CHAPTER – 02

REVIEW OF RELATED LITERATURE

2.1.0 INTRODUCTION

After the conceptual framework, researcher needs to study, examine and evaluate the related research work done on the related field. The process of studying, examining and evaluating the information related to the research problem is called as the ‘review of related literature. This process continues throughout the research activity. This is a logical and scientific activity and compiling or taking the facts from the previous research work. It is a systematic investigation of what has been done and what further needs to be done in the related field.

2.2.0 SIGNIFICANCE OF REVIEW OF RELATED LITERATURE

To answer the above heading we can say that when new projects launched, the researcher has to make its background with the previous work done by other researcher whose experience in the area gives us insight to think new logical ideas in new way. According to Goods &Scats, the purpose of reviewing of related literature is “the competent physician keeps abstract of latest discoveries in the field medicine. Obviously the careful students of education, research work and the investigator should become familiar with the location and implementation of sources of educational information. After reviewing related literature, the researcher not only became aware and conscious about history of research problem but also enlightenment and inspired to accept problems and challenges. It can remove those confusions and facts which are not relevant to the problems. Significance of the related literature can be seen by the figure.
2.3.0 REASON FOR REVIEWING RELATED LITERATURE

An important task of all research degree is the review of related literature. As we know that we do any work for some specific purpose and reason in the same way we reviewed literature to find out the facts which was done in the previous researches so that we can stop those actions which may be irrelevant to our work. According to Brunner “There are good reasons for spending time and efforts on a review of the related literature before embarking on research project. These reasons include.

- To identify the related literature whether it is relevant in the related field or not.
- To avoid re-inventing the wheel (at the very least this will save time and it can stop you from making the same mistake as others)
- To carry on from where others have already reached (reviewing the field allows you to build on the platform of existing knowledge and ideas).
- To identify other researchers working in the same field.
- To increase knowledge of our subject area.
- To provide the intellectual content for our work, enabling us to position our project relate to other work.
- To identify the opposing view of the researchers.
- To identify information and ideas that may be relevant to our work.
2.4.0 SOURCES OF RELATED LITERATUR

In the present chapter an effort is made to show all those researches that directly or indirectly have impact on the present problem. The investigator tried to explore the literature from all possible sources to get acquainted with different problems of desired method, techniques and area relevant to the problem and have clear concept of the work itself. The sources from which related literature was received can be visualized by this figure as follows.

![Diagram showing sources of related literature]

Figure: 1.4.1 Sources of related literature.

New knowledge explosion has made selective data retrieval the key to the research. Enterprise as well as to effective educational practice and it can be possible by review of related literature. Hence it can be summaries that the review of related literature is the first stone of research work. Keeping view the importance if this chapter, the researcher made a survey of related literature in relation to the variables.
2.5.0 COMPUTER LITERACY

Computer literacy is the ability to use computers and related technology efficiently, with a range of skills covering levels from elementary use to programming and advanced problem solving. Computer literacy can also refer to the easy level which someone has with using computer programs and other applications that are associated with computers. Another valuable component understands how computers work and operate. Computer literacy may be notable from computer programming which is design and coding of computer programs rather than familiarity and skill in their use.

Today we are using computers in all around areas of life like education, banking, medical, railways, science, research and technology, communication etc. Computers are very helpful to give fast and accurate results of our any solution. Computer literate person can take benefits of many facilities at one mouse click and finger trips easily and effectively. In present era educational institutions have also established computer labs and resource centers and e-library facilities to their students and teachers.

2.5.1 COMPUTER LITERACY AND LEARNING ISSUES

The review of related literature started with meaning, definitions of ‘whole in the wall experiment of computer literacy’ and continued with the discussion about origin of Computer literacy, followed by the historic overview on the use of Computer in the education. The review continued to explore theoretical foundation of Computer literacy, classification, characteristics, types, advantages, and disadvantages of Computer literacy. Thereafter the review made a focus on the related researches to the computer literacy and attitude towards using cyber resources, level of consciousness, and social awareness. The review of related researchers is presented in the following manner.

- Studies related to Attitude towards using cyber resources and Computer literacy
- Studies related to Level of consciousness.
- Studies related to Social awareness.
2.6.0 STUDIES RELATED TO ATTITUDE TOWARDS USING CYBER RESOURCES AND COMPUTER LITERACY.

The researcher reviewed studies related to attitude using cyber resources and computer literacy at different levels like International and National level that are given below.

2.6.1 AT INTERNATIONAL SCENARIO.

Brenda H. Loyd, & Clarice Gressard (2014) conducted a study on “The Effects of Sex, Age, and Computer Experience on Computer Attitudes”. The aim of this study was to examine the effect of age, sex and computer experience on the attitude. For conducting this study the researcher take 354 high school and college students as a sample and experimental method was used to see the effect. The researcher found positive attitudes on computer anxiety, confidence and liking. The computer attitude of the students was not significantly affected by sex and age.

Judy A. Abbott & Saundra E. Faris (2014) conducted a study on “Integrating Technology into Pre-service Literacy Instructions ‘A Survey of Elementary Education Students’ Attitudes toward Computers”. This study examined the attitudes towards the use of computers by pre-service teachers before and after a semester-long literacy course that required the use of technology to complete assignments and activities. Sixty-three (63) undergraduate education students participated in this study as a sample and experimental method was used for this purpose. The results of this study suggest that increases in positive attitudes toward computers may have resulted from instructional approaches, meaningful assignments requiring technology, and supportive faculty.

Yapa Y.M. et al. (2012) conducted a study on ‘Computer Literacy and Attitudes towards eLearning among Sri Lankan Medical Students’ the aim of this study was to assess the computer literacy and attitudes towards e-learning among medical students. 138 medical students were taken for this purpose and the method of this study was experimental. Results showed that 93.5% of students owned a computer and 95% of them had internet connection. There was a significant difference between gender in the use of blogs (P<0.01), and Twitter
(P<0.01) with male students using these more. Majority of students (65.7%) spent short time on their computer for learning purposes.

Timothy Teo (2008), “Pre-service teachers’ attitudes towards computer use: A Singapore survey”. The aim of this study was to see the attitude towards computer. The results of this study showed no gender or age differences among pre-service teachers on computer attitudes. A sample size of 139 pre-service teachers were assessed for their computer attitude. In this study the researcher use experimental method fulfill the purpose of the study. However, there were significant differences for computer attitudes by the subject areas that pre-service teachers had been trained during their university education: Humanities, Sciences, Languages and General (Primary).

NaserJamal Al-Zaidiyeen(2008), “Teachers’ Attitudes and Levels of Technology Use in Classrooms: The Case of Jordan Schools”. The aim of this study was to find out the attitude of teachers about attitude and level of technology so he took a sample size of 650 school teacher of Jordan. In this study he used survey method. The findings of the study, which were obtained by analysing the data collected from the teachers revealed that, teachers had a low level of ICT use for educational purpose, teachers hold positive attitudes towards the use of ICT, and a significant positive correlation between teachers’ level of ICT use and their attitudes towards ICT was found.

Sam, H. K., Othman, A. E. A., &Nordin, Z. S. (2005), “Computer self-Efficacy, computer Anxiety, and Attitudes toward the Internet: A Study among Undergraduates”. He took 148 undergraduates as a sample size at University Malaysia Sarawak (Unimas). The majority of subjects were in 19-23 age groups. The method of this research was survey method. This study employed a survey research method to investigate. The findings suggested that the undergraduates had moderate computer anxiousness, medium attitudes toward the Internet, and high computer self-efficacy and used the Internet extensively for educational purposes such as doing research, downloading electronic resources and e-mail communications.
Bharadwaj (1990), Development of computer aided instruction material on microbes or class VIII. In this study the researcher tried to see the effectiveness of computer instruction so he applied this experiment on VIII class students. As he knows that the students of this age group are very eager to see new things and want to explore them. In this experiment he found that computer aided instruction (CAI) were very effective and interesting for students.

Abdulkafi Albirini (2004) conducted a study on “Teachers’ attitudes toward information and communication technologies: the case of Syrian EFL teachers”. The findings suggest that teachers have positive attitudes toward ICT in education. Teachers’ attitudes were predicted by computer attributes, cultural perceptions and computer competence.

Stella (1992), Computer Assisted Learning Material Development on the Topic: The Language Sets. As An explorer, Stellawas eager to see the impact Computer assisted Learning Material on students. As he had an interest in mathematics so he choose mathematics subject for experiment a language of sets on three types of achievers like under achiever, normal achiever and over achiever. In the result of this study he said that all achieves were helped to do better but the results were not find statistically significant.

Soloman, Joan, silvia (2010) Development and Implementation of computer assisted Instruction package for Teaching Science to the Students of Standard IX. In his study he focused on findings out the effectiveness of computer Assisted Instruction in teaching science. In this study he used experimental method to conduct his experiment where he used graphic and video images on screen to make the experiment more effective. In the results he found that students’ were favorable about computer assisted instruction and computer aided instruction. These were more effective than conventional teaching methods.

Dickey, E.L. et al. (2003) conducted a study on “Interactive Effects of Achievement Anxiety, Academic Achievement and Instructional Mode on performance and course attitudes”. The study focused on the interactive effects of achievement anxiety, academic Achievement and instructional mode on performance and course attitudes. The results revealed that there were
neither significant interactions nor main effects. However, there was evidence that for the students with low cumulative point hour ratio (CPHR) and initially high debilitative anxiety, the TV lecture-supervised laboratory mode provided a learning environment more facilitating in regard to achievement anxiety than the independent mode.

N. Mattheos et al. (2002) conducted a study on “Computer literacy and attitudes among students in 16 European dental schools: current aspects, regional differences and future trends”. The results suggest that 60% of students use computers for their education, while 72% have access to the Internet. The overall figures, however, disguise major differences among the various universities.

Rhonda Christensen (2002) conducted a study on “Effects of Technology Integration Education on the Attitudes of Teachers and Students”. Major findings regarding the effects of technology integration education on elementary school teachers are presented. A study of a K–5 treatment site versus two comparisons of schools over one academic year indicates that teachers progress of one stage in the six-stage technology adoption model as a result focused, needs-based technology and integration education delivered throughout the school year. Needs-based technology and integration education are shown to have a rapid, positive effect on teacher attitudes, such as computer anxiety, perceived importance of computers, and computer enjoyment. This type of education is shown to have a time-lagged positive effect on the attitudes of students as well.

Chin-Chung Tsai et al. (2001) conducted a study on “Developing an Internet Attitude Scale for high school students”. The purpose of this study was to develop an Internet attitude scale for high school students. This study also explored gender differences on the scale and the relationship between Internet experience and students’ responses on the scale. As results, male students tended to express more positive feeling, lower anxiety, and higher confidence toward using the Internet than female students.
Gersten, Susan G. Liss (2000) conducted a study on “The Relationship between Study Habits, Attitudes and Orientation among Developmental Freshmen of Kean College”. Results revealed that high visual linguistic numeric learners exhibit significantly better study attitudes and study orientation. Low visual linguistic numeric learners have better study habits. High tactile concrete learners have better study habits and study orientation, but low tactile concrete learners have better study attitudes. When teachers use the Learning Style Inventory (LSI) and Survey of Study Habits and Attitudes (SSHA), they can provide a basis for helping students improve their study habits, study attitudes, and study orientation.

Tamar Levine, SmadarDonitsa-Schmidt (1998) conducted a study on “Computer use, confidence, attitudes, and knowledge: A causal analysis”. In this study researcher make a casual model between the variables like computer experience, attitudes, confidence and computer based knowledge of students. The researcher found that use of computer has a positive effect on perceived computer self-confidence and computer related attitudes.

Muhammad A. Al-Khaldi, Ibrahim M. Al-Jabri (1998) conducted a study on “The relationship of attitudes to computer utilization: New evidence from a developing nation”. As results researcher found that overall attitude made a positive effect on computer utilization. Anxiety and perceived usefulness were found to be insignificant determinants of computer utilization.

Bhagayata, Charakanta (1997) conducted a study on “The computer effect: what education research says?” Results revealed that significant effects of computer applications were found at all levels. Its large effects were found at college and adult level than at elementary and secondary levels; The highest effect of computer application was for science computer application and seemed to have slightly greater effect with mathematics than reading and language skills; Students attitude towards schools and subject matter was the most studied variable and seemed the most effected by computer use. It was found that computer used by students enhance their self-esteem.
Bernard E. Whitley Jr. (1997) Gender differences in computer-related attitudes and behavior: A meta-analysis. A meta-analysis of studies of gender differences of computer-related attitudes and behavior of US and Canadian participants found that men and boys exhibited greater sex-role stereotyping of computers, higher computer self-efficacy, and more positive effect about computers than women and girls. These effect sizes varied as a function of study population — adult, college, high school, and grammar school — with the largest differences generally found for high school students. Gender differences in beliefs about computers approached zero and did not vary by study population. Gender differences in computer-related behaviors were small and did not differ as a function of study population.

Robin H. Kay (1993) conducted a study on “An exploration of theoretical and practical foundations for assessing attitudes toward computers: The Computer Attitude Measure (CAM)” Significant positive correlations (p < .001) among all attitude subscales. Computer awareness, software skill, and programming provided support for the construct validity of the CAM. Strong theoretical foundations coupled with the promising statistical. Results of this study suggest that the four-dimension model may be one way to reorganize and assess the multitude of constructs already identified by computer attitude measure.

Janice E. J. Woodrow (1994) conducted a study on “The Development of Computer-Related Attitudes of Secondary Students”. The researcher studied the computer related attitudes of class VIII AND XI students. The result of the study was indicating that the computer related attitude of secondary students were found positive, stable and resistant to change. In other words we can said that student’s computer related attitude was developed and it is seen more stable because they have interest for the use of computer.

Samia L. Massoud( 1991) conducted a study on “Computer Attitudes and Computer Knowledge of Adult Students”. The researcher found significant difference between the dimensions of computer attitudes like anxiety, confidence and linking. Result shows significant difference between computer knowledge and gender the researcher said that computer knowledge and computer attitude of the adult student are different according to the gender and
their interest. According to their interest the use computer less or more and their confidence and thinking increase significantly.

**Lily Shashaani (1997)** conducted a study on “Gender Differences in Computer Attitudes and Use among College Students”. In this study the researcher studied the gender gap in computer attitudes. The researcher studied the attitudes of students in relation to gender and experience. After the study results show that females were showing less interest in computers and less confidence in comparison to males before the computer training. Further analysis of the students’ responses showed that after one semester of computer training attitude of students towards computers was improved.

### 2.6.2 AT NATIONAL SCENARIO

**Rani, Seema (2011)** conducted a study on “Attitude of students towards ICT in education” the researcher aimed to conduct this study to see that use of ICT and other technological interaction which can make some changes in the attitude of the students. Results show that no significant difference was found between male and female students’ attitude towards use of ICT in education. Female students were having high positive attitude about use of internet as a self-study tool and problem solving method in comparison to the male students.

**Gupta, Tripti (2010)** conducted a study on “Attitude of primary school teachers towards using ICT in teaching”. Tripti made an effort to judge the attitude of the primary school teachers towards use of ICT in education. So he chose the above topic and conducted. In the Result of this study she said that the primary school teachers have less attitudes about ICT use in primary school teaching. This may due to the less knowledge of computer and other technology. At last she said that no significant difference was found in male and female teachers’ attitude towards using ICT in teaching at primary schools.

**Sen, Mohinder (2009)** conducted a study on “Attitude of rural and urban UG students towards internet use and not use” In this study the researcher tried to see opportunities, facilities and other thinks which are related to the computer and internet. The Result shows that
significant difference was found between rural and urban students towards internet use. Urban students have good opportunities in comparison to rural students so their attitude is high. Both rural and urban students are interested to use internet but due unavailability of facilities rural students were unable to use internet.

Kaur, Sulekha (2006) conducted a study on “A Study towards using cyber resources by UG Students”. The objective of this study was to know the attitude of UG students towards using cyber resources. Result shows that the UG students were found easy tool to get any solution and information through internet. Students feel free to get data easily from one place to another place easily through ICT like CD, Floppy and Internet use. No significant difference was found between male and female UG students towards using cyber resources. Significant difference was found in Rural and Urban UG students towards using cyber resources.

Mehra and Amandeep(2005), “A study the use of internet among University students”. It was found that both male and female students used internet equally; however female students visited educational sites more than male; whereas male students use internet more for leisure activities. Study also revealed that science students regard internet as a creative outlet and use it more for educational purposes whereas among arts student’s internet usage was found to be restricted to chatting, gaming and other leisure activities.

Saxena and Gihar (2005), “A study the use of ICT by teacher educator in their teaching”. The aim of this study was to see the interest of teacher’s educators for use of ICT as a teaching kit/tool to make the teaching interesting. So he found that teacher educators are interested to use computer and other technology but most of the teacher educators did not use ICT in their teaching. After the analysis of the data he said that (60-90%) were not using ICT as a tool for teaching.

Panda and Chaudhary (2000), “Effect of computer assisted instruction (CAI) in achieving higher cognitive skills”. Pana and choudhary conducted a researcher on the above mentioned topic. In this study he tried to get the information on the CAI for achieving the
higher cognitive skills. In the result he discussed that CAI resulted in greater learning achievement at all hierarchies of cognitive domain. And for the comparison he said that male students were found to be superior to female students in learning physics.

2.7.0 STUDIES RELATED TO LEVEL OF CONSCIOUSNESS

The investigator reviewed studies related to the consciousness at both National and international level that are given below.

2.7.1 AT INTERNATIONAL SCENARIO

Stuart, R. Hameroff et al. (2014) conducted a research entitled “Quantum effects in the understanding of consciousness”. In the study he said that Consciousness is attributed to human (and possibly animal) mind, quantum underpinnings of cognitive processes and a logical extension. Several proposals, especially hypothesis have been put forth in an effort to introduce scientific basis to the theory of consciousness. For the result he said that at the center of mentioned approaches microtubule are the substrates on which conscious processes in terms of quantum coherence and entanglement can be built.

Li-Chun, Wang and Ming-Puu Chen (2012) conducted a research entitled “The effects of learning style and gender consciousness on novices’ learning from playing educational games” they reported that Participants were identified as the diverged group and the converged group based on their stronger learning styles. Game-play activities were implemented to support participants’ learning of programming concepts and he used experimental method. In the sample he took 122 students. The results revealed that (a) for the programming comprehension performance, the convergers outperformed the divergers; (b) participants’ learning style and gender consciousness significantly affected their project performance; (c) for the high gender consciousness learners, the convergers performed better at abstract conceptualization and active experimentation than the divergers did; (d) for the divergers, the low gender consciousness learners possessed lower stereotype and were willing to challenge and performed better than the
high gender consciousness learners; and (e) all the participants revealed positive intrinsic and extrinsic motivation.

**Camille, Chatelle et al. (2012)** conducted a study entitled “Brain–computer interfacing in disorders of consciousness” The results revealed that a range of Brain-Computer Interfacing designs have been proposed and tested for enabling communication in fully conscious, paralyzed patients. Although many of these have potential applicability for patients with Doctors, they share some key challenges that need to be overcome, including limitations of stimulation modality, feedback, user training and consistency.

**Jie, Jin (2011)** conducted a study entitled “An Evaluation of the Role of Consciousness in Second Language Learning” This study showed how Schmidt’s theory of the Noticing Hypothesis and L2 conscious processes have influenced other work and aroused many advocates and criticisms. Richard Schmidt argues, in his article: The Role of Consciousness in Second Language Learning (1990), that the notion of consciousness is both useful and possibly necessary in second language learning. He concludes that more researches are needed on learners’ noticing, which becomes intake when combined with input on incidental learning, implicit learning, and on what learners are conscious of as they learn a second language.

**Amporn, Sa-ngiamwibool (2008)** conducted a study entitled “The Effects of Consciousness - Raising Instruction on EFL Learners’ Listening Achievement through Innovative Computer - Assisted Instruction” This study was a result of an attempt to blend a pedagogical theory with the English Discoveries Program, an innovative computer - assisted program newly introduced to a language classroom and as self-access learning in order to enhance listening skill since foreign language learners have experienced difficulty in listening. The purpose of this study was to examine the effects of consciousness - raising instruction (CRI) and computer - assisted instruction (CAI) on foreign language learners’ listening development. The result revealed that the CRI and CAI instruction had significant effect on learners’ listening achievement. The subjects who received the CRI and CAI instruction
performed significantly better than those who received CAI-only and the control group in both the English Discoveries test and in the TOEIC (Test of English International Communication).

**Antonio, Chella (1999)** conducted a study entitled “Artificial Intelligence and Consciousness”. Consciousness is no longer a threatening notion in the community of artificial intelligence. In human beings, consciousness corresponds to a collection of different features of human cognition. Researchers are interested in understanding artificial intelligence whether achievable or replicate them in agents. It is fair to claim that there is a broad consensus about the distinction between the phenomenal and the cognitive aspects of consciousness.

**Meskill and Mossop (1997)** conducted a study on *Computer Assisted Instruction and Learning Issues*. In this study he reported that if computers are used as a learning tool they encourage learning of the students because any technologies weather it is old or new makes its impact on learning style. And they provide a stimulating environment and promote enthusiasm.

**Chun, 1994; Meskill and Swan (1996)** *Development and validation of computer assisted instructional package for teaching motion in senior secondary school physics*. In this study he reported that computers may help the reticent student who is afraid to make mistakes in a classroom situation. They are good for online reference which useful in a language learning situation (for example, online dictionaries (Leffa, 1992)) and can serve for students of different abilities. Also, the ability to provide quicker, feedback is a further benefit of Computer Aided Instruction.

**Fletcher (1990)** *Computer Assisted Instruction and Learning Issues*. For the presentation of result he said that the humans are multi-sensory animals. The more senses through which we receive information, the easier it is to remember. The people remember 20% of what they hear, 40% of what they see and hear and 75% of what they see, hear and do. The fact that the computer can exercise various senses and present information in a variety of media can enhance the learning process.

Rouse said that this study presented data that support computer-assisted instruction (CAI) as an effective instructional method when teaching associate degree nursing students about congenital heart disease. Literature of this area indicates that students get better when they see, hear, and interact in the teaching learning process. Computer Assisted Instruction is an instructional method that includes these elements. Implications of this include the fact that Computer Assisted Instruction can be used to teach difficult concepts to nursing students effectively and provide nursing faculty an alternative teaching strategy to lecture.

### 2.7.2 AT NATIONAL SCENARIO

Shukla, Vineeta (2009) conducted a study on “consciousness of students about use of innovative technology in life.” Vineeta Shukla conducted this study to identify the fact about the consciousness of students for use of innovative technology. In his study she found that both girl and boy were consciousness about the uses of technology but the girl students were highly consciousness about internet use in comparison to boy. Even then statistically no significant difference was found between girls and boys student about use of innovative technology in their study and life.

Chand, Subhash (2008) conducted a study on “consciousness of teachers towards Computer Aided Instruction in classroom” The objective of this study was to see the consciousness about the use of computer and its instructions in classroom for effective teaching. As result female teachers were very conscious about use of CAI in classroom to make effective teaching. Significant difference was found between male and female teachers’ consciousness about use of CAI. In other words the researcher described that the both male and female teachers were conscious about the use of computer assisted instruction but female teachers were very conscious to use the new technology.

Saxena, Kishore (2004) conducted a study on “consciousness of pupil teachers to use ICT in teaching practices”. As result pupil teachers who use ICT in their practice teaching have
good confidence level. Because they use the technology which was interesting and effective for the students and teacher as well as so they make practice in proper way and got the confidence during teaching to the Students. Students also got high interest in ICT related class in comparison to traditional class because in smart class provides an interesting environment for learning.

2.8.0 STUDIES RELATED TO SOCIAL AWARENESS

The researcher studied literature related to the social awareness at National and International level that is given below.

2.8.1 AT INTERNATIONAL SCENARIO

Junghyun Kim et al.(2009) conducted a study on “Loneliness as the Cause and the Effect of Problematic Internet Use: The Relationship between Internet Use and Psychological Well-Being”. The aim of this study was to verify the assumption that one of the major motives driving some internet use is to relieve psychosocial problems like depression or loneliness. Study showed that individuals who were alone or did not have good social interaction could built strong essential Internet use behaviors resulting in negative life outcomes instead of showing their original problems. Such negative outcomes were required to isolate individuals from healthy social activities and lead them into more darkness of loneliness.

Even though the previous research work shows that social use of the Internet could be more dangerous and problematic than entertainment use. Results showed that the previous researches did not show stronger associations than the latter in the key paths leading to compulsive Internet use.

Amy, J.Dray(2009) Communicating with internet: A study of Social Awareness and children’s writing. In this research the researcher aim to examined the relationship between children’s social awareness. In this study he took 5th grade students as a sample where he said that students of this grade wrote a short fictional narrative and persuasive letter to their principal, In the letter they wrote coded words for quality, form and social awareness. Students also
completed a questionnaire assessing their capacity to understand and negotiate social relationship. Results of this study suggested that children’s quality of writing depends on both literacy and social skills. This study presented the educational importance of teaching both social and literacy skills in the class.

**Elisabeth, Engelberg & Lennart, Sjoberg (2004)** Conducted a study on “Internet Use, Social Skills, and Adjustment”. In the present study the researcher investigated the extent to which inter-personal skills, personality, and emotional intelligence (EI) were related to the extent to usage of the Internet on mobile and computer, as measured with the Internet Addiction Scale, on a sample of undergraduates. The results showed that use of Internet was related to loneliness and adherence to idiosyncratic values as a strong effect, and also revealed the poorer balance between work, relaxation and emotional intelligence. The results also included the big five personality dimensions which expresses the personality of someone. On the basis of results no link was found between personality and usage of Internet and it was suggested that regular users bend to be lonely, to have deviant values and to some range to lack the emotional and social skills characteristic of high emotional intelligence.

**Lindsay H. Shaw, Larry M. Gant** (2002) conducted a study on “In Defense of the Internet: The Relationship between Internet Communication and Depression, Loneliness, Self-Esteem, and Perceived Social Support”. The present study was designed to test the hypothesis that Internet usage can reduce users’ loneliness. So the researcher tested this and found that Internet use was found to decrease loneliness and depression significantly, while perceived social support and self-esteem increased significantly.

**Tamara Dinev, Paul Hart (2004)** conducted a study on “Internet Privacy, Social Awareness, and Internet Technical Literacy – An Exploratory Investigation”. This study made a focus on getting Internet technical skills and social awareness as prior to Internet privacy concerns. We presented on the improvement and endorsement of tools for Internet technical knowledge and social awareness. Individual’s privacy concerns are then recognized with esteem to these two constructs. The relationships are measured and searched through Exploratory
Factor Analysis (EFA) followed by linear regression models. It was found that all the hypothesized relationships are statistically significant - social awareness positively and Internet technical literacy negatively related to the Internet privacy concerns. The implication of this research is in the effort to search psychological antecedents to privacy concerns that could direct managers and e-commerce marketers towards planning of broadening Internet user base and facilitating the interaction and usage of Internet web sites and applications, thus opening more opportunities for growth and competitive advantage.

2.8.2 AT NATIONAL SCENARIO

Singh, Bhagat (2013) Conducted a study on “Role of electronic media in social awareness of rural students in India” The aim of this study was to know the opinion of the rural students about the role of media and its kinds. As result it was found that electronic media playing a great role in awareness, social problems and learning problems of the student’s weather they are rural or urban students. When the comparison was seen between Male and female students, It was found that no significant difference exists in their social awareness. In other words it can say that media (print or electronic) play a very important role in our social life.

Saroj, yadav&Shivveer, Singh (2011) conducted a study on “A Comparative Study of Social Competence and Attitude towards Computer among Undergraduate Students”. The present investigation was conducted to compare the social competence and attitude towards computer among undergraduate students. To see the result of this study, descriptive survey type of research was used. 320 undergraduate students of the urban and rural areas of Kanpur in Uttar Pradesh (U.P.) were randomly selected for data collection. Social competence scale and Computer attitude scale were administered on the selected sample .The result reveled that Social Competence of undergraduate male students was more than that of undergraduate female students. Social Competence of undergraduate urban students was more than that of undergraduate rural students. Significant difference was found in attitude towards computer
between Undergraduate urban and rural students but there was no significant difference between male and female students.

**Sen, Sujata (2009)** conducted a study on “Effect of Internet in Social development of students”. The aim of this study was to find the effect of internet on the social development of students. In his study Sujata analyzed the data and see the result that students who are using internet have large social circle with social sites in comparison to non-internet users because internet provides very large social circle but other hand Internet non-users have large peer group in comparison to internet non-users. In simple words it can be described that students who use internet have large circle of friends on computer and they can increase their social awareness.

**Kant, Vinay (2008)** Conducted a study on Internet use and Social awareness in students. In this study the researcher tried to see the relationship between internet use and social awareness of the students. As result the researcher said that internet users and non-users students having no significant difference in their social awareness. In other words it can be said that both users and non-users have equal socially awareness.

**Ahuja, Sona (2010)** conducted a study on “A comparative study of general awareness of internet users and Non-users”. The purpose of the study was to find out the effect of use and non-use of computer and internet on general awareness of undergraduates. The result of the study revealed that awareness score was found to be almost normally distributed in the universe, and there is slight negative skewness in the distribution of internet non-users sample. In conclude we can say that general awareness of internet users increased in comparison to non-users.

**2.9.0 OVERVIEW OF THE CHAPTER**

This chapter explained the study related to different variables which were linked to another and computers. Many studies were conducted on computer literacy and effect of computer literacy on different variables. As study conducted by Brenda H. Loyd“"The effect of
sex, age and computer experience on computer attitudes, in this study researcher found significant positive attitudes on computer and the computer attitude of students was not affected by sex and age. In the same way study conducted on efforts of technology integration education on attitudes of teachers and students by Rhonda Christensen reveals positive effect on teacher’s attitude and this type of education shows to have time lagged positive effect on the attitudes of students as well. Study related to other variables consciousness. Study conducted on brain computer interfacing in disorders of consciousness reveals that a range of brain computer interfacing designs have been proposed and tested for enabling communication in fully consciousness. In the same way Meskill and Mossop say that computer encourages learning as we provide a stimulating environment and promote enthusiasm. Singh Bhagat also presented the result of his study which describes that electronic media playing a great role in social awareness, social problems and learning problems as Male and female students were showing on significant difference in their consciousness about social awareness. After reviewing the findings related to different variables, age groups and situations of different studies which show their significance and importance of variables in different situations and relationship between variables but no one was related to see the effect of computer technology on cognitive and non-cognitive variables. So the researcher decided to conduct and experiment of computer literacy on attitude towards using cyber resources, level of consciousness and social awareness of village students age group of 10-13 years.