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ATTITUDE OF POST GRADUATE STUDENTS TOWARDS THE USE OF COMPUTER IN EDUCATION

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Abstract:

Today, computers have become the part and parcel of our lives. It is vastly used in education for the various purposes. A positive attitude towards computer is a key to success and progress in the knowledge based societies. Thus, this study was conducted to find out the attitude of students towards computer. The sample consists of 127 students who were randomly selected from Rajiv Gandhi University, Arunachal Pradesh. Computer Attitude Scale by Tahira Khatoon and Manika Sharma was used to collect the data. The mean, standard deviation, 't' test and ANOVA were used to analyze the data. The study revealed that post graduate students irrespective of gender and subjects of study have no significant difference existed. It also found that post graduate students showed positive attitudes toward computer.

Keywords: Attitude of Post Graduate Students towards Computer

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1.0: INTRODUCTION:

The emergence of a new social order, namely information society is being witnessed throughout the world. Rapid progress in the area of micro electronics and space technology has contributed substantially to time phenomena. A digital computer is an electronic machine and is a very powerful tool in information processing. The computer can store, retrieve, analyze and synthesis data or raw information received from various sources to produce meaningful information necessary in marking decision and solving problems. (Venkataiah, 2004). The European commission that has employed Manuel castell's view on the ongoing changes in the society stresses "we are facing a new industrial revolution which has far reaching changes in technologies, jobs and skills and at the same time economy is globalizing and becoming increasingly based on knowledge and learning. (Bajwa, 2012). The major cause of the second industrial revolution is the invention of computers. Man has invents many electronics devices but computer had made a greater impact on society than any other single electronic device. (Singh, Sharma & Upadhya, 2001). The advent of technology and information systems and their importance in economic development has caused nation to create a more technologically literate workforce. (Abedalaziz, Jamuladdin & Leng, 2013). Changes in the economic and social fundamentals call for transformation in the skills, capabilities and attitudes of the masses. Information technology increases the flexibility of delivery of education to that learners can access knowledge anytime and from anywhere. It can influence the way students are taught and how they learn as now the processes are learner driven and not by teachers. This in turn would better prepare the learners for lifelong learning as well as to contribute to the industry. (Hattangdi & Ghosh, no year). A person's attitude towards computer is influences by a variety of aspects. E.g. the social issues relating to computer use (Popovich, 1987), computer liking, computer confidence, computer anxiety or comfort (Loyd & Greesard, 1984), achievement (Bandalos & Benson, 1990), usefulness and value (Francie & Evans, 1995). Positive attitudes enhance the learning process and negative attitude may lead to computer resistance. A person's attitude towards computers and related technology could determine his or her performance with the technology and the satisfaction he or she draws with the experience. It is important and necessary to examine and determine post graduate students' attitudes towards computer perceptions and the current status. In this way it can be revealed if the students are taking the full advantages of computer facilities in

education. Taking the importance of attitudes toward computer into consideration, it is also important to understand what influences post graduate students' attitude towards computer.

1.1: REVIEW OF LITERATURE:

To identify possible influencing factor on computer attitudes, the literature review are stated as under.

Staehr, Martin and Byrna, (2001) made a study on computer attitudes and computing career perception of first year computing students at La Trobe University, Australia. The study revealed that there was a gender difference in computer attitudes, with females scoring significantly lower than males on the measure.

Mizrachi and shoham, (2004) studied on Israeli B.Ed students' computer attitudes. The finding revealed that there was no significant differences were found in gender and year of study groups in regard to computer attitudes. However, more computer use leads to more positive computer attitudes.

Bovee, Voogt and Meeliseen, (2005) investigated on computer attitude of 240 students from eight primary and secondary schools in South Africa. No gender differences in computer attitudes were found.

Teo,(2008) found a high level of positive computer attitudes in higher education students in Singapore. There was no significant difference in computer attitudes by gender although more students reported.

Mahood, K., (2009) conducted study on the gender, subject and degree differences in access, use and attitudes toward ICT of 625 students of the university of the Punjab, Lahore, Pakistan. The study revealed that there was no gender difference.

Kubiatko, M., (2010) studied on differences of attitudes related to ICTs among Czech University students. The sample consisted of 361 university students. It revealed that male student showed more positive attitudes in comparison to female student.

Abedalaziz, Jamaluddin and Leng, (2013) made a study on post graduate students' attitudes toward the Internet and computer use. A total of 289 post graduate students participated in this study. Attitudes scales to assess postgraduate students' attitudes towards

the use of Internet and computer were used. Result revealed that no significant differences were found between participants' attitude towards the computer relate with gender.

Suri, G. and Sharma, S., (2013) studied on the relationship between gender and attitude towards e-learning. Self developed questionnaire was used to collect data. The sample consisted of 477 students of Punjab University, Chandigarh. The result showed that no significant relationship exists between gender and attitude towards computer. The present study is aimed to measure the level of attitude towards the use of computer among the post graduate students of Rajiv Gandhi University, Arunachal Pradesh.

1.2: OBJECTIVES OF THE STUDY:

The research aims at the following objectives:

1. To study the level of attitude of post graduate students towards use of computer in education.
2. To find the difference between male and female attitude of post graduate students towards use of computer in education.
3. To compare the attitude of Anthropology, English and Education post graduate students towards use of computer in education.

1.3: HYPOTHESES:

- There is no significant difference between male and female post graduate students in their attitude towards computer.
- There is no significant difference between Anthropology, English and Education post graduate students in their attitude towards computer.

1.4: METHODOLOGY:

Research Method used: Descriptive cum normative survey method of research was used in the present study.

Population and sample: The population consists of 191 post graduate students from anthropology, english and education departments of Rajiv Gandhi University, Arunachal Pradesh. For the present study the sample of 127 students (52 male and 75 female) were

randomly selected.

Tool used: Computer Attitude scale by Tahira Khatoon and Manika Sharma was used for the measurement of attitude of post graduate students towards use of computer in education.

Statistical Techniques used: Mean, standard deviation, t-test and ANOVA were employed to analyse the collected data.

Delimitations of the study:

- 127 post graduate students were randomly selected from Rajiv Gandhi University, Arunachal Pradesh.
- Anthropology, English and education post graduate students of Rajiv Gandhi University.

1.5: OPERATIONAL DEFINITIONS:

- **Computer:** computer is an electronic data processing machine which can store, retrieve, analyse and synthesis data or raw information received from various sources to produce meaningful information necessary in making decision and solving problems.
- **Attitude:** An attitude refers to one's positive or negative judgment about a concrete subject.
- **Computer Attitude:** Computer attitude has been defined as a person's general evaluation or feeling of favour or antipathy towards computer technologies and specific computer related activities (Smith, 2000).
- **Post graduate students:** The students who are pursuing post graduate in Rajiv Gandhi University.

1.6: ANALYSIS OF DATA AND RESULT:

Table 1: ***Details of the Level of Attitude of post graduate students towards computer for general:***

Grade	Level of Computer Attitude	Range of z-scores	Frequency	Percentage
A	Extremely High	+2.01 and above	1	1%

B	High	+1.26 to +1.25	3	2%
C	Above Average	+0.51 to + 1.25	48	38%
D	Average	-0.50 to + 0.50	50	39%
E	Below Average	-0.51 to – 1.25	20	16%
F	Low	-1.26 to -2.00	1	1%
G	Extremely low	-2.01 and below	4	3%

The table-1 shows that 39% students have average attitude whereas 38% have above average attitude towards use of computer in education. 16% have below average, 3% have extremely low and 2% high attitude of post graduate student towards use of computer in education. It shows that 1% is of extremely high and 1% low computer attitude among post graduate students of Rajiv Gandhi University.

Table 2: ***Details of the level of attitude towards computer for male and female:***

Grade	**Level of Computer Attitude**	**Male**		**Female**	
		Frequency	**Percentage**	**Frequency**	**Percentage**
A	Extremely High	1	2%	0	0
B	High	2	4%	1	1%
C	Above Average	21	40%	27	36%
D	Average	18	35%	32	43%
E	Below Average	9	17%	11	15%
F	Low	1	2%	0	0
G	Extremely low	0	0	4	5%

The table 2 shows that 40% male students have above average attitude towards use of computer in education and 43% female have average attitude. It also shows that 35% male

have average attitude whereas 36% female have above average attitude towards computer use. (17% and 4%) have below average and high attitude of male students towards computer use whereas (15% and 5%) have below average and extremely low of female students attitude towards computer use.1% each for extremely high and low perceived by male students and 1% high is perceived by female students attitude towards use of computer in education.

Table 3: Hypothesis 1: *Difference between attitude and gender:*

Sex	N	Mean	Standard Deviation	df	t test	Result
Male	52	80.13	25.6	125	0.45	**Not significant at 0.05 level**
Female	75	77.84	32.16			

The table 3 shows that mean score of male students is 80.13 and female students is 77.84, standard deviation of male student is 25.6 and female students is 32.16. The obtained 't' value 0.45 is not significant at 0.05 level for the degree of freedom 125. Thus, the first null hypothesis is accepted for this study. Hence, it can be concluded that there is no significant difference between male and female post graduate students in their attitude towards use of computer in education.

Table 4: Hypothesis 2: *Difference between attitude and subject of study:*

Subject of study	N	Source of variation	Sum of squares	df	Mean square variance	F-value	Result
English	50	Between-groups	22.53	2	11.265	0.139	Not significant at 0.05 level
Education	42						
Anthropology	35	Within-groups	973.2	12	81.1		

The table 4 shows that the computed 'F' value 0.139 is less than table value at the level of 0.05 (19.14) level for degree of freedom between-groups=2 and within-groups = 12. Thus, again the second null hypothesis is accepted. Hence, it can be concluded that there is no significant difference between English, education and anthropology post graduate student in their attitude towards use of computer in education. It indicates that English, education and anthropology students have similar attitude towards computer use.

1.7: DISCUSSION AND CONCLUSION:

In general, post graduate students showed positive attitudes toward use of computer in education, in which table-1 show 39% students have average level whereas 38% have above average level attitude towards computer use. It also found that male students have more positive attitude towards computer use than female students, it shows in table-2 that 40% male have above average whereas 36% female have above average which is less than male counterpart. This finding supports the common view that males are technically more competent than female. Cooper, (2006) indicated that public in general believes that males are more interested in using computer, and hence they are more competent in using computers. Kubiatko, M, (2010) also found that male student showed more positive attitude in comparison to female students. Further, result reveals no gender related differences of post graduate students towards use of computer in education. Both null hypotheses were accepted. This finding is consisted with the earlier studies (Mizrachi & shohan, 2004; Bovee, voogt & Meeliseen, 2005; Teo, 2008; Mahood,K., 2009; Latha,M., 2012; Abedalaziz, Jamaluddin & Leng, 2013; suri & Sharma, 2013). Finally, data analysis indicated that there is no significant difference between the subjects of study. Contrary to this finding (Latha, M., 2012) reported no significant relation between the subjects of study. From the study it is revealed that the post graduate students have positive attitude towards use of computer in education and irrespective of gender and subjects of study have similar attitude towards computer use in education. It indicates the students are eager to learn more and more and they want to update their knowledge in their respective field. So teacher should encourage the student to use new technology irrespective of the standard through seminars, workshops and conferences. The advantage of this study is that it allows for establishment of comparability with many studies in different. Results from this study may benefit educational authorities, academicians,

students and university itself.

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