COMPUTER COMPETENCY AMONG FORM FOUR STUDENTS OF A SECONDARY SCHOOL

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ABSTRAK

KECEKAPAN KOMPUTER DI KALANGAN PELAJAR TINGKATAN EMPAT SEBUAH SEKOLAH MENENGAH

Kecekapan komputer (KK) sekarang ditakrifkan semula oleh beberapa orang pendidik sebagai paras kepakaran dan kebiasaan dengan komputer. Bidang literasi komputer telah diperluaskan untuk meliputi penggunaan Internet dan program-program multimedia, selain dari penggunaan biasa perisian aplikasi dalam kategori-kategori berikut: kemahiran asas, pemprosesan perkataan, pengurusan data, grafik dan pengaturcaraan.

Apakah tahap-tahap pencapaian pelajar dalam tujuh kategori KK ini? Soalan penyelidikan ini dikaji dengan menjalankan survey melalui soal-selidik untuk mengumpul maklumat daripada satu sampel yang terdiri daripada 186 orang pelajar Tingkatan Empat sebuah Sekolah Menengah dalam satu kawasan bandar. Dalam kajian ini, perhubungan di antara KK dan i) jantina; ii) status sosioekonomi (SES) dan iii) kemahiran komputer juga dikaji dengan menggunakan data survey yang diperolehi.

Pada amnya, didapati bahawa pelajar lelaki telah mempunyai KK yang lebih tinggi daripada pelajar perempuan. Ini dapat ditunjukkan dari ujian-ujian t yang menghasilkan perbezaan signifikan (p < .05) dalam kemahiran-kemahiran asas, programing dan multimedia. Di samping itu, pelajar-pelajar dari kumpulan SES tinggi didapati mempunyai KK yang lebih daripada pelajar-pelajar kumpulan SES rendah itu. Ujian-Ujian t telah menunjukkan perbezaan signifikan (p > .05) di antara kedua-dua kumpulan SES ini dalam pemprosesan perkataan, pengurusan data, dan Internet. Pelajar-pelajar yang memiliki komputer juga didapati mempunyai KK lebih tinggi (p < .05) dalam kesemua kategori KK daripada mereka yang tidak memiliki komputer.
ABSTRACT

COMPUTER COMPETENCY AMONG
FORM IV STUDENTS OF A SECONDARY SCHOOL

Computer competency (CC) is now redefined by several educators as the level of expertise and familiarity with computers. The scope of computer literacy has extended to cover Internet usage and multimedia programs, besides the normal usage of application software in the following categories: basic skill, word processing, data management, graphics, and programming.

What are the students’ levels in the seven categories of CC? This question was attempted by conducting a questionnaire survey with a sample of 186 Form IV students of a secondary school in an urban area. In this study, the relationships between CC and i) gender; ii) socioeconomic status (SES); and iii) ownership of computers were also investigated using the survey data.

In general, it was found that boys had higher CC than girls. This was reflected by the significant differences ($p < .05$) in basic skills, programming, and multimedia using the $t$-tests. Furthermore, students from the higher SES group were found to be more computer competent than those from the lower SES group. The $t$-tests showed significant differences ($p < .05$) between these two groups in word processing, data management, and Internet usage. Those who owned computers were found to score significantly higher means ($p < .05$) than those who did not own computers in all categories of CC.
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