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# Computer Knowledge Level of Secondary School Students

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***Abstract***

*The purpose of the present study is to study the computer knowledge level of secondary school students of Mysuru. For the present study, descriptive survey method was adopted. The samples of 370 students were selected from 6 secondary schools of Mysuru. A well balanced Computer Knowledge Level question paper was given to collect the data. Descriptive statistical measures (Mean and Standard deviation) used to describe the characteristics of the sample; test of significance of difference between means (t-test) was used to study whether there is a significant difference with regard to Gender and Locality. Findings of the study revealed that, Majority (65.14%) of students possess average level of computer knowledge level. 17.03% and 17.83% of students possess above average and below average computer knowledge level respectively. There is no significant difference in Computer Knowledge Level of boys and girls but, there is a significance difference in Computer Knowledge Level of rural and urban secondary school students.*

*Key words: Computer Knowledge.*

## Introduction

The era of digitalism basically started with the invention of computer. Since then, our society has been experiencing remarkable growth in technology by getting benefited from digital products including PCs, laptops, mobile phones, cameras etc. As a matter of fact, everything started with computer, therefore the knowledge of computer is much important than any other thing. Students, belonging to different fields of life, must have the knowledge of computer because its use is required in every area. Whether you become a doctor or an engineer, a businessman or a housewife, you'll always need computer knowledge.

Computers have revolutionized the way we live and work. There is hardly any field in which computers do not play a very significant role. Education too has grown beyond learning from textbooks. The internet is a much better treasure trove of information.

Students who use computers have been shown to attend school more steadily and perform better than students who do not use computers. Along with getting higher grades on exams, students also stated they felt more involved with their lessons and work if they used a computer. Using computers gets students to become more focused on their work at home, in collaborative projects with other students and on their own.

Computers make the learning process a lot more simple and efficient, giving student's access to tools and methods of communication unavailable offline. For example, students can check their grades or lesson plans online, and also communicate directly with their teachers via email or educational platforms such as Blackboard. Students can also send work to their teachers from home or anywhere else, letting them finish work outside the constraints of school hours and teaching them about procrastination and personal responsibility. Teaching students how to use computers helps them prepare for any number of possible careers, and classes based on computer education can get even more specific.

**Need and Importance of the study**

A life without computers would seem almost unimaginable for many. Today, computers are a part of almost everywhere. They are widely used in networking, information access, data storage and the processing of information.

Computer education is important for every individual today. The advantages of computers in education include an efficient storage and performance of information, quick information processing and very importantly the saving of paper.

Computer teaching plays a key role in the modern systems of education. Students find it easier to refer to the Internet than searching for information in fat reference books. The process of learning has gone beyond learning from prescribed textbooks. Today, aspirers can satisfy their thirst for knowledge by means of the Internet. It is easier to store information on computers than maintaining hand-written notes. To know more on the subject, read about textbooks versus computer teaching.

Internet can play an important role in education. As it is a huge information base, it can be used to refer to information on various subjects. Moreover, computers help an electronic format for storage of information, thereby saving paper. Homework and test assignments submitted as soft copies save paper. Electronically erasable memory devices can be used repeatedly. The computer technology thus eases the process of learning.

In the past many attempts have been made to find out the computer knowledge of secondary school students. Sharad Sure (2015) studied the factors influencing effectiveness of computer education. Hence, the investigator made an effort to find the computer knowledge in secondary school students.

**Objectives of the Study**

1. To assess the Computer Knowledge Level of secondary school students of Mysuru.
2. To compare the Computer Knowledge Level of secondary school students in the following categories,
   a) Male and Female
   b) Urban and Rural

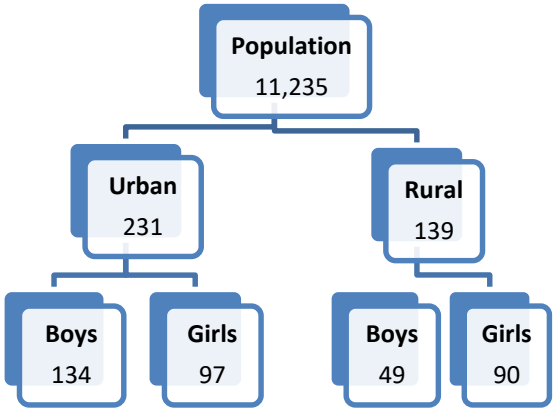
**Hypotheses**

1) There is no significant difference in Computer Knowledge Level of secondary school students in the following categories,
   a) Male and Female
   b) Urban and Rural

## Methodology

A descriptive survey method was used for the present study. The population constitutes 11,235 secondary school students studying in Mysuru taluk. A sample of 370 secondary school students (183 boys and 187 girls) of Mysuru taluk was selected randomly. Data was collected with the help of balanced question paper prepared by the researchers.

Fig-1: ***Diagrammatic representation of sampling procedure***




## Data Collection Procedure

The researcher personally visited 9 secondary schools located in Mysuru taluk. The balanced question paper was distributed to 370 secondary schools students and they were asked to answer the questions. The answer papers collected and the data for each question has been quantified and tabulated in order to test the hypotheses formulated for the study.

## Statistical techniques

Descriptive statistical measures (Mean and Standard deviation) used to describe the characteristics of the sample; test of significance of difference between means (t-test) was used to study whether there is a significant difference with regard to Gender and Locality.

## Analysis and Interpretation of the data

In order to present the result systematically the hypothesis wise interpretation has been given in table.

1. To assess the Computer Knowledge Level of secondary school students of Mysuru.

***Table-1***: ***Percentage of students having different levels of computer knowledge***

| S.N | Computer Knowledge Level | No of students | Percentage |
|---|---|---|---|
| 01 | Above average | 63 | 17.03 |
| 02 | Average | 241 | 65.14 |
| 03 | Below average | 66 | 17.83 |
| **Total** | | **370** | **100** |

According to the table-1, majority (65.14%) of students possess average level of computer knowledge. That means that percentage of students with average computer knowledge is more. 17.03% and 17.83% of students possess above average and below average computer knowledge level respectively.

2. To compare the Computer Knowledge Level of secondary school students in the following categories,

a) Male and Female

b) Urban and Rural

***Hypothesis (1)(a)* :** There is no significant difference in Computer Knowledge Level of secondary school boys and girls.

***Table-2: Mean, SD, t- value of Boys and Girls with regard to Computer Knowledge Level***

| Gender | No of students | Mean | SD | df | t-value | Significance |
|---|---|---|---|---|---|---|
| Boys | 183 | 14.73 | 4.717 | 368 | 1.674 | NS |
| Girls | 187 | 13.9 | 4.80 | | | |

Table (2) reveals that, obtained t-value 1.674 is less than critical value 1.97 at 0.05 level. Hence, the formulated null hypothesis number (1) (a) is accepted. Therefore, it may be concluded that there is no significant difference in Computer Knowledge Level of secondary school boys and girls.

**Hypothesis (1)(b) :** There is no significant difference in Computer Knowledge Level of Rural and Urban secondary school students.

***Table-3: Mean, SD, t- value of Rural and Urban students with regard to Computer Knowledge Level***

| Locality | No of students | Mean | SD | df | t-value | Significance |
|---|---|---|---|---|---|---|
| Rural | 139 | 12.56 | 3.174 | 368 | 6.389 | Sig** |
| Urban | 231 | 15.36 | 5.246 | | | |

Table (3) reveals that, obtained t-value 6.389 is greater than the critical value 1.97 at 0.05 level. Hence, the formulated null hypothesis number (1) (b) is rejected. Hence, the alternative hypothesis i.e., 'there is a significance difference in Computer Knowledge Level of rural and urban secondary school students is accepted'. The mean value of Computer Knowledge Level of urban students is greater than the rural students. Hence urban students possess better computer knowledge level.

**Findings of the study**

The findings of the present study are as follows,

a) Majority (65.14%) of students possess average level of computer knowledge level. 17.03% and 17.83% of students possess above average and below average computer knowledge level respectively.
b) There is no significant difference in Computer Knowledge Level of secondary school boys and girls.
c) There is a significance difference in Computer Knowledge Level of Rural and Urban secondary school students. Urban students possess better computer knowledge level.

**Educational Implications**

On the basis of the results, the following are the educational implications of the findings of the present study,

a) Majority of students possess average computer knowledge, providing offline basic computer course for 2 hours daily in the school. Hence, students learn from the teacher, practice in front of them, take a daily practical class and create as many exercises. Ask and interact with the computer teacher. After learning the basics from an offline course or even during the offline course. Provision to watch the You Tube videos.
b) Students will improving computer knowledge if the teacher provides technical literature to the students.
c) Conducting remedial classes for students having average computer knowledge.

**Limitations of the study**

The major limitations are listed below,

a) The study is restricted only to secondary school students of Mysuru.

b) The statistical samples of 183 individuals are boys and 187 individuals are girls.

**References**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