# A STUDY ON COMPUTER LITERACY AMONG UiTM'S BACHELOR OF ACCOUNTANCY GRADUATING STUDENTS IN SHAH ALAM

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## ABSTRACT

Information technology is rapidly changing at an alarming pace. Its dynamic changes are penetrating business world, government bodies, and agencies as well as other organisations. More and more of these organisations are using information technology to enhance activities, to provide efficient and better services, and for businesses especially, to have a competitive edge. Therefore, it is important for students to become computer literate, since, almost all workplace require the use of information technology. In view of this, the main objective of this study is to analyse the computer literacy among UiTM's Bachelor of Accountancy graduating students in Shah Alam.

This study used the questionnaire survey method, for data collection. Descriptive statistics, One Sample t-Test, Two Independent Sample t-Test and Pearson Correlation Test were used to analyse the data. The study found that graduating accountancy students in UiTM Shah Alam are computer literate and that there are significant differences between male and female students, and between the graduating students who own computers and those who do not own computers in terms of computer literacy level. There are some correlations between computer literacy and owning a computer, and between computer literacy and the students' perception on Accounting Information System (AIS) subjects.

This study makes several recommendations based on the findings. The recommendations include assessing whether the present computer literacy level of accountancy students is acceptable or should it be strengthened further, whether there is a need to disseminate information about the computer facilities and services available to students and to review AIS subjects, and whether more weight should be given to the practical rather than theoretical aspects in enhancing computer literacy.

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# CHAPTER ONE

# INTRODUCTION

## 1.1 INTRODUCTION

Information technology is rapidly changing at an alarming pace (German, 2000). Its dynamic changes are penetrating business world, government bodies and agencies as well as other organisations. More and more of these organisations are using information technology to enhance activities, to provide efficient and better services and for businesses especially, to have a competitive edge. It is obvious that in the 21st century, almost all jobs will involve computers in some way (Yildirim, 2000). In fact we are witnessing the dramatic increased in computer-related jobs. The remarkable developments in computer technology have influenced expectations from educational institutions (Yildirim, 2000). As stated by Fleming and Raptis (2000), new technology have significantly changed the world of educational thought and practice.

In school districts throughout United States, computer literacy is considered a top educational goal (German, 2000), as employers are now eyeing candidates who have knowledge and experience in information technology or those who are computer literate (Imel, 1989). Therefore, students must develop computer literacy (Kryder, 1999) and master at least some level of computer literacy (Smith and Necessary, 1996).

Information technology has also showed its effect in our daily life. It has permeated most aspects of our lives (Zeszotarski, 2000) and is continuing to have a significant impact on our lives (Low, 1999). For example, information technology has made possible shopping on-line, paying bills and obtaining services through Internet, electronic mailing, video conferencing, electronic designing or state-of-art and creating and sending resumes on-