



Attitude Towards Computer Among D.T.Ed Students: An Empirical Study

KEYWORDS

Attitudes toward Computers, Male and Female, Rural and Urban.

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ABSTRACT *This study analysed two objectives that compared the attitudes of male and females and rural and urban setting. The study used an attitudes inventory to identify attitudes associated with gender issues reflected in the literature. The inventory was administered to four hundred subjects who were student teachers studying in Diploma in Teacher Education course in Teacher Training Institutes (TTI) located in Cuddalore District of Tamilnadu. Analyses of the findings indicate that contrary to earlier studies on these issues neither male nor female in this group reflected concern about the attitude towards computer. As like as neither urban nor rural group reflected about the attitude towards computer. The results carry implications for both general education and teacher education. Educators and trainers should re-examine their behaviours as they make decisions regarding career choices, on-the-job training opportunities, and job placement.*

Introduction:

In the present context, computers have emerged in schools at all levels in increasing numbers. As a result, current students have had far more exposure to the computer than the subjects studied in the 1980s. This is substantiated by the findings of Deloughry (1996). As today's society is becoming more and more dependent on new technology, increasing attention is given to computer literacy, which in the current information age is no less significant as was reading, writing and calculus in the 19th - 20th centuries (Anderson, 1983). Computer literacy becomes an essential precondition for successful socialisation and professional career. For this reason, education being an important factor in society development, it plays an essential role in addressing the issue of literacy and in particular computer literacy (Diana Saparniene et al, 2005). Technology is the main support for the students learning developments now-a-days. With shifting from the teacher-centered instruction to child-centered instruction, the role, activities, attitudes, reflections of the students become more important concern to overlook the effectiveness of technology in instruction. Computers are the main technology support as a tool for effective learning and teaching process. As a technological tool, it provides the equal standards, opportunities and easy path for the successful understanding and also meaningful learning for students. In order to be reflective, recommend on the usage of computers and facilities, there should be examination of the thoughts, attitudes of students towards computer (Aytekin Isman, 2004).

Regarding the meaning of attitudes, different researchers gave different but somehow related definitions of the word. Aiken (1980) described attitudes as "learned predispositions to respond positively or negatively to certain objects, situations, concepts, or persons". Attitude is an inner psychic state influencing behaviour. Therefore, it can be understand an inner state from actions and words. For instance, one might presume that a person actively avoiding a computer has a negative attitude towards it. Attitude is not an inborn, instinct phenomenon; it mainly depends upon person's experience and its impact in a new situation. Consequently, attitudes are formed in the process of experience and their change is possible due to the internal and external factors (Sekar, P, 2013). Obviously the quality of computer literacy is closely related to one of the major attitudes components is motivation. If a student is absolutely motiveless to work with computer, the learning result will not be optimal. A motivated computer user, even under unfavourable conditions, willingly works with computer (Charles M. Ray et al, 1999). This article deals with the study of students' attitudes towards computer using differential statistical methods.

Need and Significance of the Study:

Computer now-a-days seems to be an inevitable part of the human life especially students life. Now, the learning process has been done through online, namely 'online learning'. Already the new generation students come across the e-learning, it is the learning process which helps the learner to know about the subject he wants to learn with the help of the latest technology, the computer. Hence, the online learning has the significance part. The students must know the way of learning from the computer. Future pedagogy depends mainly on three 'W's viz., wire or wireless (internet), windows and web. In future, the student community calls a modern professor as a wired, windowed and webbed professor. This statement emphasizes the importance of literacy on computer and attitude towards computer of D.T.Ed student teachers. There is a significant role of computers in society and schools. It is discussable about bringing to educational change through computer developments. Computers provide work speed, work efficiency, work power and removal of human error from work activities. With these brief facilities, it is understandable that computers and higher information technology effect the students' learning and studying. It is questionable how effectively affect and what are the attitudes of students toward computer role in education (Mad-dux et al, 1997). Therefore, this study has much significance in the present situation.

Statement of the Problem:

The present study is entitled as "ATTITUDE TOWARDS COMPUTER AMONG D.T.Ed STUDENTS: AN EMPIRICAL STUDY".

Objectives:

The investigator framed the following objectives related to the present study:

- To find out whether there is any significant difference in attitude towards computer among D.T. Ed. students with respect to gender.
- To find out whether there is any significant difference in attitude towards computer among D.T. Ed. students with respect to location of school.

Hypotheses:

The following are the hypotheses of this study:

- There is no significant difference in attitude towards computer among D.T.Ed. students with respect to gender.
- There is no significant difference in attitude towards computer among D.T.Ed. students with respect to location of school.

Research Design:

Normative survey method was adopted by the investigator.

Sample:

The present study consists of 400 D.T.Ed. students studying in Teacher Training Institutes in Cuddalore District of Tamil Nadu. The sample was selected by using simple random sampling technique.

Tools Used:

The investigator used the following tools

- Personal Data Sheet constructed by the investigator for the present study.
- Attitude Scale Towards Computer constructed and validated by Kumaran and Selvaraj (1997).

Data Analysis:**Differential Analysis of Data:**

This part deals with the differential analysis of data collected, the objectives stated in this study whether there is any significant mean difference between the selected sub-samples of the present investigation with respect to attitude towards computer. For this purpose, the investigator used the test of significance (t-test). The calculated values are given in the following tables 1-2.

Results:

Table 1: The Mean, SD and t-value of male and female students in attitude towards computer

Gender	N	Mean	SD	t-value	Significance at 0.05 level
Male	66	120.64	8.56	0.68	Not Significant
Female	334	121.85	8.77		

In order to find out the significant mean difference between male and female students in attitude towards computer score, the investigator calculated 't' value. It is given in the Table 1 and it is found to be 0.68, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted. It is inferred that the male and female D.T. Ed. students do not differ significantly in their attitude towards computer.

Table 2: The Mean, SD and t-value of rural and urban school students in attitude towards computer

Location of School	N	Mean	SD	t-value	Significance at 0.05 level
Rural	234	126.42	8.69	0.43	Not Significant
Urban	166	124.72	8.54		

In order to find out the significant mean difference between rural and urban school students in attitude towards computer, the investigator calculated 't' value. It is given in the Table 2, and it is found to be 0.43, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted. It is inferred that rural and urban school D.T.Ed students do not differ significantly in their attitude towards computer.

Major Findings:

The above described analysis presents the findings for each of the research questions. For each hypothesis, the analysis of subjects' responses and the significance of differences be-

tween male and females; and rural and urban school students are reported.

From the Table-1, the 't' value is found to be 0.68, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted. It is inferred that the male and female D.T. Ed. students do not differ significantly in their attitude towards computer.

From the Table-2, the 't' value is found to be 0.43, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted. It is inferred that rural and urban school D.T.Ed students do not differ significantly in their attitude towards computer.

Discussion:

In this study, the aim was to investigate students' attitudes towards computers in terms of different variables. Over the years, gender issues related to various academic specialties have been debated in the literature. When computers were introduced to the classroom in the 1980s, researchers sought to determine whether the gender of a student made a difference in performance on or preference for computers. In this study, no gender difference was observed in attitude towards computer. Similar to findings of previous studies, Smith (1986) found the no significant differences between genders; but when structure was not present, the differences between the genders increased with age. Arch & Cummins (1989) studied with college level students; he found little or no difference between the attitudes of the genders in classrooms. Gattiker & Hlavka (1992) found no gender differences when comparing attitudes of computer group students. While a few studies contradict the general consensus in the literature, that is gender differences are observed that males have a more favourable attitude toward computers (Williams et al, 1993). Charles M. Ray et al, (1999) found that there is a significant difference between the mean levels of males and females. Females had a higher mean than did the males. Therefore, females felt more comfortable with technology than the males. In this study, rural and urban school D.T.Ed students do not differ significantly in their attitude towards computer but the studies of Saroj Yadav and Shivveer Singh (2011) contradict with this study, the rural student have more attitude towards computer than the rural students.

Conclusion:

As a final note, studying attitudes toward computer among students are critical for the successful implementation of computer and information technology in the classroom. Findings of such studies will determine the proper direction toward the success of technology incorporation in the classroom. Additionally the instilling of positive attitude toward computers will assist the nation to achieve its goal of an information literate society who is able to keep abreast with the latest technology development. In addition to this, students need a computer education to get efficient studies in order to get related knowledge. At these conclusions, by following new trends and tendency to use computers in order to help future success of students is necessary. By these reasons, teacher and student should accept that computer has a great influence on educational context.

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