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# Feedback on the Performance of Students in their Information Technology Module

*Leovigildo Lito d. Mallillin*

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This study aims to identify the performance of the students in their information technology module along the area of operating system, microsoft word, microsoft excel, microsoft powerpoint, internet, and I.T. basic knowledge. The study comprised of two hundred eighty (280) respondents. They are officially registered at Gulf College under the Center of Foundation Studies in the A.Y. 2017-2018. They belong to GFP Block 2 and have registered information technology as part of their module.

Descriptive method is utilized in the study because it involves collections of quantitative information that can be tabulated along a continuum in numerical form, such as their feedback on the skills in their information technology practical examination. It describes categories of information such as their skills in operating system, microsoft office, internet and I.T. basic knowledge.

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*Classification:* H.m.

*Language:* English



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*The two non-probability sampling techniques namely, Convenience Sampling and Purposive Sampling are employed in the study.*

*Results show that operating system, microsoft word and internet are excellent and impressive, however, microsoft excel, powerpoint and basic information knowledge are very poor as based on the result of their feedback during their practical examination.*

**Keywords:** performance of students in I.T., operating system, microsoft word, excel, powerpoint, internet, basic I.T knowledge.

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## I. INTRODUCTION

Information technology is one of the modules and requirements of the Center of Foundation Studies. Information technology contributes to the learning process of students and will be useful in their future, whether in their own work or in their own business. This enhances students in their computer literacy as part of their learning in the module as this has been explored by (Xu & Chen, 2016) as the approach of information digitalization or computer process that improves the learning and teaching environment of the students. The authors further stressed that application of information technology has become the concerned of the modern technology as compared to their computer literacy programme in their module particularly on the success information of basic computer application among the students. This guaranteed the techniques in teaching in the information technology among the students that promotes teaching effectiveness by applying basic information technology knowledge and with different information literacy.

Nevertheless, information technology module provides foundation and knowledge of the students to utilise the MS office application such as powerpoint, word and excel. The information technology functions prepare students in the basic processing of computer. It suits them the application of data manipulation for their learning enhancement and literacy in the module. However, information technology deals with basic keyboard skills, since information technology is designed to help students transform their knowledge on their hands off keyboarding, techniques and styles of the application of MS office. Systems and application is the process that

establishes the needed information and knowledge extended to the learners. MS windows and office tools including Word, Excel, Powerpoint, and Internet application are the process of creating of giving information or system in the students learning process (Gokhale, 2015).

The learning outcome of the students demonstrates the ability to analyse the main functions of computer system and how they work in sequence to process information. Information system has been the major concerned since the beginning of the electronic digital computer age and operating cycles. The module is designed for the student process and information, this helps them to understand the advantage and limitations of the state-of-the-art in the basic knowledge to information technology because of the functions of that application (Siewiorek and Swarz, 2017). Moreover; the description of the different functions hardware components such as CPU, storage systems, types of memories like RAM, ROM and common input and output devices has been a part of their knowledge in the module. The system for the support of the hardware provides both services in association with the learning knowledge of the students. They are given background to identify the said hardware in such a way that information are given to the students particularly on the different functions of the different hardware in the computer (Adamczyk, et.al., 2016).

On the other hand, the module explains the different types of software, operating system, application software and programme software among them which is a part of their feedback in the summative practical examination to include the different types of computers, network computers, laptops and PDAs. A device consists of hardware and software taught among the students to explore a wide range of system configuration and requires a wide range of hardware and software capabilities on the application of their module and as a part of their summative feedback. This also provides systematic

application and development that required efforts among students (Brunner, et. al, 2011).

This module has 60 hours of whole class contact over the semester. In the class hour, students will be working with their tutor and other fellow students. Students have regularly tutor time with their module tutor. Students will take part in the formative exercises. This develops their skills in information technology. Student will be working for their own various task and activity required for them. The performance of the students is based on the marks during the practical examination given to them. This is where they will be given feedback for any room of improvement on their information technology module, lectures are available, class hours are used as complementary learning activities (Asarta and Schmidt, 2017).

Formative feedback helps to prepare students for their formal assessment. It gives practice in building their skills in information technology. Learning the skills in the information technology module requires students to practice and help them build competencies in information technology module. This describes the assessment formative feedback questions given to students during their final practical examination to determine their skills in the operating system, microsoft office application, internet and information technology basic knowledge (Dunaway and Orblych, 2011).

Statement of the Problem

1. What is the performance of students in their information technology module along the area of
  - a. operating system,
  - b. microsoft word,
  - c. microsoft excel,
  - d. microsoft powerpoint,
  - e. internet, and
  - f. I.T. basic knowledge?

## II. RESEARCH DESIGN

The study employed the quantitative research particularly the descriptive method because it

involves collections of quantitative information that can be tabulated along a continuum in numerical form, such as their feedback on the skills in their information technology practical examination. It describes categories of information such as their skills in operating system, microsoft office, internet and I.T. basic knowledge. Descriptive research involves gathering data that describes events and then organizes, tabulates, depicts, and describes the data collection. It often uses visual aids such as graphs and charts to aid the reader in understanding the data distribution. Because the human mind cannot extract the full import of a large mass of raw data, descriptive statistics are very important in reducing the data to manageable form. When in-depth, narrative descriptions of small numbers of cases are involved, the research uses description as a tool to organize data into patterns that emerge during analysis (Pierce, 2017).

### 2.1 Research Subject

The subjects of the study are the students of Gulf College under the Center of Foundation Studies who are officially registered in the A.Y. 2017-2018. They belong to GFP Block 2 and have registered Information Technology as part of their module. Two Hundred Eighty (280) students are utilised in the study.

### 2.2 Research Technique

The study employed the two nonprobability sampling techniques namely, Convenience Sampling and Purposive Sampling. Convenience Sampling and Purposive Sampling are Nonprobability Sampling Techniques that a researcher uses to choose a sample of subjects/units from a population. It generates results that will be used to create generalizations pertaining to the entire population on the performance and skills of the respondents' particularly on feedback area of operating system, microsoft office application, internet and I.T. basic knowledge skills (Etikan, Musa and Alkassim, 2016).

### 2.4 Research Instrument

For data gathering purposes, the research used a feedback form on the result of the assessment of the students in their skills on operating system, microsoft word, microsoft excel, Microsoft powerpoint, internet and I.T. basic knowledge using the following scale:

1. Performance of the students in the area of operating system

Scale	Descriptive Level
6	Excellent
5	Very Good
4	Good
3	Satisfactory
2	Poor
1	Very Poor

2. Performance of the students in the area of microsoft word

Scale	Descriptive Level
6	Excellent
5	Very Good
4	Good
3	Satisfactory
2	Poor
1	Very Poor

3. Performance of the students in the area of microsoft excel

Scale	Descriptive Level
6	Excellent
5	Very Good
4	Good
3	Satisfactory
2	Poor
1	Very Poor

4. Performance of the students in the area of microsoft powerpoint

Scale	Descriptive Level
6	Excellent
5	Very Good
4	Good
3	Satisfactory
2	Poor
1	Very Poor

<p>5 Performance of the students in the area of internet</p> <table border="0"> <tr> <td>Scale</td> <td>Descriptive Level</td> </tr> <tr> <td>6</td> <td>Excellent</td> </tr> <tr> <td>5</td> <td>Very Good</td> </tr> <tr> <td>4</td> <td>Good</td> </tr> <tr> <td>3</td> <td>Satisfactory</td> </tr> <tr> <td>2</td> <td>Poor</td> </tr> <tr> <td>1</td> <td>Very Poor</td> </tr> </table>	Scale	Descriptive Level	6	Excellent	5	Very Good	4	Good	3	Satisfactory	2	Poor	1	Very Poor	<p>6 Performance of the students in the area of I.T. basic knowledge</p> <table border="0"> <tr> <td>Scale</td> <td>Descriptive Level</td> </tr> <tr> <td>6</td> <td>Excellent</td> </tr> <tr> <td>5</td> <td>Very Good</td> </tr> <tr> <td>4</td> <td>Good</td> </tr> <tr> <td>3</td> <td>Satisfactory</td> </tr> <tr> <td>2</td> <td>Poor</td> </tr> <tr> <td>1</td> <td>Very Poor</td> </tr> </table>	Scale	Descriptive Level	6	Excellent	5	Very Good	4	Good	3	Satisfactory	2	Poor	1	Very Poor
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### III. RESULT OF THE STUDY

*Table 1:* Performance of the students in their information technology module

Operating System	Frequency	Percentage
✓ Excellent	135	48
✓ Very Good	23	8
✓ Good	61	22
✓ Satisfactory	12	4
✓ Poor	24	9
✓ Very Poor	25	9
<b>Microsoft Word</b>		
✓ Excellent	100	36
✓ Very Good	31	11
✓ Good	41	15
✓ Satisfactory	24	9
✓ Poor	42	15
✓ Very Poor	42	15
<b>Microsoft Excel</b>		
✓ Excellent	44	16
✓ Very Good	27	10
✓ Good	44	16
✓ Satisfactory	17	6
✓ Poor	73	26
✓ Very Poor	75	27
<b>Microsoft PowerPoint</b>		
✓ Excellent	30	11
✓ Very Good	50	18
✓ Good	24	9
✓ Satisfactory	30	11
✓ Poor	40	14
✓ Very Poor	106	38
<b>Internet</b>		

✓ Excellent	222	79
✓ Very Good	1	0
✓ Good	0	0
✓ Satisfactory	2	1
✓ Poor	2	1
✓ Very Poor	53	19
<b>I.T. Basic Knowledge</b>		
✓ Excellent	54	19
✓ Very Good	42	15
✓ Good	23	8
✓ Satisfactory	37	13
✓ Poor	39	14
✓ Very Poor	85	30

Table 1 shows the performance of the respondents in their information technology module during their assessment and during their practical examination. As observed in the table, performance of students along the area of operating system is excellent, with a frequency of 135 or 48% among the respondents, performance of students along the area of Microsoft word shows excellent, with a frequency of 100 or 36% among the respondents, performance of students along the area of microsoft excel is very poor, with a frequency of 75 or 27% among the respondents, performance of students along the area of microsoft powerpoint is very poor, with a frequency of 106 or 28% among the respondents, performance of students along the area of internet is excellent, with a frequency of 222 or 79% among the respondents and performance of students along the area of I.T. basic knowledge is very poor, with a frequency of 85 or 30% among the respondents.

#### IV. DISCUSSION

As based on the result of the assessment and as based on the result of their practical examination, performance in every skills vary depends on the knowledge and interest of the respondents. The approach of the assessment is designed on the needs and skills of the students, focusing on their knowledge and need in the information technology module. This module plays an

important role on the learning skills of the students (Mislevy, et. al., 2017).

On the performance of the respondents along the area of operating system shows impressive because the respondents got a high mark which is excellent for the reasons that the module tutor taught them the proper way of making that skill of operating system as part of the module outcome. The operating system is a file name and data where the students save their work output for purposes of monitoring the result of their practical examination. It is a requirement for them to develop during their assessment. Students are required to follow this requirements as part of their assessment in the operating system and labelled with their name and I.D. number (Preece, Rogers and Sharp, 2015).

On the other hand, performance of the students along the area of microsoft word shows excellent because most of the respondents fall on that category. Microsoft word is known everywhere. Everybody has knowledge on using microsoft word. They have the mastery on how to type a text, however; need to improve more on the command in that activity. Microsoft word is not just typing a word, it also involves, changing of font styles, sizes, inserting, headers and footers, line spacing, margin, data capturing, editing and designs to name few of the features of microsoft word. The microsoft words contains document type by the students with corresponding guide

questions for them to follow. It is an application of the module output taught among them. Several guide questions are given to them to perform as their task in the microsoft office word skills (Bedi and Partridge, 2011).

Nevertheless, performance of the students along the area of microsoft excel is very poor. This shows that they have limited knowledge in performing the task. They have limited knowledge on the fundamental operations in columns, rows, computations, graph, alignment to name few on the basic functions of microsoft excel application. Though different functions on excel has been taught to them. They cannot grasp to follow unlike on the other application of microsoft office operations. Microsoft excel involves summarizing, reporting and analyzing data. It is needed in the computation to make the task easy and comfortable. Students are being taught the basic on how to use the microsoft office excel in an effective and efficient way because it provides approaches and improves for the analysis of data. The concept therefore is easier and designed for students to learn in preparation for their future work. Learning the formula in utilising the microsoft excel makes the task easier and comfortable to the user (Winston, 2016).

Additionally, performance of the students along the area of microsoft powerpoint shows very poor. Though the basic concept in creating powerpoint design is complicated because they have to consider the animation, transition, designs, number of slides and the font size. They know what to do but during the actual assessment the learners have forgotten all the principles. It might be that they are not used to it. They will just use the powerpoint in their presentation once in a life time. This needs to be practiced from time to time for a better mastery on the concept of creating a powerpoint slides. They know how to design but they have lack knowledge on the concept on what they will put in the slides. They are confused and have no enough knowledge on the slides they are going to put in the slides. They have problems on creating designs, animation, transition and have problems on the contents of

the slides. Powerpoint is more effective instructional medium of knowledge because it demonstrated instruction benefits among the learners. The effect of varied digital presentation tools or powerpoint plays an important role on the part of the students because they will use it in their project and presentation to all their modules and it is focused on how presentation technologies used for the acquisition knowledge of the students (Chou, Chang and Lu, 2015).

Furthermore, performance of students along the area of internet shows excellent. Learners are exposed to internet and they have the knowledge on the proper usage of internet. With the latest trend of technology now, it is strongly evident that this kind of application is just easy to utilise. Just log in with their password and then they can send the message. What is important is they have their username with their password. Others are not because they have forgotten their user name and their password. The dynamics of internet to students measures their capacity in the proper usage because they are provided the moodle with their username and password. This is only exclusively used in the college by the students needed in the uploading of their assignment and sending their project as part of the development of their module. This has been expounded by (Dimpfl and Jank, 2016) that latter is measured by internet search queries related to their assignment, work and performance.

Similarly, performance of students along the area of basic information technology knowledge is very poor. Students are not familiar with the application of the basic information technology knowledge. They are provided the materials for them to master but still they cannot. It shows that students are weak in terms of self-mastery. They need to push them to master but they have limited knowledge perhaps they did not develop yet their proper study habits on the mastery of the basic knowledge in the information technology. They are particular on the hands off application rather than mastery of the theory and concept in basic information technology. Mastering, memorizing, reading and understanding digital text that is



organized in a non-linear hypertext format can be challenging for students as it requires a more self-directed selection of text pieces compared to reading linear texts and hands off application and theory. The differences in students' skills in comprehending digital text can be explained by their behavior and various underlying skills. Students' behavior was operationalized by their selection of task-relevant hypertext pages; students' abilities in terms of mastering, memorizing, reading linear texts, dealing with computer interfaces more generally and evaluating the usefulness of online information were considered as underlying skills. The basic information technology or computer skills and evaluating online information would explain performance in digital reading above and beyond reading skills measured with linear texts (Hahnel, Goldhammer, Naumann and Kröhne, 2016).

## V. CONCLUSIONS

As based on the result of the study, knowledge of students in their information technology module varies depends on their interest. Respondents answer on operating system, microsoft powerpoint and internet show impressive, however, others did not make it. They are not familiar with the application of the operating system, microsoft word and internet, Similarly, to those students who are weak in internet are those students who have no user name and password.

Subsequently, learners ability in microsoft excel, microsoft powerpoint and basic information technology are not that impressive because they did not get the correct format and correct application of the excel, powerpoint and basic knowledge of information technology.

## VI. RECOMMENDATIONS

Module tutors in information technology should focus on the application of microsoft office like excel and powerpoint because this is needed by the respondents. This also includes the basic information technology knowledge. Functions on the application of the different microsoft office

must be given emphasis as this is important among the learners.

Likewise on the functions of operating system, microsoft word and internet, respondents must be given activities based on their interest, this serves as a motivating factors among them to improve their skills in the information technology skills.

Future researchers need to explore more on the other activities not tackled in this study to better improve the information technology module.

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