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## COMPUTER ATTITUDE OF SECONDARY TEACHERS IN DHULE DISTRICT: A STUDY

**Dr. Priya Narendra Kurkure**  
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### ABSTRACT

**E**ducation is the continuous process. Teachers in this era have vital importance in this era. The teaching-learning process in student and teacher is from ancient time. In 21st century the education is student centered so the responsibilities of teacher increased. This is the era of competition and technology. In teaching the use of audio-visual aids has importance because it clears the concepts in subjects and helps in teaching as well as learning. So in previous time as the literacy of any person is important. Education helps the person to live happily in his life like that the computer knowledge is very important in this competitive era. Technology and Computer helps to acquire knowledge easily.

**KEYWORDS:** Computer Attitude, technology, Secondary school teachers.

### INTRODUCTION

In the different aspects of education the use of computer is in large scale. It acts as a media for teaching and learning. To make the teaching and learning effective the use of computer is essential. In this age of technology for providing the updated knowledge to students the teachers also have the sufficient knowledge about compute. The predisposition of a person to respond positively or negatively towards computers. It affects everything the person does with the computer and in fact reflects what

experience the user has and is hence a determining factor of the user's behavior towards computers. Additionally, the user's computer attitude provides the user with a framework within which to interpret the effect and the integration of computer in the user's life. In this research the researcher tried to find out the compute attitude of secondary teachers.

### REVIEW OF RELATED LITERATURE

Those who control important information, or who simply know how to access and use it, are the key players in the information-based economy

(Simmons, 2009). He further argued that, computer literacy and the skills that can be built there from are essential to one's effectiveness in modern societies, not just in our working lives, but in the way we learn, manage our finances, and improve our standard of living. The computer as productivity tool has great role in education. Computers include hardware and software, word processing functions, graphics, programmed instruction for problem solving, spreadsheets, databases, networking and telecommunications for today high technology



developments as a reflective to education. Computer help to convert teacher based instruction to child centered instruction with providing multiple intelligence atmospheres to the educational cycle (Forcier, 1996). Golani T.P.(1982) studied the use of audio-visual aids in the secondary school in Thane district and he found that only few teachers used audio visual aids in teaching.

### Purpose of Study

The purpose of study is to know the Computer attitude of secondary teachers in Dhule district.

### Definition of Terms

- 1.Computer attitude – attitude about computers.
- 2.Secondary Teachers –Teachers teaching to secondary school rural as well as Urban Male and Female teachers from District Dhule, Maharashtra.

### OBJECTIVES OF STUDY

- 1.To study the computer attitude of secondary school teachers in Dhule district.
- 2.To study the computer attitude of secondary school teachers in Urban area of Dhule district
- 3.To study the computer attitude of secondary school teachers in rural area of Dhule district
- 4.To compare the computer attitude of secondary school male teachers in Urban area and rural area of Dhule district.
- 5.To compare the computer attitude of secondary school female teachers in Urban area and rural area of Dhule district.

### HYPOTHESIS OF STUDY

- 1.There is no significant difference between the mean scores of computer attitude of male and female teachers of Dhule district.
2. There is no significant difference between the mean scores of computer attitude of male and female teachers of urban area in Dhule district.
- 3.There is no significant difference between the mean scores of computer attitude of male and female teachers of rural area in Dhule district.
- 4.There is no significant difference between the mean scores of computer attitude of Male teachers of urban and rural area in Dhule district.
- 5.There is no significant difference between the mean scores of computer attitude of Female teachers of urban and rural area in Dhule district.

### METHODOLOGY OF RESEARCH

For the present study the researcher used the survey method. The variables of the study are the computer attitude and the secondary teachers.

### Tool Used

The researcher used the standardized test 'Computer attitude Scale' by Dr. tahira Khatoon and Manika Sharma as a research tool in the present study. The questionnaire consists of 20 statements. Each item provide by six response. The scale consists of positive and negative statements. The statements 1,3,5,6,8,10,12,13,15,16,18 are positive it rated as 5,4,3,2,1 marks and 2,4,7,9,11,14,17,18,20 are negative it rated as 1,2,3,4,5 marks. So according to the manual of this scale marks are awarded for each response. The sum of total of all responses would be the total score of the individual.

### Sample of study

The test was administered on the 100 students. 50 secondary teachers from urban and 50 from rural area of Dhule district Out of 50 urban 25male amd 25 female teachers and out of 50 rural 25 male and 25 female

teachers was the sample of the present study

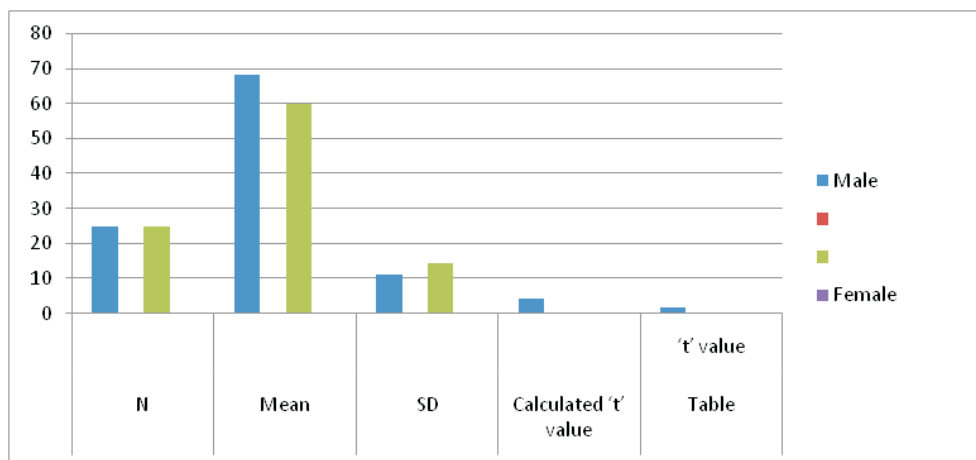
**Statistical Techniques used**

For the analysis of data the investigator has used simple statistical technique such as Mean, Standard deviation and ‘t’ test.

**Table No.1**

**The mean &SD of computer attitude Male and Female secondary teachers in Dhule district**

Gender	N	Mean	SD	Calculated ‘t’ value	Table ‘t’ value	Accepted/ Rejected
Male	50	68.52	10.96	1.60	1.67	Accepted
Female	50	64.74	12.22			

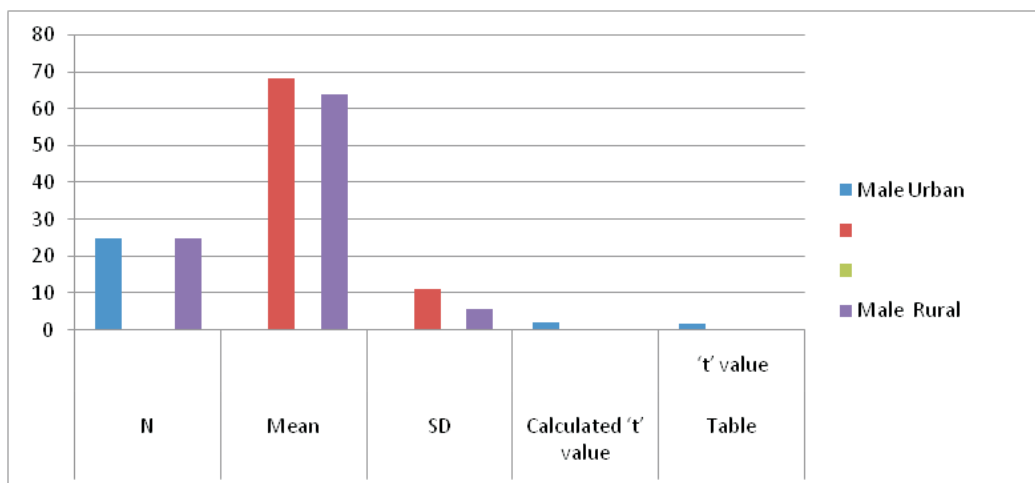


The above table shows that, for df=98 at 0.05 level the table ‘t’ value is 1.65 and the calculated t value is 1.60. So the table value is greater than the calculated value at 0.05 levels. So the null hypothesis is accepted. There is no significant difference between the mean scores of computer attitude of male and female secondary school teachers in Dhule district. Hence the computer attitude of male and female secondary school teachers is same of Dhule district.

**Table No. 2**

**The mean & SD of computer attitude Male and Female secondary teachers of urban area in Dhule district**

Gender	N	Mean	SD	Calculated ‘t’ value	Table ‘t’ value	Accepted/ Rejected
Male	25	69.4	7.04	5.97	1.67	Rejected
Female	25	64.2	5.7			

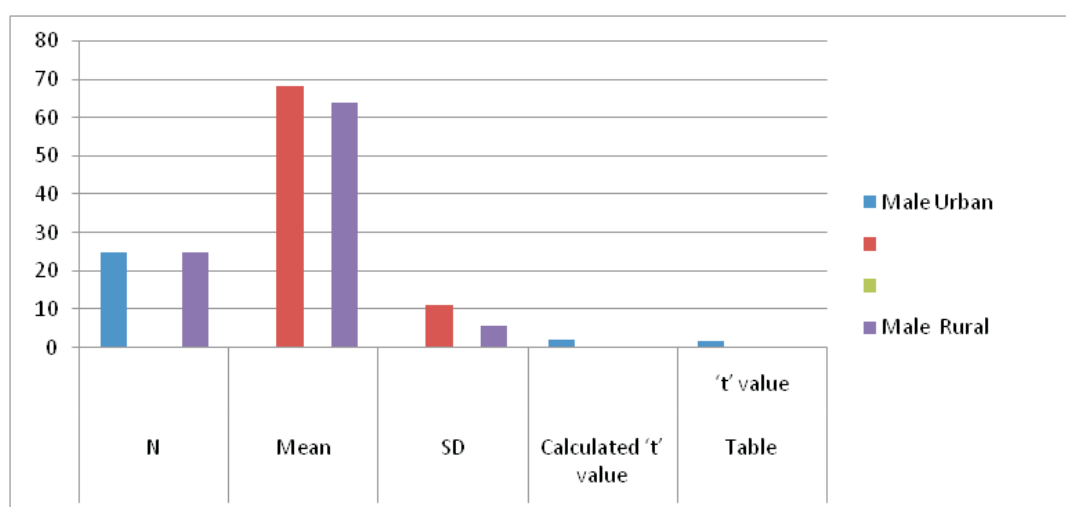


The above table shows that, for  $df=48$  at 0.05 level the table 't' value is 1.67 and the calculated t value is 5.97. So the table value is less than the calculated value at 0.05 levels. So the null hypothesis is rejected. Hence there is significant difference between mean scores of the computer attitude of male and female secondary school teachers in Urban area in Dhule district. The computer attitude of male and female secondary school teachers is not same in Urban area in Dhule district

**Table No. 3**

**The mean & SD of computer attitude Male and Female secondary teachers of Rural area in Dhule district**

Gender	N	Mean	SD	Calculated 't' value	Table 't' value	Accepted/ Rejected
Male	25	68.52	11.07	4.34	1.67	Rejected
Female	25	60.08	14.47			



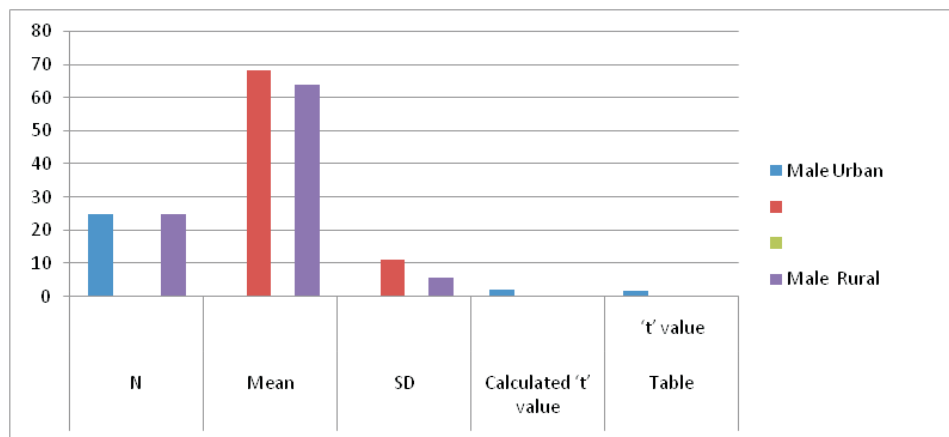
The above table shows that, for  $df=48$  at 0.05 level the table 't' value is 1.67 and the calculated t value is 4.34. So the table value is less than the calculated value at 0.05 levels. So the null hypothesis is rejected. Hence there is no significant difference between the computer attitude of male and female secondary school teachers of Rural area in Dhule district. The computer attitude of male and female in secondary school teachers of Rural

area is not same in Dhule district.

**Table No. 4**

**The mean & SD of computer attitude Male secondary teachers of Urban and Rural area in Dhule district**

Gender	N	Mean	SD	Calculated 't' value	Table 't' value	Accepted/ Rejected
Male Urban	25	68.52	11.07	2.19	1.67	Rejected
Male Rural	25	64.2	5.7			

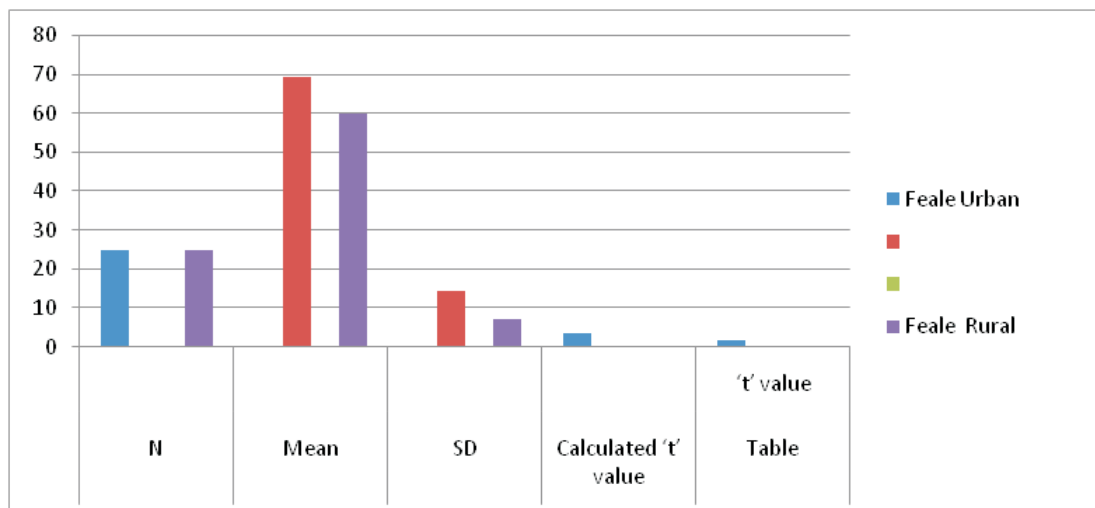


The above table shows that, for  $df=48$  at 0.05 level the table 't' value is 1.67 and the calculated t value is 2.19. So the table value is greater than the calculated value at 0.05 levels. So the null hypothesis is rejected. Hence there is significant difference between the mean scores of computer attitude of male and female secondary school teachers of urban and Rural area in Dhule district. The computer attitude of male secondary school teachers of Rural and urban area is not same in Dhule district.

**Table No. 5**

**The mean & SD of computer attitude Female secondary teachers of Urban and Rural area in Dhule district**

Gender	N	Mean	SD	Calculated 't' value	Table 't' value	Accepted/ Rejected
Feale Urban	25	69.4	14.49	3.54	1.65	Rejected
Feale Rural	25	60.08	7.3			



The above table shows that, for  $df=48$  at 0.05 level the table 't' value is 1.67 and the calculated t value is 3.54. So the table value is less than the calculated value at 0.05 levels. So the null hypothesis is rejected. Hence there is significant difference between the mean scores computer attitude of male and female secondary school teachers in urban and Rural area in schools of Dhule district. The computer attitude of male and female secondary school teachers is not same in urban and Rural area of Dhule district.

### CONCLUSION

1. The computer attitude of male and female secondary school teachers is same in schools of Dhule district.
2. The computer attitude of male and female secondary school teachers is not same in Urban area in schools of Dhule district.
3. The computer attitude of male and female in secondary school teachers of Rural area is not same in Dhule district.
4. The computer attitude of male secondary school teachers of Rural and urban area is not same in Dhule district.
5. The computer attitude of male and female secondary school teachers is not same in urban and Rural area of Dhule district.

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