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A co-relational study of computer knowledge, attitude towards computer among school students.

Dr. Sangeeta Sharma, Assistant Professor, CBLU, Bhiwani.

Abstract

The present study was made to explore deep relationship between computer knowledge and attitude towards computer among inter-college students. The sample consisted of 100 (50 male and 50 female) inter-college students selected by using the stratified sampling. The obtained result was found positively co- related with computer knowledge and attitude towards computer. It indicates that higher computer knowledge leads to high attitude towards computer. The r value was found positively co related with male and female student. The t analysis was found significant due to sex on attitude toward computer variable between boys and girls students of school students.

Introduction

In the present era, the development in various aspects of computer technology has reached beyond our imagination and expectations. A computer become a part and parcel of our life, computer knowledge is very much needed for everyone. Hence, the students are expected to have good knowledge in computer. Favorable attitude towards computer plays a very significant role in making one really interested in it. Therefore, if the students have favorable attitude towards computer, then there may a chance for them to be motivated in acquiring knowledge of computer, as it is clear that the computer knowledge is very much needed for students. There are some studies conducted aboard on computer knowledge and also the attitude towards computer (Tsai and Tsai, 2003; and Denise, 2002). In India very few studies conducted in this area (Rajasekar and Vaiyapuriraja, 2007; Rajasekar, 2005).

Attitude towards computer components encompasses students' feelings, belief and perception towards general computer use, computer assisted, programming and technical concepts, social issues surrounding computer use and computer history. The modern psychologist emphasized the role of user's attitude and anxiety: these two are the affects of the knowledge of computer among individuals. Ajzen and Fishbein (1977) argue that when there is a clear linkage between the target action and any attitude there are formed, the degree of predictability will be higher investigation of attitude towards computer should be fruitful based on reasoning. Tamar and Smadar (1998) suggest that attitude towards computer has

four major components. 1) attitude towards computer as an educational tool, 2) appreciating the computer as an important, 3) perception of the computer as a tool of enjoyment, and 4) general computer related stereotypes.

Objectives:

- To study the relationship between computer knowledge and attitude towards computer among school students.
- To see the difference between computer knowledge and attitude towards computer of boys and girls students.
- To see the difference in attitude towards computer and computer knowledge of boys and girls students.

Hypotheses:

- There will be positive relationship between computer knowledge and attitude towards computer among school students.
- There will be significant difference in computer knowledge and attitude towards computer of boys and girls students.
- There will be significant difference in attitude towards computer and computer knowledge of boys and girls students.

Method Selection of sample:

The sample consisted of 100 (50 male and 50 female) school students selection by using the stratified sampling.

Measuring tools: Measuring tools were used in the presented study was based on used in earlier investigation of computer knowledge, attitude towards computer.

The computer knowledge test: To assess student's computer knowledge, a test developed by Aziz (2004) was used. The test consists of 50 items. The test was not text based as it was an achievement test. The scoring of the questionnaires was done to respective norms.

Computer attitude scale: Computer attitude scale (CAS developed by Loyd and Gressard (1985) was used as an instrument of measuring different aspect of computer attitude. The total score was a general measure of attitude towards computer and consists of 40 questions with choice measured on a four point likert scale (strongly agree, agree, slightly agree, slightly disagree, strongly disagree). The score value can range from a low 40 to a high 160. For this test, higher scores indicate more positive attitude towards computer.

Procedure:

All the participants were appointed individually at their place. During the class time, prior permission of the principal on the earlier fixed appointment. The questionnaire was collected back from the participants, who have fully completed them. The scoring of the questionnaire was done according to the respective norms.

Results and discussion:

The obtained result for investigating correlation between computer knowledge and attitude towards computer is positively correlated. It indicated that high computer knowledge lead to high attitude towards computer. Earlier formulated objective and hypothesis were supported by present result.

The correlation coefficient between computer knowledge and attitude towards computer

Variables Computer knowledge r= .59 >.01 attitude towards computer.

Computer knowledge Mean of male students have the higher score (29.26) than their counterparts, which means that boys have more knowledge about computer. The result indicates that t value was significant (t=2.02,df=98, p>.05) due to sex of the subjects. It was hypothesized there will be significant difference in the computer knowledge of the boy and girls. The study supports earlier findings that sex significantly affects the student's knowledge (Barker, 1986). Thus the formulated hypothesis is approved.

The mean and standard deviation of two groups on computer knowledge. Group Male mean=29.26, Female Mean =26.18, S. D= 4.92, SD of female =5.37. Summary of male and female groups on computer knowledge Group Male mean = 29.26 S.D=4.92, df 98, t= 2.02 >.05 Female mean= 26.18 5.37 Attitude towards computer.

The result indicates that male students have higher positive attitude computer than female students, t value indicate that significant effect (t=2.15, df =98, p>.05) of sex of the subject on attitude towards computer. The mean and standard deviation of two groups on attitude towards computer Group Male mean 106.78, Female Mean 97.28, S D of male 11.65 and S.D female 13.98. The male and female groups on computer knowledge Group mean for Male=106.78 SD=11.65, Female of mean= 97.28 SD, 13.98, df 98, t= 2.15 >.05.

The objective of the study was to compare the attitude of boys and girls towards the computer. It was hypothesized that there will be significant difference in the attitude towards computer of boys and girls. Therefore, the formulated hypothesis was approved by present study. These findings collaborate the earlier (Lockheed and Frakt, 1984).

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