computers in general.

Andrew, M. Colman & Rod Corston (2020)) Participants (36 male and 36 female), ranging in age from fifteen to fifty-two, conducted a computer-based tracking activity under one of six audience conditions as part of an experiment to evaluate the effects of gender and social facilitation on performance. A fifteen-item questionnaire that was also filled out by each participant asked about attitudes toward computers and computer users, levels of computer usage, anxiety connected to computers, confidence and skill with computers, and attitudes towards computers. Men did noticeably better than women, and there was a large social facilitation effect. Females considerably outperformed either a male audience or themselves, indicating a significant Gender x Audience interaction.

Underwood & Brown (2020)21, Coley et al. (2020) When students utilise computers, they are more motivated to study, and studies have shown that computer-based training can individualise learning, give pupils quick feedback, and even explain the correct response. Because of the potential for error correction, the semi-private environment, better self-esteem, active control over their immediate environment, and the ability to study at their own pace, students' motivation to learn using computers has increased.

Sue Espinoza and Yixin Zhang (2020) According to the study, students' judgments of their familiarity or apprehension with computers had an impact on how confident they felt about them. Important indications of students' motivation to learn computer skills included their self-reported computer utility and their opinion of the sophistication of computer technology.

Ede, Fred O., and Bhagaban Panigrahi (2019 Despite the fact that Nigerian college students generally see computers less favourably than Indian college students do, the poll found that both Indian and Nigerian students generally do. More specifically, the results of the study imply that Indian students are more likely than Nigerian students to value computers, find them useful, have more confidence in them, be less afraid of computers, and generally have a more positive attitude toward them. The results showed that male students had slightly (but not statistically substantially) more favourable opinions toward computers than female students. A correlation analysis unexpectedly revealed no link between age and computer views.

Charles M. Ray, et al. (2019) Men and women's attitudes on the use of technology to boost productivity, the impact of computers on people and the workplace, and how comfortable men and women feel using computers were contrasted in a survey of 62 business communication majors. Women performed better than men on all three scales, according to the results.

Cradler & Cradler, (2019)27, and Koedinger et al., (2019) The use of curriculum-supporting "intelligent tutor" software has been shown to enhance learning. An algebra curriculum in Pittsburgh is supported by an intelligent tutor software programme that emphasises the use of computer tools and mathematical analysis of real-world situations as part of the regular curriculum for, on average, the 470 students enrolled in the experimental classes. performed 100% better on exams concentrating on curriculum-focused objectives and performed 15% better on standardised tests than students in comparable classes. Once students finish their first multimedia project, teachers see a noticeable improvement in the students' skills and comprehension. Thanks to the just-in-time model for multimedia training, university content and instructional design specialists were able to provide teachers with the abilities they required as they were needed for the completion of specific items and projects. After students completed the first multimedia project, teachers observed better student knowledge of: a) research skills; b) research skills to find content resources; c) ability to apply learning to real-world situations; d) organisational abilities; and e) interest in the subject.

H. Seyall Afzaal et al., (2019) Additionally, this study identified factors that influenced how academics felt about computers. This was accomplished by a survey of 192 non-computer professors from four technical colleges. The demographic and educational features of academics did not seem to significantly influence their attitudes toward computers. On the other hand, it was found that a PC and some level of computer expertise were essential.

Anthony F. Norcio, Thawatchai Piyawat, and Jantawan Noiwan (2019) Most Thai first-year college students are already adept in some basic applications. They already have positive views of computer technologies before taking their required course on computer applications. Students who are less computer-phobic are more likely to feel at ease with and like using computers. Students are more likely to appreciate using computers if they are more at ease with them. Students who consider computers to be reasonably useful are less apprehensive, more self-assured, and more computer-friendly. Additionally, novice users display lower levels of computing attitude and self-efficacy than moderate-skill users. There are, however, various levels of computer self-efficacy. Students are more familiar with word processing and email compared to other programmes. Students who are able to use word processing, spreadsheets, and e-mail pretty well typically have a positive outlook.

Keller and Cernerud (2019) Experts have found that factors including age, gender, past computer experience, technology acceptability, and individual learning styles are highly predictive when analysing student adoption of technology. The study's goal is to determine how gender influences people's opinions toward online education and their acceptance of computer technology.

George Zhou, Zuochen, and Zhang (2019) The primary reasons why there weren't many female students enrolled in the courses were as follows: Learning environment: Due to outdated technology (computer hardware, software, and network) and instructional strategies, students felt the course was "boring" or "not fascinating"; Benefits believed to exist: Participants had a variety of career goals, but the majority felt that

they didn't need to be highly knowledgeable about computer science as they wouldn't be working in the IT industry; Family influences: Based on the academic and professional backgrounds of their parents and other family members, some participants had a deeper and more comprehensive understanding of computer studies courses than others.

Salih Usun (2019) The results demonstrate that student perceptions of computers in general are favourably related to technologically advanced environments and multimedia-rich learning environments, and they can foster positive attitudes toward the use of computers in education. Students majoring in computer and educational technologies performed on average better than those majoring in educational sciences, according to the study's findings. This was accurate for 8 out of the 9 attributions. This result may be rather typical if we take into consideration the fact that students of Computer and Educational Sciences work more in the computer environment and benefit more from these tools in education as a result of their department and lecturesFaculty of education should use the results of our study for future academic planning since the usage of computers in education is relevant across all departments of computer and educational technologies.

Farkas and Murthy (2019) The results showed that following statistically significant losses over the first three measures (the first third of the course), there was a statistically non-significant rise in positive opinions of computers once the programming component of the course was over. Conclusion: The early enthusiasm for computers, which may arise from familiarity with using computers for recreational activities, quickly fades when the work of learning computing ideas and skills begins.

Conclusion: it is conclude that, with the exception of male secondary school students from both rural and urban areas, there are no significant differences in attitudes towards computer education between senior secondary school students in rural and urban areas with regard to sex and location. It may be deduced that urban male students have a more positive attitude towards computer education than rural male students since the mean value for urban male secondary school students is higher than the mean value for rural male secondary school students. Therefore, it is important to encourage and provide computer training for male students in rural areas.

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