# A Comparative Study of Computer Attitude of Male and Female Students of Higher Secondary School

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Abstract: This paper is based on the investigation conducted to study the effect of sex, area and caste on Computer Attitude of students of higher secondary school of Navsari district in Gujarat state. The sample consisted of 360 higher secondary school students. The sample was selected in terms of Gender (male and female), Area (rural and urban) and Caste (OPEN, SEBC and ST-SC) in equal proportions, drawn randomly method. Computer Attitude was measured by Computer Attitude Scale - Khatoon and Sharma (2011). Mean, Standard Deviation and 't' test was used for analysis the data. There is significant difference between Computer Attitude of male and female higher secondary school students. There is significant difference between Computer Attitude of rural and urban higher secondary school students. There is significant difference between Computer Attitude of ST-SC higher secondary school students.

Keywords: Computer Attitude, Attitude, Computer

#### 1. Introduction

Modern age is the age of science and technology. We belong to the high-tech society of 21<sup>st</sup> century. Science has made various wonderful inventions of technology e.g. Television, Radio, Telephone, Computers etc. due to these technological developments social changes are increasing day by day. In the present digital era development in various aspects of computer technology has reached beyond imagination and expectations.

Computer is playing important role in every field of life such as medical, education, management and administration etc. Computer programmes can be designed to allow students to study what they want, in their own way. Many vacancies for jobs we may watch on computer. Computer provides an analysis of learning accomplished. Computer's game exercises a student's problem solving and decision making skills. It is a general teaching/learning methodology uniquely suited to computerization.

Computer has revolutionized the education field. In the present progressive era having computer knowledge practically is too much necessary. But there are many persons who fear to perform on computer; this is known as computer phobia. Computer phobia is an intense fear of something that poses little of no danger. While people with computer phobia realize that these fears are irrational, they often find that facing or even thinking about facing the fear situation brings on a panic attack. One of the root causes of computer phobia is the rapidity of technological advance. In the present technological society, the impression is that artefacts such as computers are more valued than people. Thus, computer phobia is a particularly striking example of the effects of the rapid growth of a technological society.

#### **1.2** What is computer attitude?<sup>1</sup>

Attitude is defined by Ajzen (2005) as "a disposition to respond favourably or unfavourably to an object, person,

institution, or event" (p. 3). In his theory of planned behavior, Ajzen (1988; 2005) linked attitude and behavior through the description of three types of belief systems that guide human behavior; namely, behavioral beliefs, normative beliefs, and control beliefs. Indicated by favourable or unfavourable attitude toward the behavior, the behavioral belief system produces consequences. Normative beliefs describe expectations of others and can produce result based on subjective norm or perceived social pressure. Control beliefs produce perceived behavioral control and may facilitate or impede performance of the behavior. A combination of these three belief systems produces a behavioral intention, which is assumed as an immediate antecedent of behavior. Therefore, attitude can influence actual behavior directly.

#### 2. Statement of the Problem

A Comparative Study of Computer Attitude of Male and Female Students of Higher Secondary School

#### 3. Objectives

The main objectives of the study are as bellow.

- 1) To study of the computer attitude among male and female Students of Higher Secondary School.
- 2) To study of the computer attitude among urban and rural Students of Higher Secondary School.
- To study of the computer attitude among OPEN and SEBC Students of Higher Secondary School.
- 4) To study of the computer attitude among OPEN and ST-SC Students of Higher Secondary School.
- 5) To study of the computer attitude among SEBC and ST-SC Students of Higher Secondary School.

### 4. Hypothesis

The following null hypothesis include in this research.

1) There is no significant difference between computer attitude of male and female Students of Higher Secondary School.

## Volume 8 Issue 12, December 2019

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#### DOI: 10.21275/ART20203783

<sup>&</sup>lt;sup>1</sup>http://www.jite.org/documents/Vol11/JITEv11p221-

<sup>233</sup>Larbi1120.pdf

- 2) There is no significant difference between computer attitude of urban and rural Students of Higher Secondary School.
- 3) There is no significant difference between computer attitude of OPEN and SEBC Students of Higher Secondary School.
- 4) There is no significant difference between computer attitude of OPEN and ST-SC Students of Higher Secondary School.
- 5) There is no significant difference between computer attitude of SEBC and ST-SC Students of Higher Secondary School.

## 5. Variables

In present research following variables was studied and the nature of variables under study is given in the following table.

NO.	Name of	Nature of	Number	Name of		
	variable	variable	of Level	Level		
1.	Gender	Independent 2		(1) Male		
		Variable		(2) Female		
2.	Area Of Residence	Independent 2		(1) Urban		
		Variable		(2) Rural		
3.	Caste	Independent	3	(1) OPEN (2) OBC		
		Variable		(3) ST, SC		
4.	Computer Attitude	Dependent	1	Type Of Attitude		
	_	Variable	1			

Table 1: Nature and level of selected variables

## 6. Sample

According to the objectives of this study, the population of this research is students of all higher secondary school of the Navsari district in Gujarat state where standard  $-11^{\text{th}}$  to  $12^{\text{th}}$  has been taught. In this research samples was selected randomly from all higher secondary schools of the Navsari district in Gujarat state. Researcher was selected 180 boys and 180 girls' students from different school. So there was being total 360 samples selected in this research. Detail information for sample is given below in table no. 2

**Table 2:** Various Level wise Distribution of the sample

	Variable	Al		A2		Total
	variable	B1	B2	B1	B2	Totat
	C1	30	30	30	30	120
	C2	30	30	30	30	120
	C3	30	30	30	30	120
	Total	90	90	90	90	360
A1 = BOYS 1		31=URBAN		C1 = OPEN		1
A2 = GIRLS		32=RURAL		C2= SEBC		
				C3-	- ST-SC	۲

## 7. Tool

#### Following tool was used in present research

Computer Attitude Scale- Khatoon and Sharma. (2011) The present scale consists 20 items in five area

The present scale consists 20 items in five area — I. computer anxiety, II. Computer confidence, III. Computer interest, IV. Computer as a useful tool, V. computer career. It was administered on students of secondary senior, secondary and University age. Reliability of CAS was

calculated by using the scores 1652 subjects on 20 items of the final form a split-half reliability coefficient was found by correlating scores of the subjects on odd items of the Form with their scores on even items. The correlation coefficient thus obtained was 0.86 which when corrected by Spearman-Brown Prophecy Formula increased to 0.96. yet another formula used for estimating reliability was a simplified of general Kuder-Rechardson Formula (Ebell, 1966). The estimate of reliability by this formula yielded a coefficient to 0.93.

## 8. Statistical Analysis

Mean, Standard Deviation and 't' value were calculated.

### 9. Results and Discussion

The t test of significance was used to determine the significance of difference between mean scores of the computer attitude in respect of male and female, urban and rural, OPEN, SEBC and ST-SC students of all higher secondary school. Results of such an analysis are presented in the following table.

Table 3: Mean, SD,	SED and "t" value of computer attitude
scores of hi	oher secondary school students

scores of higher secondary school students						
Group	N	Mean	SD	SED	"t"	Sig. "t" Value level Of
Oloup					value	significant
Male	180	96.75	7.89	0.77	7.74	Extremely Statistically
Female	180	90.82	6.59	0.77		Significant.
Urban	180	86.35	8.24	0.76	4.02	Extremely Statistically
Rural	180	83.25	6.25	0.70		Significant.
Open	120	92.31	6.29	0.99	2.99	Very Statistically
SEBC	120	89.35	8.79	0.99		Significant.
Open	120	92.31	6.29	0.93	3.41	Extremely Statistically
ST-SC	120	95.47	7.98	0.95		Significant.
SEBC	120	89.35	8.79	1.08	5.65	Extremely Statistically
ST-SC	120	95.47	7.98	1.08		Significant.
0.01%	0.0	<b>F</b> 4 4				

0.01\* 0.05\*\*

From Table -3, it has been inferred that, there is significant difference between the students of all higher secondary school. Students gender is male and female ('t' value = 7.74), residing in rural area and urban area ('t' value = 4.02), Students cast is OPEN and SEBC are ('t' value = 2.99), Students cast is OPEN and ST-SC are ('t' value = 3.41), Students cast is SEBC and ST-SC are ('t' value = 5.65) in respect of their computer attitude.

## **10. Findings**

The main findings of the study are:

- 1) There is significant difference towards computer attitude among male and female higher secondary school students. The computer attitude score of male students found to be higher as compared to the female students.
- There is significant difference towards computer attitude among urban and rural higher secondary school students. The computer attitude score of urban students found to be higher as compared to the rural students.
- 3) There is significant difference towards computer attitude among OPEN and SEBC higher secondary school

students. The computer attitude score of OPEN students found to be higher as compared to the SEBC students.

- 4) There is significant difference towards computer attitude among OPEN and ST-SC higher secondary school students. The computer attitude score of ST-SC students found to be higher as compared to the OPEN students.
- 5) There is significant difference towards computer attitude among SEBC and ST-SC higher secondary school students. The computer attitude score of ST-SC students found to be higher as compared to the SEBC students.

## **11.** Conclusion

Awareness towards computer attitude is significantly affected by

- (A) Gender, whether it is MALE OR FEMALE
- (B) Area, whether it is URBAN or RURAL.
- (C) Caste, whether it is OPEN, SEBC or ST-SC.

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