

# COMPUTER LITERACY: A SURVEY OF STUDENTS IN SOCIAL SCIENCES AND HUMANITIES

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## ABSTRACT

The purpose of this paper is to investigate and determine the computer literacy in the students of University College of Social Science and Humanities, MLSU, Udaipur. The questionnaire method was conducted as a tool for collection of primary data. 100 questionnaires were distributed, 67 duly filled were received with the response rate of 89.33%. The results revealed that most of the student's have basic knowledge of computer. 65.67% of the total respondent use computer 0-1 hours daily. Paper also analysis the knowledge of application and operating software, concept of computer literacy and awareness of computer.

**Keywords:** Computer literacy, Computer skills, Computer, Social Science and Humanities.

## 1. INTRODUCTION

The term "computer literacy" became immensely popular in the 1980s as a catch phrase describing a new type of understanding. Prior to the popularity of phrase "literacy" was reserved for the knowledge of basic skills in reading, writing, familiarity with the classical works and great books of ancient and modern cultures. Literate means to be educated regarding the fundamental or basic ideas, beliefs and methods of communication in society. But applying the term "literacy" to computers, society signifies that this sort of knowledge is as important to a person's education in contemporary society as knowledge of reading and writing has been in the past. Computer has turned into a vital part of the present world. Now days making presentation (PPT) and CV (curriculum vitae), communicating via e-mail are widely practiced. To use the maximum benefits of the computer everyone must be computer literate. Computer literacy preceded digital literacy and refers to knowledge and skills in using traditional computers (such as desktop, PC and laptop) with a focus on practical skills in using software application packages. An individual is called to be computer literate when he can use computer and related technologies perfectly and successfully.

## 2. COMPUTER LITERACY

Computer literacy can be defined from two vantage points,

each of which is informed by a dynamic mixture of skills that are needed to access and manipulate digitally encoded information. For an individual, it simply means being able to use the computer as a means to an end. In 1976 Burchinal suggest that "To be computer literate require a new set of skills. These include how to locate and use computer needed for problem solving and decision making efficiently and effectively".

## 3. OBJECTIVES OF THE STUDY

The study was an attempt to find out the awareness and utilization of computer skills by the students of college of Social Science and Humanities, Mohan Lal Sukhadia University.

- Following are the major objectives of the study.
- To find out gender wise association for the use of computer.
- To identify the places computer is used most frequently.
- To observe the awareness of the respondents about computer.
- To detect the basic skills of computer of the respondents.
- To obtain the sources from where the respondents get knowledge of computer.
- To know the typing skills of the respondent.

#### 4. HYPOTHESIS

Following hypothesis is created to be listed.

- H<sub>1</sub> There is no significant association between male and female respondents for the use of computer.
- H<sub>2</sub> There is a relationship between age group and typing skills of the respondents.

#### 5. METHODOLOGY ADOPTED

The methodology adopted for the present study is questionnaire method. The questionnaire was distributed among 100 college students of Social Science and Humanities, Mohan Lal Sukhadia University, out of which 67 duly completed questionnaires were received back. The data analysis for the present study was conducted through Statistical Package for Social Science Software or (SPSS v24) and MS-Excel. Chi-Square and Karl Pearson Correlation is also applied.

#### 6. ANALYSIS OF COLLECTED DATA

##### 6.1 Familiar with the use of computer

Based on the information given by respondents it is

clear that 67 are total respondents. Out of these 35 male respondents and 30 female respondents are familiar with the use of computer. Only 2 male respondents have no familiarity with computer.

##### 6.2 Chi-Square Test for the use of computer

The test statistics follows chi square distribution with 1 df. at 5% level of significance where p value is 0.05 which is smaller than the computed sig. value = 0.196. Therefore, at 5% level of significance, null hypothesis may be rejected and conclude that there is association between male and female for the use of computer.

##### 6.3 Typing skills of Male and Female

Table 3 shows that 2 male respondent and 1 female respondent is very poor in typing 7 male and 8 female respondents are acceptable in typing whereas 20 male and 13 female respondents are good in typing. The same numbers of respondents i.e. 8 each are very good in typing respectively.

**Table 1: Familiar with the use of computer**

		Familiar with the Use of Computer		Total	% of Respondents
		Yes	No		
Gender	Male	35	2	37	55.22
	Female	30	0	30	44.77
Total		65	2	67	100

**Table 2: Chi-Square Test for use of computer**

Chi-Square Test					
	Value	Df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
<b>Pearson Chi-Square</b>	<b>1.672</b>	<b>1</b>	<b>.196</b>		
Continuity Correction	.326	1	.568		
Likelihood Ratio	2.425	1	.119		
Fisher's Exact Test				.498	.301
Linear-by-Linear Association	1.647	1	.199		
No. of Valid Cases	67				

**Table 3: Typing skills of Male and Female**

		Typing Skills				Total	% of respondent
		Very poor	Acceptable	Good	Very good		
Gender	Male	2	7	20	8	37	55.22
	Female	1	8	13	8	30	44.77
Total		3	15	33	16	67	100

**6.4 Correlation between Age Group and Typing Skills**

The statistics test follows Karl Pearson Correlation between age group and typing skill. At 5% level of significance P value is 0.05 which is smaller than the compounded significance value i.e. **0.733**. Therefore, at 5% level of significance, null hypothesis may be rejected and can be concluded that there is No relationship between the age group and typing skills of the respondent.

**Table 4: Correlation between Age Group and Typing Skills**

Correlation between Age Group and Typing Skills			
		Age Group	Typing Skill
Age Group	Pearson Correlation	1	-.043
	Sig. (2-tailed)		.733
	N	67	67
Typing Skill	Pearson Correlation	-.043	1
	Sig. (2-tailed)	.733	
	N	67	67

**6.5 Age Group of the Respondents**

**Table 5: Age Group of the Respondent**

Age Group	No. of Respondents	% of Respondents
Below 20	22	32.83
21-25	37	55.22
26-30	8	11.94
<b>Grand Total</b>	<b>67</b>	<b>100</b>

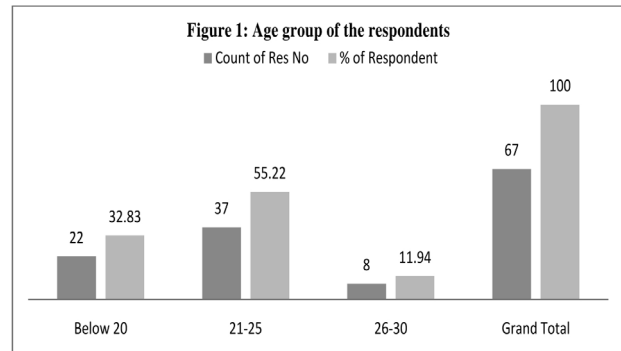


Table 5 and figure 1 shows that 22(32.8%) of the respondents are below 20 years of age group, 37(55.22%)

of the respondents are 21-25 years of age group and 8(11.94%) of them are 26-30 years of age group. Below 21-25 years respondents have higher computer literacy level.

**6.6 Typing Skills of the Respondents:** In today technological era, typing skills are very important for all the students.

**Table 6: Typing skills of the Respondents**

Typing skills	No. of Respondents	% of Respondents
Very poor	3	4.47
Acceptable	15	22.38
Good	33	49.25
Very good	16	23.88
<b>Total</b>	<b>67</b>	<b>100</b>

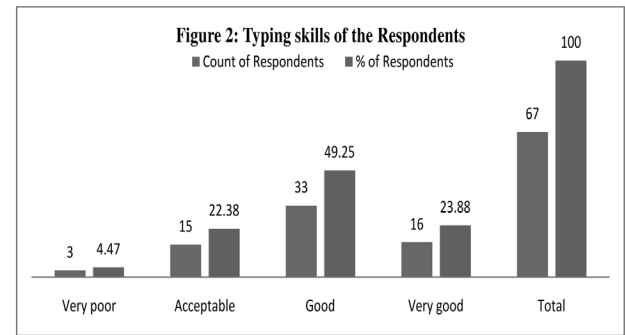


Table 6 and figure 2 show that 3(4.47%) of respondent are very poor in typing, 15(22.38%) are acceptable in typing whereas 33(49.25%) of respondents are good and 16(23.88%) are very good in typing.

**6.7 Daily uses of computer by the Respondents:** Use of computer on regular basis in our life is very important. Technically in daily life computer is used to convert raw facts and data into meaningful information and knowledge.

**Table 7: Daily uses of computer by the Respondent**

Computer Uses	No. of Respondents	% of Respondents
0-1 hours	44	65.67
1-2 hours	4	5.97
2-3 hours	4	5.97
3-4 hours	6	8.95
5-6 hours	4	5.97
More than 6 hours	5	7.46
<b>Grand Total</b>	<b>67</b>	<b>100</b>

Table 7 show that 44(65.67%) of the total respondents use computer 0-1 hour daily whereas 4(5.97%) of respondents use computer 1-2 hours or 2-3 hours daily, 6(8.95%) respondents use 3-4 hours daily whereas 4(5.97%) of respondents use computer 5-6 hours daily and 5(7.46%) of respondents use computer for more than 6 hours daily.

### 6.8 Computer skills of the Respondents

**Table 8: Computer skills of the Respondents**

Statement	Male	Female	Grand Total	% of Respondents
Can change screen brightness and contrast	35	30	65	97.01
Can minimize and maximize windows	35	29	64	95.52
Can use Search option	36	27	63	94.02
Can Scan disks for virus	24	14	38	56.71
Can write files in DVD or USB	31	19	50	74.62
Can create and update web page	21	19	40	59.7
Can record and edit digital audio-visual	29	20	49	73.13
Can download and use apps in digital devices	37	30	67	100

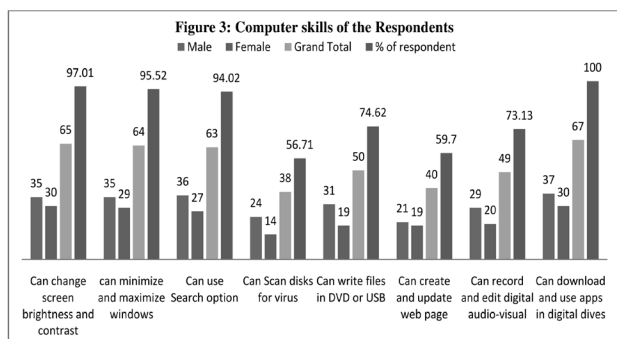


Table 8 and figure 3 show that out of 65 respondents 35 male and 30 female respondent can change computer screen brightness and contrast, whereas 35 male and 29 female respondents can minimize and maximize window. 36 male and 27 female respondents can use search option whereas 24 male and 14 female respondents can scan disks for virus out of 38 respondents. 31 male and 19 female respondents can write files in DVD or USB. Out of 40 respondents 21 male and 19 female respondents can create and update web pages. 29 male and 20 female respondents can record and edit digital audio-visual. Out of 67 respondents 37 male and 30 female respondents can download and use apps on digital devices.

### 7. TESTING OF HYPOTHESIS

H<sub>1</sub> There is no significant association between male and female respondents for the use of computer.

**Testing:** According to table 2 the test statistics follows chi square distribution with 1 df. at 5% level of Significance where p value is 0.05 which is smaller than the computed sig. value = 0.196. Therefore 5% level of significance shows that there is no significant difference between male and female for the use of computer. Thus the above hypothesis is accepted.

H<sub>2</sub> There is a relationship between age group and typing skills of the respondents.

**Testing:** According to table 4 the statistics test follows Karl Pearson Correlation between age group and typing skills. At 5% level of significance P value is 0.05 which is smaller than the compounded significance value i.e. 0.733. Therefore 5% level of significance shows that there no relationship between the age group and typing skills of the respondent. Thus, this hypothesis is also accepted.

### 8. MAJOR FINDINGS

Based on the data analysis, the findings of the present study are as follow;

- 55.22% of the respondents are 21-25 years of age group and 49.25% respondents are good in typing skills.
- 65.67% of respondent use computer 0-1 hour daily.
- 97.01% respondents can change computer screen brightness and contrast.
- A majority of 95.52% respondents can minimize and maximize the windows.
- 94.02% respondents can use search option and 59.70% can create and update web pages.

### 9. CONCLUSION

In view of the findings of the survey the following conclusions are made:

1. Male respondent are more familiar with the use of computer than female respondents.

2. The respondents have good typing skills.
3. Many respondents use computer only 0-1 hours daily which shows that use of computer is very less.
4. Male respondent have better computer literacy skills than female respondents.

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