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Pretty Rani
Ph.D. Scholar, Department of
Home Science Extension and
Communication Management,
PJTSAU, Hyderabad,
Telangana, India

Dr. R Geetha Reddy
Professor and Head, Department
of Home Science Extension and
Communication Management,
PJTSAU, Hyderabad,
Telangana, India

Dr. M Preethi
Professor, Department of Home
Science Extension and
Communication Management,
PJTSAU, Hyderabad,
Telangana, India

Dr. P Sreedevi
Associate Professor, Department
of Human Development and
Family Studies, PJTSAU,
Hyderabad, Telangana, India

Dr. D Srinivasa Chary
Associate Professor, Department
of Statistics and Mathematics,
PJTSAU, Hyderabad,
Telangana, India

Corresponding Author:
Pretty Rani
Ph.D. Scholar, Department of
Home Science Extension and
Communication Management,
PJTSAU, Hyderabad,
Telangana, India

Computer literacy skills among adolescent girls of Kasturba Gandhi Balika Vidyalayas (KGBVs) of Telangana and Jharkhand state

**Pretty Rani, Dr. R Geetha Reddy, Dr. M Preethi, Dr. P Sreedevi and
Dr. D Srinivasa Chary**

Abstract

Adolescent age is the transition phase of growth and development between childhood and adulthood. It is a distinctive developmental stage of life. This age group is unique in terms of their intellectual, social, emotional and physical development. The present investigation was carried out in Ranga Reddy district of Telangana and Ranchi district of Jharkhand state to study the computer literacy skills of KGBV adolescent girls. The sample size comprised of 240 adolescent girls who were selected by random sampling technique i.e. 120 each from Telangana and Jharkhand state. The data were collected from the respondents by using pre tested interview schedule through personal interview. Questionnaire developed by Jeong Baeson (2008) was used with suitable modification to study computer literacy skills among the adolescent girls. The data illustrates that among the respondents of Telangana state majority of respondents i.e. 91.66 percent had low level of computer literacy skills, followed by 8.33 percent with medium levels computer literacy skills. Similarly, in the state of Jharkhand majority 79.58 percent had low level of computer literacy skills, followed by 9.16 percent with medium level of computer literacy and skills and a small percent 2.59 with high levels of computer literacy skills.

Keywords: adolescent, computer, computer literacy skills, literacy, KGBV, skills

Introduction

Kasturba Gandhi Balika Vidyalaya Scheme (KGBV) is an innovative and constructive step to empower the girls strengthening their elementary education. The scheme enables opening of special residential schools for girl child belonging to Scheduled Castes, Scheduled Tribes, Other Backward Castes and Minority in educationally backward areas having low female literacy. KGBV adopts community-based approach for the development of children under difficult circumstances to check drop out of girls, working girls, girls from marginalized social groups, girls with low levels of achievement to gain quality elementary education and develop self-esteem of girls.

Computer literacy is the level of expertise needed to use computers and related technology efficiently. Computer literacy skill levels can range from having the basic knowledge of how to use a computer to perform tasks such as operating common software systems, platforms and computer programs to having some understanding of computer programming. It refers to the comfort levels one has while using computers and its software. This paper highlights the computer literacy of KGBV adolescent girls in the Telangana and Jharkhand states.

Material and Methods

The study was conducted in the Ranga Reddy district of Telangana state and Ranchi district of Jharkhand state. By using random sampling technique 240 KGBV adolescent girls were selected who were studying class eight i.e. 120 in each of Telangana and Jharkhand state. The data were collected from the respondents by using pre tested interview schedule through personal interview. Questionnaire developed by Jeong Baeson (2008) was used with suitable modification to study computer literacy skills among the adolescent girls among the adolescent girls. The data collected was tabulated and analyzed using suitable statistical technique.

Results and Discussion

General profile of the KGBV adolescent girls

An interview schedule was developed to elicit information regarding general profile of the respondents.

The general profile included the variables like age, family type, parental educational qualification, parental occupation, and information seeking behavior, media exposure, achievement motivation, self-esteem, student learning style and computer literacy skills.

Age

Age was the number of years completed by the respondents at the time of investigation. The age of students studying in 8th and 9th class in KGBV ranged between 13 and 16 years. Usually by the age of 13 years, a child should be in 8th class, if he or she is enrolled for 1st class at the age of 6 years and by 16 years they complete 10th class. A detailed data of the present study with regard to the age was shown in the table 1.

Table 1: Distribution of respondents according to their age (n1 = 120, n2 = 120)

Age (in years)	Telangana		Jharkhand		Total	
	Frequency	%	Frequency	%	Frequency	%
13-15	100	83.33	94	78.33	194	80.83
15-17	18	15.00	25	20.83	43	17.91
17-19	1	0.83	2	1.66	3	1.25

n1: Telangana, n2: Jharkhand

The lower age group for the present study was 13 years and upper limit was 19 years. The data presented in the table explains the distribution of the respondents as per age. The sample comprised of 120 respondents each in Telangana and Jharkhand States respectively.

In Telangana State i.e. Ranga Reddy district both experimental and control group had shown similar trend where majority (83.33%) were in the age group 13-15 years followed by age group 15-17 years (18.00%) and rest 0.83% were in age group 17- 19 years of age.

Similarly, In Jharkhand State revealed that majority 78.3% of the population were in the age group of 13-15 years. As much as 20.83% were in age group 15 -17 years, followed by 1.66% in the age group 17- 19 years of age.

Pravathy and Pillai (2016), in their study on "Impact of life skill education on Adolescent in rural school" found that the

mean age of the respondents of experimental and experiment-delayed group are 14.2 and 14.4 respectively.

Nanda (2013) [3] conducted a study on behaviour modification through family and life skills education of adolescents. For the implementation of the intervention, a statistically viable sample of 171 non-migrant, unmarried adolescent girls in the age group of 11-18 years belonging to low socio-economic background was purposively selected. The girls were divided into two age groups i.e. early adolescent girl (11-15 years) and later adolescent girl (16-18) for analyzing the impact of intervention on behavior modification.

Family type

The family type in the present study were categorized namely nuclear family, joint family and single parent family.

Table 2: Distribution of KGBV adolescent girls based on their family type (n1 = 120, n2 = 120)

Family type	Telangana state		Jharkhand state		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Nuclear	72	60.00	84	70.00	156	65.00
Joint	46	38.33	35	29.16	91	33.75
Single parent	2	1.66	1	0.83	3	1.25

Data pertaining to distribution of the respondents by family type explicated that in Telangana state, majority i.e. 60.00 percent belonged to nuclear family followed by 38.33 percent joint family and 1.66 percent single parent. It needs to be pointed here that single parent mostly included having mother only as in most of cases the mother had divorced their partner. Data relating to Jharkhand explicated that majority i.e. 70.00 percent belonged to nuclear family followed by 29.16 percent joint family and 0.83 percent belonged to single parent family type.

The above data clearly indicated gradual disintegration of the joint family system and emergence of nuclear family. The possible reason for this could be impact of western culture, financially independent, socially organized and self-reliant

family. Prajina and Godwin (2015) [4] studied the life skill of the adolescent children. They found that majority (93.8%) were living in nuclear family that is the traditional joint family system of rural area has been broken to nuclear families.

Parent education

Parent's education was operationalized as the level of education that the parents have acquired during the course of study whether full time or part time with recognizable certificates from the particular course i.e. degree or diploma certificates. Mothers' and fathers' educational status were studied separately. The following table 3 presents fathers' and mothers' education status

Table 3: Distribution of KGBV adolescent girls based on their paternal education qualification (n1 = 120, n2 = 120)

Father education	Telangana state		Jharkhand state		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Illiterate	10	8.33	15	12.50	70	29.16
Primary	20	16.66	40	33.33	104	43.33
Upper primary	58	48.33	31	25.83	89	37.08
Secondary	18	15.00	23	19.16	41	17.08

Higher secondary	9	7.5	8	6.66	17	7.08
Graduate	4	3.33	3	2.5	7	2.91
Mother education						
Illiterate	20	16.66	24	20.00	44	18.33
Primary	43	35.83	26	21.66	69	28.75
Upper primary	39	32.50	40	33.33	79	32.91
Secondary	10	8.33	13	10.83	23	9.58
Higher secondary	6	5.00	12	10.00	18	7.5
Graduate	2	1.66	5	4.16	7	2.91

The data presented in the table 3 further explicates the distribution of the respondents as per their paternal education. The data revealed that in Telangana state, about half of the respondent's father had upper primary level of education. About one 16.66 percent of the respondent's father had primary level of education, followed by 15.00% with secondary level education and 8.33 percent illiterate. As much as 7.5% had higher secondary education, rest 3.33 percent were educated till graduation.

A similar trend was noticed in Jharkhand state, where the majority of the respondent's father's education qualification was primary i.e.33.33, followed by 25.83 percent upper primary. As much as 19.16% respondents father had secondary level of education, 12.50 percent were illiterate, followed by 6.6% with higher secondary level and rest 2.5% were graduates.

Regarding to maternal education in Telangana state nearly 35.00 percent of the respondent's mother had primary and upper primary level of education. As much as 16.66% were illiterate followed by 8.33% with secondary, 5.00% with higher secondary. It was noted only 1.66% respondents mother had graduation level of education.

Data relating to Jharkhand explicated that majority 32.91

percent of respondent's mother had upper primary educational level. As much as 28.75% had primary level of education, followed by 18.33% illiterate, 9.58% with secondary, 7.50% with higher secondary education level. It was observed that only 2.91% of respondents mother had graduation level of education.

The above figures are discouraging indicating low level of literacy among the rural and economically weaker sections of the society. The girls enrolled in KGBV schools are mostly of BPL families. Gayatri *et al* (2017) [2] in their study on "Life skills education program among high school children: An intervention study" found that majority i.e. 53% mothers and 26% fathers of children were illiterate and they had not attended formal schooling.

Parent occupation

Parent's occupation was operationalized as parental occupation of the respondent. Information was collected on four categories viz., Government job, private job, self-employment, farming, caste occupation and laborers for both mother and father. In the mother occupation a category was included as homemakers. The data is presented in table 4.

Table 4: Distribution of KGBV adolescent girls based on their paternal occupation (n1= 120, n2 = 120)

Father occupation	Telangana state		Jharkhand state		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Government job	8	6.66	14	11.66	22	9.16
Private job	2	1.66	1	0.83	3	1.25
Self employed	3	2.50	5	4.16	8	3.33
Farming	89	74.16	79	65.83	168	70.00
Caste Occupation	5	4.16	1	0.83	6	2.50
Labors	13	10.83	20	33.33	33	13.75
Mother occupation						
Government job	6	5.00	3	2.50	9	3.75
Private job	4	3.33	2	1.66	6	2.5
Self employed	3	2.50	1	0.83	4	1.66
Farming	55	45.83	60	50.00	115	47.91
Caste Occupation	2	1.66	1	0.83	3	1.25
Labors	28	23.33	25	20.83	53	22.08
Home makers	22	18.33	28	23.33	50	20.83

The data further highlights the status of paternal occupation among the respondents. The data illustrates that in Telangana state the major proportion of the fathers (74.16) were engaged in farming followed by (10.83%) as labor, 6.66% in government job, 4.16% caste occupation, 2.50% were self-employed and rest 1.66% were private job employee.

The respondent from Jharkhand state also depicted a similar trend were a majority (70.00%) were involved in farming. As much as 13.75% were laborer, followed by 9.16% with government job, 3.33% self-employed, 2.50% caste occupation and rest 1.25% were private job employee.

Further, the data relating to mother education in Telangana state, revealed that almost half of the mother were engaged in

farming activities, followed by 23.33% were labors, 18.33% were homemakers. As much as 5.00% of mothers were government job employee, followed by 3.33% private job employee, 2.50% were self-employed and rest 1.66% practiced caste occupation.

Data pertaining to maternal occupation of the respondents from Jharkhand state revealed that majority (47.91%) were engaged in farming, followed by a substantial percentage engaged as labors and home makers (22.08 and 20.83%, respectively), 3.75% were in government job, 2.5% in private job and rest 1.66% and 1.25% were self-employed and practiced caste occupation respectively.

Prajina and Godwin (2015) ^[4] studied the life skill of the adolescent children. They found that 80% of fathers and 54.7% of mothers are coolie workers. 23.8% said that their mothers were house wives and their father's income is enough to run the families. Only 5% of the fathers and 1.3% of the mothers were in government service.

Computer literacy skills

Computer Literacy skills was operationalized as the knowledge and ability to use computers and related technology efficiently. It included basic questions including to turn computer on and off, deleting, renaming files, Perform basic functions (copy, cut, paste, change font style and size in a document. The data is presented in table below.

Table 5: Distribution of respondents according to their levels of computer literacy skills (n1 = 120, n2 = 120)

Computer literacy skills	Telangana state		Jharkhand state		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Low	110	91.66	81	67.50	191	79.58
Medium	10	8.33	12	10.00	22	9.16
High	0	0	6	5.00	6	2.50

The data further highlights the status of computer literacy skills among the respondents. The data illustrates that among the respondents of Telangana state majority of respondents i.e. 91.66 percent had low level of computer literacy skills, followed by 8.33 percent with medium levels computer literacy skills. It was observed that none of the respondents had high levels of computer literacy skills.

Similarly, in the state of Jharkhand majority 79.58 percent had low level of computer literacy skills, followed by 9.16 percent with medium level of computer literacy and skills and a small percent 2.59 with high levels of computer literacy skills.

The above results attributes, as there are no permanent teachers in these schools for computer education. Moreover, the students are not imparted with more of practical classes. The teachers mostly focus on the theory classes as they say that there are less no of computers per students. As of now most of the computers in these schools, are not in working conditions.

Abraham (2017) ^[1] studied to find about the computer knowledge and internet skills of the rural youth in Prakasam district, Andhra Pradesh. It was pointed in his study that due to lack of internet skills, communication skills, computer knowledge the rural urban poor youth are in back to get the jobs. The data showed that majority 55.6 per cent of the respondents have stated that they do not have the computer and internet skills, 33.3 per cent of the respondents stated that there are no internet facilities in rural villages and also small towns in Prakasam district. The data exposed that majority 71.4 per cent of the respondents are not having the power point presentation skills and 77.1 per cent of the respondents is not having the knowledge on blogs.

Railkar and Katyare (2014) ^[5] focused on finding the Computer Literacy levels of Rural and Urban schools of Maval in Pune district. It was found that only 20% of the rural respondents indicated that they can on/off computers compared to 84% of urban respondents. It was also emphasized that only 8 percent had email account in rural area compared to 84% of urban respondents. It was further expressed that rural teachers are less computer literate as compare to urban. Also, in urban school more computers are available and qualified teachers are there to provide the training to students. It was discussed that computer literacy tainting is provided to rural teachers there will be revolutionary changes in students and teachers. It is mandatory to bring uniform education system in rural and urban school.

Conclusion

Computers are very important in present era and life cannot be imagined without computers. In KGBV school's computer literacy should be popularized to facilitate early learning, exposure to new ideas and knowledge, increased opportunities for social contact and support, and new opportunities to access information. Computer literacy can provide exposure to new ideas and information, raising awareness of current events and issues. Computers help the students to learn about the world and know what is happening in it. It helps them to aim for excellent jobs in the future and succeed in it. The computer has become a standard of education throughout the world. This makes computer education important. As the time is passing, technology is increasing. So, for our own convenience, it has become important for all of us to gain computer education.

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