

A STUDY ON THE ATTITUDE OF B.ED STUDENTS TOWARDS COMPUTER EDUCATION

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Abstract

The major objective of this study is to know the attitude of B.Ed students towards computer education. Survey method is adopted for this study, sample was selected through the stratified random sampling technique. 150 B.Ed students were selected as a sample. Researcher made questionnaire was administered to get the data from the sample. Based upon the data analysis and interpretation conclusion was drawn.

Keywords: *Attitude, Computer education.*



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Computer Education

Technological advances are so rampant and ever revolutionizing our world that it seems once we learn a skill it is suddenly obsolete. That is why computer education is so very important and is certainly a lifelong process whether you are two or one hundred and two.

Computer education can mean any number of things from formal lessons within a structured computer education classroom, self-teaching with instructional books, or informal distance learning through correspondence and software. However your preference, computer education is an ever evolving and fundamental education that not only teaches someone how to access and use key programs and functions on their personal computer, but also hones other skills such as deductive reasoning, patience, problem solving, algebraic interpretation, increased reading skills, memorization, and self-esteem. Nothing is more gratifying than mastering a new program, completing a project using complex software, or even finally beating that computer game you have been struggling with.

Unfortunately, because of the speed of technology, many people are afraid to learn how to use a personal computer or enroll in computer education classes because they have feelings of inferiority and irrationally fear that they could not possibly learn to use such a complex device. So, it has been standard practice for several years now to implement computer education in classrooms of every age and skill level. Yes, even preschoolers are

spending time on computers reading stories, solving counting and alphabet puzzles, and printing out the art work that they are so proud to bring home for their parents. The earlier a person learns how to use a computer, the less intimidated they will be and the more they will look forward to the next big thing in technological advancements. Imagine all of the possibilities opened up for you when you take an interest in computer education, they are endless!

Need for computer education in the teacher training curriculum

Computers are increasingly playing an important role in the classroom. With so much of study material now available on CDs, schools are making computers as an integral part of their educational aids. While many private institutions are comfortably placed as far as the accessibility of computers to their students is concerned, the same can't be said about government institutes. This is increasing the digital divide. The author, Dr. N. Balasubramanian while stressing the need for curriculum changes, also call upon the teachers to develop suitable software package for the students, as the existing software is not exactly suited to the needs of the Indian students.

Lack of resource is one of the main obstacles to the introduction and development of information technology in education. In most of the countries where the number of computer laboratories in schools rather than installing individual terminals in each classroom.

The important of computers makes it imperative to revise the curriculum and include informatics components. It is commonly agreed that computer technology should be introduced in technology should be introduced in technical and vocational education to prepare specialists in programming and computer literacy and computer assisted instruction in general education.

OBJECTIVES OF THE STUDY:

The following objectives are framed for the present study:

1. To study the extent to which the B.Ed students are favorably or unfavorably disposed towards computer education.
2. To find out the difference, if any, between men and women students in respect of their attitude towards computer education.
3. To bring out the difference, if any, between urban and rural students in respect of their attitude to wards computer education.
4. To study the difference, if any, between arts and science back ground students in respect of their attitude towards computer education.

5. To study the difference, if any, between graduate and postgraduate students in respect of their attitude towards computer education.

HYPOTHESES OF THE STUDY:

Hypotheses are tentative conclusions intended for verification. The following hypotheses were formulated based on the variables and objectives of the study. These hypotheses were stated in null form. A null hypotheses state that there is no significance difference of relationship between two or more variables. It concern to a judgment as to whether opponent differences or relationships or whether thy merely result from sampling errors.

Keeping the objectives in view, the following null hypotheses are formulated.

1. The B.Ed Students are not possessing high attitude towards computer education.
2. There is no significant difference between men and women students in respect of their attitudes towards computer education.
3. There is no significant difference between Arts and Science background students in respect of their attitudes towards computer education.
4. There is no significant difference between urban and rural students in respect of their attitudes towards computer education.
5. There is no significant difference between graduate and postgraduate students in respect of their attitudes towards computer education.

Review of Realated Literature

Rajasekar, s. studied on the topic, “**University student’s attitude towards computer**” in 2002 by taking 294 P.G. students from arts and science in annamalai university.

The study was intended to find out the university student’s attitude towards computer. It was found that large number of university students has a relatively favourable attitude towards computer.

STATEMENT OF THE PROBLEM:

“A study on the attitude of B.Ed students towards Computer Education”.

NEED FOR THE STUDY:

Education is the all round development of an individual. All round development depends upon the quality of the education received by him. Quality of education depends on the quality of teaching and its utilization of technological principles. Computers have invaded our homes, offices, and schools. The end result has been that our lives, both private and

professional have been changed. Computers and related technologies have defined our relationship, especially how we learn.

Now a days unless one has the ability to make use of computers in the respective field, he is considered to be an illiterate, even though he is educated. So it is a requirement to have the knowledge of computers to a B.Ed. student as he prepares future generations.

Many people are apprehensive about operating computer and developing a type of phobia as the operations involve many technical terms. There fore, they usually keep themselves a little away from computer circle, even though computers have a lot of applications and are user friendly in nature.

If any teacher has a favorable attitude towards computer education then he may be tempted to make use of the computers and there by he can be able to satisfy the needs of the students in present electronic era. So, when such an important is there for the acquisition of the computer skills by the teacher. The researcher felt that there is need to know to how far the B.Ed. students are having positive attitude towards computer Education. Hence, the present study is needed.

Methodology

The present study “A study on the attitude of B.Ed students towards computer education” conducted through descriptive survey.

Population:

In the present study, the entire population refers to all the B.Ed students of Telanagana.

Sample:

150 students from 3 colleges.(i.e., 50 students from each college).By selecting one government and two private colleges.

Sampling technique

For the data collection in the present study the researcher used stratified random sampling technique.

For the present study the investigator has selected Questionnaire as the tool to gather data. The researcher prepared a tool for the present study.

Administration of the tool:-

The investigator personally went to each institution, taken permission from the respective head of the institution and personally administered the scale. It was administered to 150 students of three various colleges. The investigator first explained to the students about the importance of the investigation. They were asked to respond to all items by placing a tick

mark against their choice from the respective alternatives given against each item in the questionnaire. They were given sufficient time. The answered questionnaires were collected from the respondents.

Data Analysis

Hypothesis 1

The B.Ed Students are not possessing high attitude towards computer education.

To test the validity of the hypothesis, the total scores of the entire sample were used to calculate the mean and S.D. The result is as follows.

Table 1 Level of attitude towards computer education possessed by the whole sample

N	Mean	Standard deviation
150	79.68	10.83

N= Total sample.

The above Table reveals the mean value of the total sample (150) is 79.68 and the standard deviation is 10.83. as per the mean value of the whole sample, it can be understood that the B.Ed students are possessing high attitude towards computer education.

So, the hypothesis that “The B.Ed Students are not possessing high attitude towards computer education” is rejected.

Hypothesis 2

There is no significant difference between boys and girls in respect of their attitudes Computer Education.

The following calculations were made to test the validity of hypothesis 2. The results are as follows:

Table 2 Comparison of attitudes towards Computer Education between boys and girls.

Variable	Sample size	Mean	S.D	Mean difference	Critical ratio
Boys	77	79.07	11.64	1.39	0.78*
Girls	73	80.46	10.06		

Critical value at 0.05 is 1.96

*not significant at 0.05 level

The above Table explains about the mean differences between boys and girls. The mean score of boys is 79.07 and S.D. is 11.64 and the mean score of girls is 80.46 and their S.D is 10.06, the mean difference is 1.39. The critical ratio found was 0.78, which was not significant at 0.05 level.

From the above Table, it is evident that there is no significant difference in the attitude of boys and girls towards computer education.

So, the hypothesis, that “there is no significant difference between boys and girls in respect of their attitudes towards computer education” has been accepted.

Hypothesis 3

There is no significant difference between arts and science students in respect of their attitudes towards computer education.

The following calculations were made to test the validity of hypothesis 3. The results are as follows:

Table 3 Comparison of attitudes towards Computer Education between arts and science students.

Variable	Sample	Mean	S.D	Mean difference	Critical ratio
Arts students.	53	79.07	9.99		
Science students	97	80.12	11.44	1.05	0.58*

Critical value at 0.05 is 1.96

*not significant at 0.05 level

The above Table explains about the mean differences between arts and science students. The mean score of arts students is 79.07 and S.D is 9.99 and the mean score of science students is 80.12 and their S.D is 11.44, the mean difference is 1.05. The critical ratio found was 0.58, which was not significant at 0.5 level.

From the above Table, it is evident that there is no significant difference in the attitude of arts and science students towards Computer Education.

So, the hypothesis that, “there is no significant difference between arts and science students in respect of their attitudes towards Computer Education” has been accepted.

Hypothesis 4

There is no significant difference between urban and rural students in respect of their attitudes towards Computer Education.

The following calculations were made to test the validity of hypothesis 4. The results are as follows:

Table 4.

Variable	Sample size	Mean	S.D	Mean difference	Critical ratio
Urban students.	80	80.8	11.50		
				2.25	1.27*
Rural students	70	78.55	10.18		

Comparison of attitudes to wards Computer Education between urban and rural students.

Critical value at 0.05

*not significant at 0.05 level

The above Table explains about the mean differences between urban and rural students. The mean score of urban students is 80.8 and S.D is 11.5. and the mean score of rural students is 78.55 and their S.D is 10.18, the mean difference is 2.25. The critical ration found was 1.27, which was not significant at 0.05 level.

From the above Table, it is evident that there is no significant difference in the attitude of urban and rural students towards Computer Education.

So, the hypothesis that, “There is no significant difference between urban and rural students in respect of thief attitudes towards Computer Education” has been accepted.

Hypothesis 5

There is no significant difference between graduate and postgraduate students in respect of their attitudes towards Computer Education.

The following calculations were made to test the validity of hypothesis 5. The results are as follows:

Table 5. Comparison of attitudes to wards Computer Education between graduates and postgraduate students.

Variable	Sample size	Mean	S.D	Mean difference	Critical ratio
Graduates	113	79.26	9.67		
Post graduates	37	81.24	14.10	1.96	0.79*

Critical value at 0.05 is 1.96

*not significant at 0.05 level

The above Table explains about the mean differences between graduate and postgraduate students. The mean score of graduate students is 79.26 and S.D is 9.67 and the

mean score of postgraduate students is 81.24 and their S.D is 14.10, the mean difference is 1.76. The critical ration found was 0.79, which was not significant at 0.05 level.

From the above Table, it is evident that there is no significant difference in the attitude of graduate and postgraduate students towards Computer Education.

So, the hypothesis that, “There is no significant difference between graduate and postgraduate students in respect of their attitudes towards Computer Education” has been accepted.

DISCUSSION:

Computer is the finest gift of science and technology. It has done miracle in almost all walks of life. It directly and indirectly affecting education field also. The computer can be viewed as a tool for enhancing instruction and management.

We are in a developing country. And society of a developing country does not change as fast as technology. But there is a need to change our attitudes, as the world is becoming a ‘Global village’. We have to move according to the changing world in order to live in this competitive world. So there are some of the important factors needed to be taken into consideration. The government should bring out some new education. The government should bring out some new educational policies in order to implement computer educational programmes at school levels first. All the teachers should be given proper training in using computers before implementing computerized instruction at school level. It should be made compulsory that every teacher trainee should teach at least four periods using computer technology, in his or her teaching practice. It is not difficult as most of them are favourably disposed to computer education if the facilities are available.

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