A Study of Computer Attitude among Secondary School Students of Government and Private Schools.

Kiran Bedi[1], Kusum Khatkar[2]

[1] M.Ed., M.D. University, Rohtak-124001, Haryana
[2] Ph.D. student BPS Mahila Vishwavidyalaya Khanpur, Sonepat- 131305, Haryana

ABSTRACT

The present study was undertaken to find out the difference in computer attitude of secondary school students of government and private school. The total sample for the study comprises of 100 students (50 male and 50 female) of Rohtak District. The sample was taken from the different schools of Rohtak District. C.A.S. (Computer Attidude Scale developed by Dr. Tahira Khatoon and Manika Sharma were used to collect the data. The findings of the study revealed that attitude of students towards computer are moderate. There is no significant difference in attitude of male and female student indicating that sex factor has no impact on attitude towards computer. In our study it was observed that students of private school and govt. Schools have almost same attitude towards computer. From this study we may conclude that there is no significant difference in computer attitude of students (male and female) of government and private school.

Keywords: Computer, Attitude, Computer Attitude, Secondary School

INTRODUCTION

Technology is described as the process by which people try to improve and organize the world. Advancement in computer technology has caught attention of many educators and researchers. Computer based instructional applications are considered and effective alternative to traditional teaching methods.

Teaching is the use of hardware and software for efficient management through modern era. Technology in education refers to application of engineering principles in the development of electro mechanical equipment used for instructional purpose. This type of technology is known as media. Technology includes computers, video, television, connection with other computer globally to gather. So technology is very useful to get information and to make communicate with others (Al-Gahtani,1999). Without technology we cannot transfer our information from one place to another place and can't communicate. Technology is changing every aspect of human life including communication, trade and manufacturing services, culture, research and global security.

Computers are increasingly widespread, influencing many aspects of our social and work lives, as well as many of our leisure activities. As more tasks involve human computer interaction, computer skills and knowledge have become more positively correlated with both occupational and personal success. Therefore, as we move into a technology based society, it is important that children"s classroom experiences with technology be equitable and unbiased for males and females (Ames, 2003). In most cases, the teacher is key to effective implementation of the use of computers in the educational system and given that teachers have tremendous potential to transmit beliefs and values to students, it is important to understand the biases and stereotypes that teachers may hold about the use of computers and the factors that act as facilitators to teachers" positive computer usage (Woodrow,1994).Of the factors that have been listed to affect the successful use of computers in the classroom are teachers" attitudes towards computers and these attitudes, whether positive or negative, affect how teachers respond to technologies. This in turn affects the way students view the importance of computers in schools and affects current and future computer usage. In support of the importance of teachers" attitude towards computer use, provided evidence to suggest that the attitudes of teachers are directly related to computer use in the classroom (Dede, 2000).

An attitude is an expression of favour or disfavour toward a person, place, thing, or event (the attitude object). Prominent psychologist Gordon Allport once described attitudes "the most distinctive and indispensable concept in contemporary social psychology."

The term attitude is used to express one's intense feelings or strong liking and disliking for a particular thing , concept , phenomenon , organization , system , culture and traditions specifically associated with the groups , systems and socially situations prevalent in one's society. It is an important concept used to understand and predict people's reaction to an object or charge and one's behavior regarding something can be influenced.

In its structural composition, attitude may be seen to be composed of the three distinctive components (Breckler,1984)

1. Affective Components: the person's feeling about the attitude object.
2. Cognitive components: the person's belief or knowledge about the attitude object.
3. Behavioural components: the person's inclination to act towards the attitude object in a consistent manner characterized by the same mode or response.

Computer attitude has been defined as a person's general evaluation or feelings of favour or antipathy towards computer technologies and specific computer related activities. Specifically, a person attitude towards computer is in Computer attitude has been defined as a person's general evaluation or feelings of favour or antipathy towards computer technologies and specific computer related activities. Specifically, a person attitude towards computer is influenced (Shashaani,1994).The Computer Attitude of J&K higher secondary school students' attitude towards computer are favourable. Both male and female students attitude towards computer are favourable (Noor-Ul-Amin,2014).

Computer attitude evaluation usually encompasses statements that examine users' interaction with computer hardware, computer software, other persons relating to computers, and activities that involve computer use. Computer-related activities examined are either single instances of behaviour (e.g. specific software use) or classes of behavior (e.g. attaining computer related courses).

SIGNIFICANCE OF THE STUDY

The computer has a deep impact on education. Computer education forms a part of the school and college curricula, as it is important for every individual today, to have the basic knowledge of computers. The advantages of computers in education include an efficient storage and rendition of information, quick information processing and very importantly the saving of paper. Know more about the importance of computer education. Computer teaching plays a key role in the modern systems of education. Students find it easier to refer to the Internet than searching for information in fat reference books. The process of learning has gone beyond learning from prescribed textbooks. Today, aspires can satiate their thirst for knowledge by means of the internet.

It is easier to store information on computers than maintaining hand-written notes. Also the government of India has an ambitious plan to make computers available to all level school i.e. primary schools, secondary schools, secondary schools, higher secondary schools, colleges etc. NCERT is training selected school teachers in using microcomputers for imparting instructions to students. The computer education program is being implemented in India in the limited scope at the moment. The present study is devoted to study the computer attitude of students. The research is also helpful in motivating the students, on which it has been conducted, by letting them know their current computer attitude and further improve it.

As we know that no individual is same, there are individual differences in their attitudes, beliefs, temperaments, creativity, emotions, values, interests, etc. There is difference between male and female(Abdel, 2002). One is not better than the other in any sense. Both are valuable, both are worth. There is difference in their attitude towards computer. Some people think that boys show more attitudes towards computer than girls. Even it is seen that Government school students have less attitude towards computer as compared to Private school students (Bout,2002). The study would be helpful in analyzing this difference in attitude towards computer use and its application in making studying more interesting and valuable.

STATEMENT OF THE PROBLEM

A study of Computer Attitude among Secondary school students of government and private schools.

OBJECTIVES OF THE STUDY
The study under consideration has the following objective
O_1.To compare computer attitude among male and female students at secondary level in government schools.
O_2.To compare computer attitude among male and female students at secondary level in private schools.
O_3.To compare computer attitude among male students at secondary level in government and private schools.
O_4.To compare computer attitude among female students at secondary level in government and private schools.

HYPOTHESIS

The following hypotheses have been formulated for the present study:

H_1.There is no significant difference in computer attitude among male and female students at secondary level in government schools.

H_2. There is no significant difference in computer attitude among male and female students at secondary level private schools.

H_3.There is no significant difference in computer attitude among male students at secondary level in government and private schools.

H_4.There is no significant difference in computer attitude among female students at secondary level in government and private school.

DELIMITATION OF THE STUDY

The study has been delimited in the following manner:

1. Sample is limited to 100 students only.

2. Sample is limited to Rohtak District only.

3. Sample is limited to secondary schools only.

RESEARCH METHODOLOGY

The descriptive survey method is used to study the problem referring to the study of secondary school student's attitude towards computer (Burns, 1997).

Population and Sample

The population for the present research includes students of four schools of Rohtak District. The random sample method was used to draw the sample for the present study. The total sample for the study comprises of 100 students (50 male and 50 female) from schools of Rohtak district.

Research Tool

C.A.S developed by Dr. Tahira Khatoon and Manika Sharma.

Statistical Techniques Used

The obtained data was submitted for further statistical analysis. In order to calculate mean, standard deviation significance of difference in mean score of respondents were completed.

1. Mean

2. Standard Deviation

3. t-test

Analysis and Interpretation of Data

Table-1: Mean, Standard deviation, t-value of male and female students of govt. school

Sample is limited to secondary school students only.

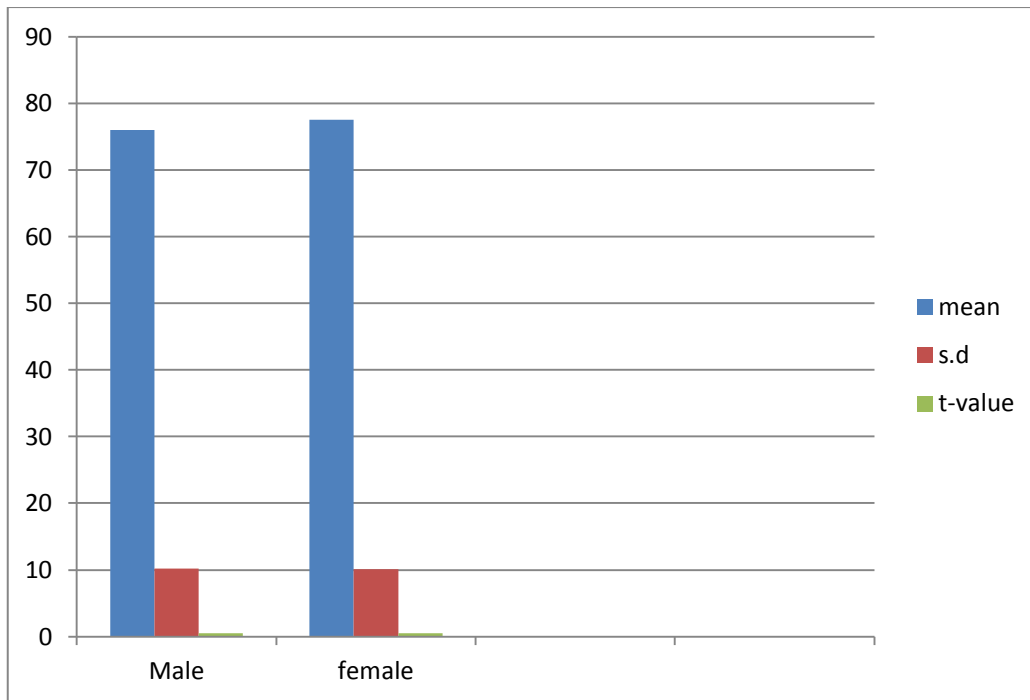| No. of students	Gender	Mean	S.D	t-value	Level of significance
25	Male	76	10.17	0.52	not significant
25	Female	77.52	10.124		

Table 4.3 show that means score of male students is 76 and means score of female students is 77.52. The value of t is 0.52. At degree of freedom 48 this calculated value is less than critical value at 0.01 and 0.05, level of significance. So, there is no significant difference in attitude of male and female students at secondary level in govt. schools. Hence null Hypothesis that there is no significant difference in computer attitude among male and female students at secondary level in govt. schools is retained or accepted.

Table 2: Mean Standard deviation and t-value of male and female students of private schools

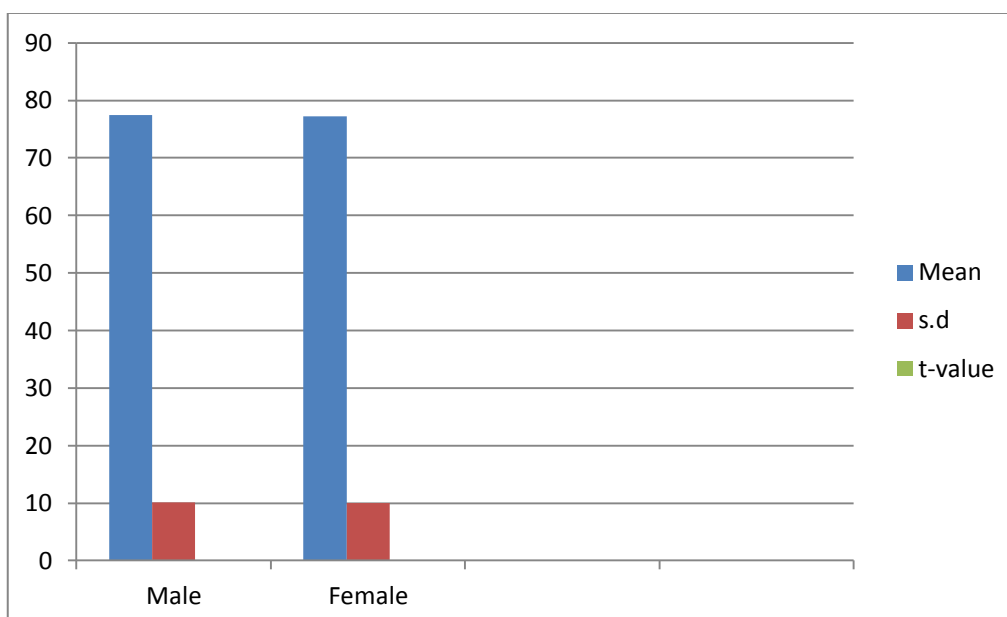| No. of students	Gender	Mean	S.D	t-value	Level of significance
25	Male	77.4	10.17	0.07	not significant
25	Female	77.2	10.004		

Table 4.6 shows that mean score of male student is77.4 and mean score of female student is 77.2. The value of t is 0.07 .At degree of freedom 48 this calculated value is less than critical value at 0.01 and 0.05, level of significance. So, there is no significant difference in attitude of male and female students at sec. level in private schools. Hence null hypothesis that there is no significant difference in computer attitude among male and female students at sec. level in private schools is retained or accepted.

Table 3: Mean standard deviation and t-value of male students of govt. and private schools

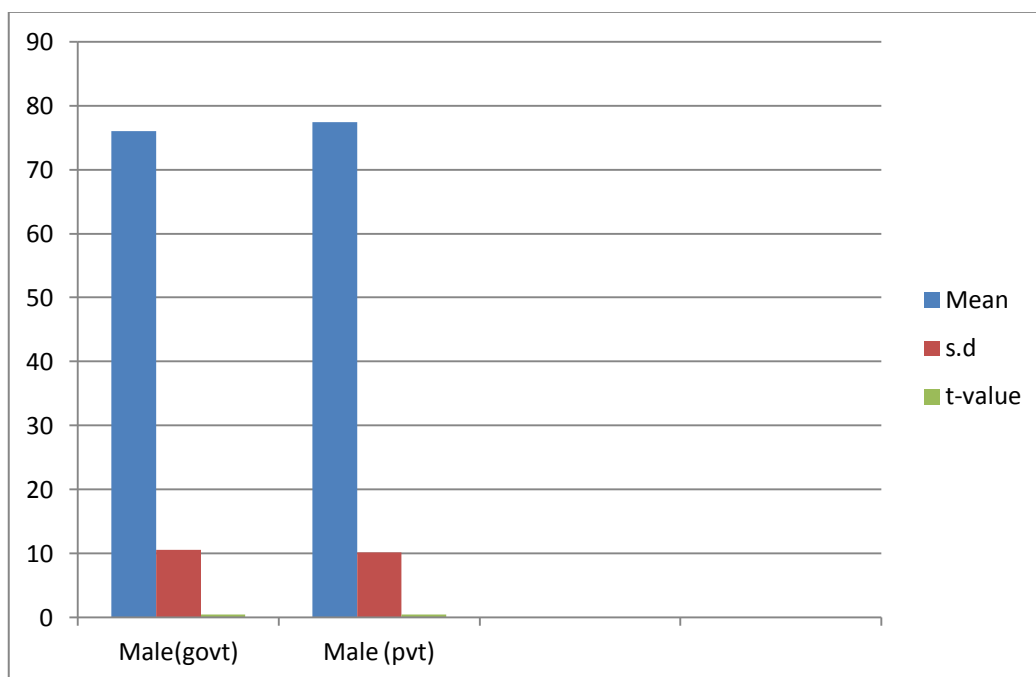| No. of students	Gender	Mean	S.D	t-value	Level of significance
25	Male	76	10.6	0.48	not significant
25	Female	77.4	10.16		

Table 4.9 shows that mean score of male student in govt. schools is 76 and mean score of male students in private schools is 77.4. The value of t is 0.48. At degree of freedom 48 this calculated value is less than critical value at 0.01 and 0.05, level of significance so there is no significant difference in attitude of male students in govt. schools and attitude of male students in private schools at sec. level. Hence null Hypothesis that there is no significant difference in computer attitude among male students at secondary level in govt. and private schools is retained or accepted.

Table- 4: Mean, standard deviation and t-value of female students of govt. and private schools

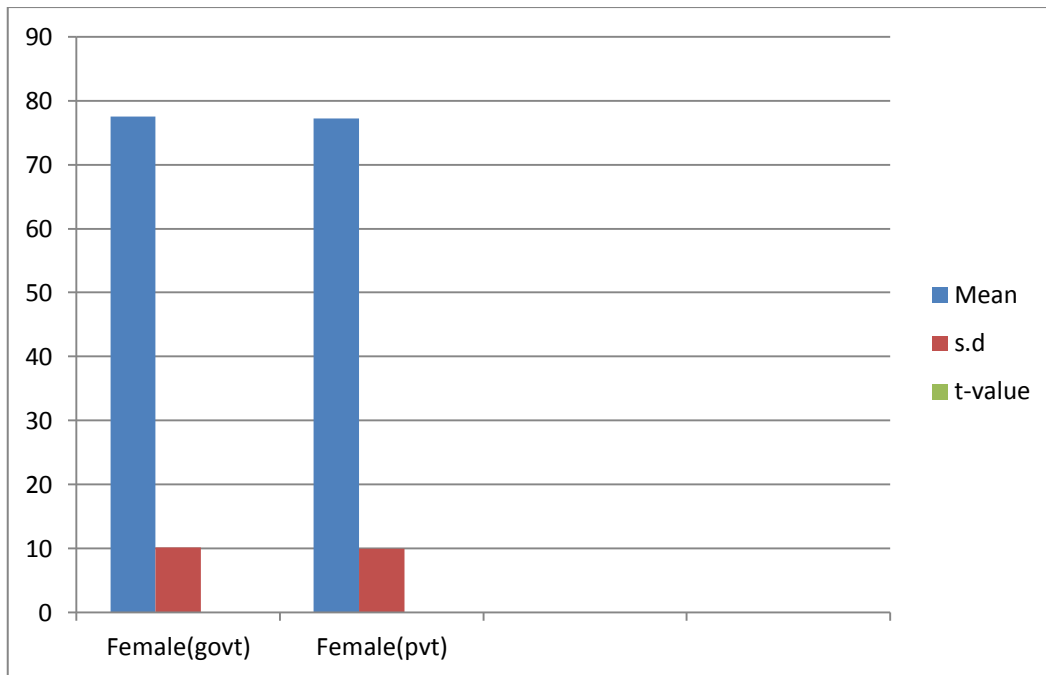| No. of students	Gender	Mean	S.D	t-value	Level of significance
25	Male	77.52	10.124	0.11	not significant
25	Female	77.2	10.004		

Table 4.12 shows that mean score of female student in govt. schools is 77.52 and mean score of female students in private schools is77.2. The value of t is 0.11. At degree of freedom 48 this calculated value is less than critical value at 0.01 and 0.05, level of significance. So, there is no significant difference in computer attitude of female students in govt. schools and computer attitude of female students in private schools at sec. level. Hence null Hypothesis that there is no significant difference in computer attitude among female students at secondary level in govt. and private schools is retained or accepted.

FINDINGS

1. There is no significant difference in computer attitude among male and female students at secondary level in govt. schools.
2. There is no significant difference in computer attitude among male and female students at secondary level in private schools.
3. There is no significant difference in computer attitude among male students at secondary level in govt. and private schools.
4. There is no significant difference in computer attitude among male students at secondary level in govt. and private schools.

CONCLUSION

Based on analysis done and interpretation it can be concluded that there is no significant difference in computer attitude among male and female students of government and private schools at secondary level.

EDUCATIONAL IMPLICATIONS

Development of favorable attitude among the pupils and the people is possible when teachers have positive attitude has direct impact on the child and through them on the society. There is also evidence of growing concern that student's negative attitudes might affect individual motivation and performance. The present study is an approach to motivate the students towards computer education. From the findings of the study it is observed that the male and female student of government and private school students have favorable attitude towards computer. Therefore, the activities like discovery learning, game, painting; PowerPoint, MS-office etc should be included in the curriculum which helps in increasing positive computer attitude of students. It will help in overall development of child.

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