



## ATTITUDE OF LEARNERS TOWARDS COMPUTER EDUCATION CENTERS IN VIRUDHUNAGAR DISTRICT

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**ABSTRACT:** Human intelligence is not only about information handling it is also about how the mind sorts out instincts, opinions, evaluations, possibilities, alternatives. Stringing together life's learning to become effective and successful human beings is the key task of any learning environment. Education should be a lifelong process and aligned to ones natural talent rather than concentrated to young years neither it should be restricted to schools and campuses. The researcher selected 364 samples and the collected data are analyzed through the percentage analysis, chi square and weighted arithmetic mean.

**Key Words:** Education, Attitude, ICT and Learning

### INTRODUCTION

By computer education, one means gaining the know-how of the basic concepts related to a computer and gaining the knowledge of computer operation. Knowing about the basic components of a computer, the basic concepts behind these of computers and the know-how of some of the elementary computer applications constitutes computer education. Learning about the computer basics followed by a practical experience of using a computer is the key to computer education. As computers are widely today, acquiring computer education is the need of the modern times.

Computers are not only storage devices and processing units, but also are excellent communication media. They are the means to access the Internet and get connected to the world. They are also an effective audio-visual media. Computers can be used to access a vast knowledge base and search for information archives over the Internet. Only computer education can facilitate the use of computers for purposes of communication and entertainment.

Computer knowledge coupled with certain job skills increases one's chances of getting a job. Those with knowledge of computer are considered for many kinds of jobs. As most of the

jobs involve the use of computers, computer education is an eligibility criterion for almost all of the modern-day jobs. Higher education involving network administration, hardware maintenance or software skills open doors for brighter job opportunities.

Computer education helps one manage one's own business assets and personal finances. Computers serve as an efficient means for management of information. Personal financial assets, medical records and important documents can be stored in an electronic format in a computer system. Today, banking transactions and payments of bills are done over the Internet. Similarly, online shopping is becoming widely popular. To be in the race, it is very important for everyone to take computer education.

The word processing applications of a computer serve as an effective means of documentation. The database management software that are a part of computer systems serve as the means large amount of data. The networking capabilities of a computer facilitate connecting to the Internet to reach out to the world. Gaming applications and media players are some of the popular computer software, which are popularly used across the world.

Computers, which have such a wide variety of applications, are indeed ruling the society. To keep up the pace in this fast life of today, computer education is extremely important. Computers are integral part of life and so is computer education.

Classroom teaching must follow a purpose else the teaching collapses into rote learning and testing – a test of memory. Teaching must encourage knowledge processing which leads to acquisition of life skills.

ICT (Information and Communication Technology) has facilitated both content generation

and information dissemination, it aids, teaching, academic administration, examinations and research overcoming problems of scale and scope anytime, anywhere. There can be quantifiable and measurable gains in efficiency. IT has led to enhanced interactivity and interconnectivity and encouraged self paced learning and individualized styles.

### REVIEW OF LITERATURE

Fischer et al. (2015) made an important contribution to the diffusion of digital media in higher education. The researchers found that the detailed analysis of the frequency distribution over the seven years reflects the intensity of scientific discussion towards e-learning trends, and conclusions about the didactical or technical potentials of innovations can be introduced. Specifically, they found the development potential of learning management, mobile learning, virtual worlds, e-portfolio, social media and Massive Open Online Courses are crucial for e-learning in German higher education.<sup>1</sup>

Moravec et al. (2015) the study compares the results of questions from the area of law where the tool was provided in a pilot version with the results of questions, where the e-learning tool was not provided. The researchers found that the e-learning tools have affected the students' results. Nevertheless, the belief of the e-learning tool may possibly have a negative effect on students who will depend on given materials was disproved.<sup>2</sup>

Mothibi (2015) examined the relationship between e-learning and students' academic achievement in higher education. The researcher found that ICT had a statistically significant positive influence on e-learning based students' academic achievements. The results also indicated that ICT had a significant positive influence on students' educational overall academic achievements.<sup>3</sup>

Salter et al. (2014) aimed to demonstrate the features and benefits of the practice of e-education in general and in particular in the pharmacy, where e-education helps to clarify the vehicles pharmaceutical and elements of vehicles in that it would facilitate the process of analysis

and helps to count the number of elements, a more precise and faster, where there are a number of theories that help to clarify more broadly. It is those theories to determine the effectiveness of the system and how to explain overlaps that occur within complex e-education system and therefore the system's capacity for analysis and helps greatly stunning offers time and effort and cost. The researchers found that e-learning to be effective at increasing knowledge immediately after training for all topics and in all contexts. E-learning in pharmacy education was a highly suitable instructional format for pharmacists and pharmacy students. It is the benefits that help their e-education system in the field of universities, where all the students are taking the attendance and leave them through computer system due to the student e-education, e-has to know the number of absence, as well as upon request duties is due to send and receive the solution through e-education persist this system its ability to sweep all organizations work accuracy and speed.<sup>4</sup>

Teo (2014) aimed to clarify the extent of teacher satisfaction of the application of e-learning program among persevere teachers and also investigated the key drivers of teachers' e-learning satisfaction. 387 participants in a postgraduate diploma in education completed a survey questionnaire to measure 6 constructs (tutor quality, perceived usefulness, perceived ease of use, course delivery, facilitating conditions, and course satisfaction). By using structural equation modeling, data analysis showed that, apart from facilitating conditions, all other constructs were significant predictors of e-learning satisfaction. Nevertheless, the facilitating conditions construct was found to be a significant mediator of perceived ease of use and satisfaction.<sup>5</sup>

Shannak (2013) explored the factors of mobile learning (m-learning) approaches which can be used for enterprise resource planning (ERP) system. The technology acceptance model(TAM) was applied to assess the acceptance, usefulness and perceived ease of use of the m-learning. The researchers found that the m-learning system was correlated positively for perceived ease of use and perceived usefulness as such findings confirmed other studies which stressed the importance of the

<sup>1</sup> Fischer, H., Heise, L., Heinz, M., Moebius, K., & Koehler, T.: "How to Identify E-Learning Trends in Academic Teaching: Methodological Approaches and the Analysis of Scientific Discourses", *Interactive Technology and Smart Education*, Vol.12, No.1, 2015, Pp.31-43.

<sup>2</sup> Moravec, T., Stepanek, P., & Valenta, P.: "The Influence of Using E-Learning Tools on the Results of Students at the Tests", *Procedia Social and Behavioural Sciences*, 176, 2015, Pp.81-86.

<sup>3</sup> Mothibi, G.: "A Meta-Analysis of the Relationship between E-Learning and Students' Academic Achievement in Higher Education", *Journal of Education and Practice*, Vol.6, No.9, 2015, Pp.6-10.

<sup>4</sup> Salter, S., Karia, A., Sanfilippo, F., & Clifford, R.: "Effectiveness of E-Learning in Pharmacy Education", *American Journal of Pharmaceutical Education*, Vol.78, No.4, 2014, Pp.1-12.

<sup>5</sup> Teo, T.: "Preservice Teacher's Satisfaction with E-Learning", *Social Behavior & Personality*, Vol.42, No.1, 2014, Pp.3-6.

quality of course content in e-learning and m-learning projects.<sup>6</sup>

Arasteh et al. (2014) proposed a dynamic resource management model to develop the availability and dependability of the e-learning services in the grid system. A dynamic replication technique was employed to tolerate resource failure/unavailability during the execution of an e-learning service in the economic grid system. The researchers found that the availability of the e-learning services in the proposed model was higher than those of the basic resource management services. This model maintains a trade-off between cost and the degree of quality of e-learning services.<sup>7</sup>

#### **STATEMENT OF THE PROBLEM**

Computer education is offered through educational institutions as a formal and conventional method. This type of formal education will be useful only for the selected group, because everyone is not joining the educational institutions. But at the same time there are lots of computer education centers offering computer literacy and sophisticated knowledge in computer and IT field to all segments of society, by sharpening their employment potentiality. Hence the researcher feels it necessary and opts to conduct a study on the contributions of computer education centers' to the society in Virudhunagar district.

#### **OBJECTIVES OF THE STUDY**

The research work will be carried out keeping in view the objectives listed below.

- To present a detailed profile on the various computer education centers operating in the study area.
- To analyses the attitude of the learners towards teaching, course contents, knowledge enrichment and employability.

#### **SAMPLING DESIGN**

The researcher will collect the data from all of recognized computer education centers operating in Virudhunagar district. So as to bring out the opinion of the learners about the performance of computer education centers, learners will be personally interviewed by the researcher. The researcher has decided to give equal weightage to all section of learners. Accordingly the researcher will contact three

students from the stratas like school/college, business class, housewife, in service staff and job seekers. Thereby 15 students from each centre will be interviewed by the researcher, applying stratified random sampling technique.

#### **RESEARCH METHODOLOGY**

The present study is based on both primary and secondary data. The primary data has been collected with the help of a sample survey of users and Computer Centres.

The sample size for the present study is 364users of Computer Education Centres in Virudhunagar district. Having determined the sample size, proportionate stratified non-random sampling was used for selection of samples.

Virudhunagar district has 11 Blocks. There were 110computer centres in 11 Taluks as on 31<sup>st</sup> March 2017. Each of the computer centre has 50 - 60students. There were 6047 students in total in the district. 364students have been selected from these 11 Blocks on the basis of the proportionate share of Self-Help Group members of each Block which is given in the following table.

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<sup>6</sup>Shannak, R: "Key Issues in E-Banking Strengths and Weaknesses: The Case of Two Jordanian Banks",EuropeanScientific Research, Vol.9, Issue - 7, 2013, Pp.239-263.

<sup>7</sup>Arasteh, B., Pirahesh, S., Zakeri, A., &Arasteh, B: "Highly Available and Dependable E-Learning Services Using Grid System", Procedia Social and Behavioural Sciences, Vol.143, 2014, Pp.471-476.

S.No	List of Blocks	Total No. of Computer Centres	Total No. of Students	No. of samples
1	Srivilliputtur	12	627	37
2	Watrap	6	330	20
3	Rajapalayam	11	535	32
4	Sattur	9	495	30
5	Vembakottai	6	287	17
6	Sivakasi	15	848	51
7	Virudhunagar	19	1021	61
8	Arruppukottai	16	873	53
9	Kariyapatti	13	576	35
10	Thiruchuli	8	294	18
11	Narikudi	5	161	10
<b>TOTAL</b>		110	6047	364

Thus, the sample size for the study was 364 Students. Similarly, 110 computer centres were also interviewed. First hand data are collected from the field through interview schedule and observation. The interview schedule drafted at first instant was circulated among a few research scholars and field experts for a critical review with regard to wordings, format and sequence. It was redrafted in the light of their comments. The schedule has thus become an undisguised structured data gathering instrument suitable for a personal interview.

The study has also widely used the secondary data. The secondary data for the study has been collected from the documents, respective web sites. Besides, the data has been collated from standard text books of related topic, specialized websites of Education Centres, business dailies and magazines as available on line..

#### STATISTICAL TOOLS

The researcher will make uses of the following statistical tools to analyses and internet of data.

- ❖ Percentage analysis
- ❖ Weighted arithmetic mean
- ❖ Chi-square test

#### RESULT OF PERCENTAGE ANALYSIS

- ❖ Age wise classification of the respondents reveals that 70.10% respondents is below 25 years of age.
- ❖ In the study area, the male respondents and female respondents are almost equal in number.

- ❖ In respect of occupational status of the respondents, students is governed by 61.80% of the total sample size.
- ❖ It is inferred that family income brought out that a very high percentage 80.80% of them earn below Rs. 20,000 in a month.
- ❖ A majority of 50.82% of the respondent studying in the computer center are hailing from rural area.
- ❖ Advertisement plays a predominant role in provide awareness about the computer center functioning in the study area as referred 53.30% of the respondent

#### RESULT OF CHI-SQUARE TEST

For the purpose of analyses six hypotheses were set and tested. Chi-square test, the most widely used non-parametric test has been applied for testing the hypotheses. The quantity of chi-square describes the magnitude of the discrepancy between theoretical and observed values. The nature of relationship between four important profile variables, namely, (i) gender, (ii) age, (iii) occupational status and (iv) family income of the respondents with the level of satisfaction after completion of course. The following hypotheses were set for testing profile variables and level of satisfaction after completion of course.

**H<sub>0</sub> 1:** There is no significant relationship between age of the respondents and level of satisfaction after completion of computer course.

**H<sub>0</sub> 2:** There is no significant relationship between gender of the respondents and level of satisfaction after completion of computer course.

**H<sub>0</sub> 3:** There is no significant relationship between occupational status of the respondents and level of satisfaction after completion of computer course.

**H<sub>0</sub> 4:** There is no significant relationship between family income of the respondents and level of satisfaction after completion of computer course.

**TABLE 1**  
**CHI SQUARE CALCULATION**

SI No	Nature of Variables	Hypothesis	Calculated Value	Table Value	Degrees of Freedom	Acceptance of Null Hypothesis
1	Gender and Level of Satisfaction	H <sub>0</sub> 1	36.51	21.0	12	<b>Not Accepted</b>
2	Age and Level of Satisfaction	H <sub>0</sub> 2	11.14	7.81	3	<b>Not Accepted</b>
3	Occupational Status and Level of Satisfaction	H <sub>0</sub> 3	58.27	21.0	12	<b>Not Accepted</b>
4	Family Income and Level of Satisfaction	H <sub>0</sub> 4	34.23	21.0	12	<b>Not Accepted</b>

Table 1 makes it clear that all the four hypotheses set, namely, H<sub>0</sub> 1, H<sub>0</sub> 2, H<sub>0</sub> 3 and H<sub>0</sub> 4 was rejected, because the calculated values of chi square are more than the table value at 5% level of significance. Hence, there is a significant relationship between age, gender, occupational status and family income of the learners with the level of satisfaction after completion of course.

**RESULT OF WEIGHTED ARITHMETIC MEAN**

The various factors influencing towards computer education centre are studied under nine heads, namely, Adequate staff are available, Working condition like lighting, seats, ventilation and water facilities are good., Students and staff

relationship is good., Students grievances are redressed., Suggestions are accepted for improvement of the centre, Study materials are offered., Fee concessions are provided, Have the adequate and efficient staff., Conducted campus interview, Offer in the required time and Adequate practical classes are offered.

During the survey the respondents are asked to express their degree of agreement to the above factors. For the purpose of analysis, the degree of agreement is classified under five heads, namely, (i) Strongly Agree, (ii) Agree, (iii) Neither Agree Nor Disagree, (iv) Disagree and (v) Strongly Disagree.

**TABLE 2**  
**FACTORS INFLUENCING TOWARDS COMPUTER EDUCATION CENTRE**

Sl. No	Factors	SA (2)		A (1)		NN (0)		DA (-1)		SD (-2)		Total		WMS
		No	Po	No	Po	No	Po	No	Po	No	Po	No	Po	
1.	Adequate staff are available	154	308	125	125	42	0	25	-25	18	-36	364	372	1.02
2.	Working condition like lighting, seats, ventilation and water facilities are good.	112	224	57	57	65	0	78	-78	52	-104	364	99	0.27
3.	Students and staff relationship is good.	98	196	119	119	77	0	54	-54	16	-32	364	229	0.63
4.	Students grievances are redressed.	69	138	97	97	51	0	81	-81	66	-132	364	22	0.06
5.	Suggestions are accepted for improvement of the centre.	107	214	45	45	66	0	71	-71	75	-150	364	38	0.10
6.	Study materials are offered.	57	114	135	135	43	0	84	-84	45	-90	364	75	0.21
7.	Fee concessions are provided.	159	318	67	67	38	0	48	-48	52	-104	364	233	0.64
8.	Have the adequate and efficient staff.	89	178	109	109	56	0	62	-62	48	-96	364	129	0.35
9.	Conducted campus interview.	77	154	145	145	71	0	45	-45	26	-52	364	202	0.55
10.	Offer in the required time	130	260	104	104	40	0	30	-30	60	-120	364	214	0.59
11.	Adequate practical classes are offered	110	220	115	115	32	0	45	-45	62	-124	364	166	0.46

Source: Primary Data.

Note: [SA – Strongly Agree, A – Agree, NN – Neither Agree Nor Disagree, DA – Disagree, SD – Strongly Disagree]

Table 2 reveals that the various factors influencing towards computer education centre. It shows that the first rank goes to ‘Adequate staff are available’ with the weighted arithmetic score of 1.02 points, followed by second rank goes to ‘Fee concessions are provided.’ with the weighted arithmetic score of 0.64 points, third rank goes to ‘Students and staff relationship is good.’ with the weighted arithmetic score of 0.63 points, fourth rank goes to ‘Offer in the required time’ with the weighted arithmetic score of 0.59 points, fifth rank goes to ‘Conducted campus interview.’ with the weighted arithmetic score of 0.55 points, sixth rank goes to ‘Adequate practical classes are offered’ with the weighted arithmetic score of 0.46 points, seventh

rank goes to ‘Have the adequate and efficient staff.’ with the weighted arithmetic score of 0.35 points, eighth rank goes to ‘Working condition like lighting, seats, ventilation and water facilities are good.’ with the weighted arithmetic score of 0.27 points, ninth rank goes to ‘Study materials are offered.’ with the weighted arithmetic score of 0.21 points, tenth rank goes to ‘Suggestions are accepted for improvement of the centre.’ with the weighted arithmetic score of 0.10 points and eleventh rank goes to ‘Students grievances are redressed.’ with the weighted arithmetic score of 0.06 points.

**SUGGESTIONS**

- ❖ The government may organize online courses through computer

- ❖ To provide the fees concession on the basis of academic merit.
- ❖ To provide the job opportunities to students by private computer centers.
- ❖ The computer centre must offer the spoken English class, personality development, and so on.
- ❖ All the institution must have the Internet facilities and teaching the network to the students.
- ❖ To provide the convenient time to the students' requisition.
- ❖ To improve the ventilation facilities with in the computer centre.
- ❖ Institute has to provide the study materials with out any fees.
- ❖ The computer centre must recruit the eligible faculty member for teaching.
- ❖ The government has to accept the students' private computer course certificate in providing employment opportunities

#### CONCLUSION

The advancement of science and technology contributed unique device of the computer for the benefit of human kind. To increase the private computer education centres, and studying the students are highly vital for the development of the community. The computer education centres, offer hardware and software courses, scholarships based on merit of the students, arrange the campus interviews are the need of the day to keep the centres fit in the changing environment of the super power nation.

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