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## ATTITUDE TOWARDS COMPUTER OF IX STANDARD PUPILS

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### ABSTRACT

*The present study was intended to find out the attitude towards computer of IX standard students. Survey method was employed on a sample of 330 students studying IX standard. Data was analyzed by t-test and ANOVA. Result showed that there is significant difference in the attitude towards computer of IX standard students with regard to knowledge in computer. Finding also indicated that there is no significant difference in the attitude towards computer of IX standard students in terms of gender.*

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### INTRODUCTION

The emerging trend all over the world is towards more individualized and flexible forms of learning with an emphasis on the individual learning. The NPE (1986) has emphasized the application of educational technology to improve the quality of education at all levels. It has also laid a special emphasis on using computers in the teaching-learning process. The rapid development in computer technology, together with the use of computers by linguists and literacy researches, paved the way for the introduction of computers in language teaching and learning.

### OBJECTIVES

- To find out the significant difference in the attitude towards computer of IX standard students based on sex, residence type and knowledge in computer.
- To study the interactive effects of the background variables on attitude towards computer of IX standard students.

### HYPOTHESES

1. There is no significant difference in the attitude towards computer of IX standard students based on gender.
2. There is no significant difference in the attitude towards computer of IX standard students based on residence type.
3. There is no significant difference in the attitude towards computer of IX standard students based on knowledge in computer.
4. There is no significant interaction in the attitude towards computer of IX standard students with respect to the background variables.

### RESEARCH METHOD & SAMPLE

The three groups in each school were assigned to three different treatments at random. One group was taught by computer with teacher support system, another group was taught with the computer and the third one, by the conventional method of teaching. Data on the pupil's attitude towards computer were collected during the experiment in each of the three schools. The groups were tested for their achievement level at the end of the experiment. The sample consisted of 330 IX

standard students in three schools.

## TOOL

- Computer Attitude Scale by Trudi Jones and Valeric A. Clarke.

## ANALYSIS OF DATA

**Table 1: Attitude towards Computer vs. Gender**

Treatments	Gender	N	Mean	SD	MD	t-value	Remark
Computer with Teacher Support	Boys	52	148.35	28.75	3.06	0.55	Not Significant
	Girls	58	151.41	29.27			
Computer	Boys	49	140.00	29.77	0.85	0.15	Not Significant
	Girls	61	140.85	28.46			
Conventional	Boys	54	131.44	31.16	7.51	1.93	Not Significant
	Girls	56	141.95	25.61			

From Table-1, the t-values 0.55, 0.15 and 1.93 which are not significant at 0.05 level. Hence the hypothesis-1 is accepted.

**Table 2: Attitude towards Computer vs. Residence Type**

Treatments	Residence Type	N	Mean	SD	MD	t-value	Remark
Computer with Teacher Support	Boys	76	149.96	29.53	0.01	0.00	Not Significant
	Girls	34	149.97	28.00			
Computer	Boys	87	148.46	29.49	19.29	2.42	Significant
	Girls	23	129.17	23.97			
Conventional	Boys	86	136.87	28.85	0.37	0.06	Not Significant
	Girls	24	136.50	29.35			

Table-2 shows that the t-values 0.00 and 0.06 which are not significant at 0.05 level; and the t-value 2.42 is significant at 0.05 level. Hence the hypothesis-2 is partially accepted.

**Table 3: Attitude towards Computer vs. Knowledge in Computer**

Treatments	Knowledge in Computer	N	Mean	SD	MD	t-value	Remark
Computer with Teacher Support	Known	27	177.00	12.00	15.36	9.46	Significant
	Unknown	83	141.17	27.36			
Computer	Known	23	175.83	16.98	7.76	10.25	Significant
	Unknown	87	131.13	23.74			
Conventional	Known	95	131.87	27.31	11.15	7.17	Significant
	Unknown	15	120.72	28.77			

From Table-3, the t-values 9.46, 10.25 and 7.17 which are significant at 0.01 level. Hence the hypothesis-3 is rejected.

**Table 4: Two-way ANOVA (with Interaction) of Attitude towards Computer**

S.No.	Variables	Sum of Squares	Mean Squares	Df	F	Remark
1	Gender x Treatment	1399.47	699.74	2	0.841	NS
	Treatment	10112.34	5056.17	2	6.075	0.01
	Gender	1960.28	1960.28	1	2.355	NS
	Explained	13472.09	2694.42	5	3.237	0.01
2	Residence Type x Treatment	2539.08	1269.54	2	1.53	NS
	Treatment	10753.03	5376.52	2	6.47	0.01
	Residence Type	585.30	585.30	1	0.70	NS
	Explained	13877.41	2775.48	5	3.34	0.01
3	Knowledge in Computer x Treatment	907.48	453.74	2	0.76	NS
	Treatment	5284.63	2642.31	2	4.42	0.01
	Knowledge in Computer	83317.69	83317.69	1	139.40	0.01
	Explained	89509.80	17901.96	5	29.95	0.01

Note: NS-Not Significant.

Table-4, depicts that the attitude of the three treatment groups differ significantly when they are analyzed over the variables such as gender, residence type and knowledge in computer. Comparing these two results, it is implied that the treatments could have influenced the attitude scores with respect to the variables gender and residence type.

## CONCLUSIONS

The pupils of the group taught by the 'computer with teacher support' do have more favorable attitude towards computer than the pupils of the other two treatments. The day scholars taught by computer are having more favorable attitude towards computer than the hostellers. It shows that the pupils coming from home may have better exposure about computer than the hostellers and it results in forming a more favorable attitude towards computer.

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