

# Asian Resonance

## Attitude of Distant and Regular Learners towards Computer Application in Education

### Abstract

No doubt a teacher can enhance only teaching learning process with the help of present available technology especially computer. Provided that the students have favorable attitude towards computer, then there may be a change for them to be motivated in acquiring knowledge of computer. Therefore computer knowledge is very much need of the hour for the students. Internet can be used effectively for both teaching and learning because technology provides information on any topic within the no time. Thus, the computer knowledge is highly necessary for students and teachers.

In the present scenario, computer has become remarkably efficient tool of distant and regular learners, teachers as well as educational administrators. The number of tasks related to educational institution can significantly do by the use of computer. The teacher can also use it in class as communication device. Whereas the students are the future of nation (Dey, Gihar & Saxena, 2004) so it is important that they must be positive to use the computer in their workings. In the present study, the investigator has made an attempt to know the attitude of distant and regular learners towards computer application in education. The present study is based on the two main objectives i.e. the first to compare the attitude of male and female learners towards computer application in education, the second to study the attitude of distant and regular learners towards computer application in education. On the bases of these objectives the investigator constructed the null hypotheses also. The students studying in Jammu city of J&K state constituted the population for the present study. The sample is comprising upon 150 learners, i.e. male/ female, both distant and regular mode. The investigator used computer attitude scale (CAS) developed and standardized by Saxena & Gihar (2005) as tool for collecting the data. The present study assesses the attitude of both distant and regular mode learners towards computer application in education.

**Keywords:** Attitude, Distant, Regular, Learners, Computer, Application and Education.

### Introduction

No doubt a teacher can enhance only teaching learning process with the help of present available technology especially computer. Provided that the students have favorable attitude towards computer, then there may be a change for them to be motivated in acquiring knowledge of computer. Therefore computer knowledge is very much need of the hour for the students. Internet can be used effectively for both teaching and learning because technology provides information on any topic within the no time. Thus, the computer knowledge is highly necessary for students and teachers.

In the present scenario, computers have become remarkably efficient tool of learners, teacher and administration. The number of tasks related to institution can significantly do by the use of computer. The teacher can also use computer in classroom as communication device. The learners are the future of nation so it is important that they must be positive to use the computers in their workings. In present study, the researcher has made an attempt to know the attitude of distant and regular learners towards computer application in the entire educational system.

There is no hesitate to say we are living in technological era, where the computer is the prototype for most activity and it may also be

### Mohd. Zubair Kales

Associate Professor  
Deptt. of Education  
Govt. College of Education  
Canal Road, Jammu

# Asian Resonance

called as digital age. At this time computer has reached beyond our imagination and expectations. The computer as it sees today is different from earlier one. Obviously the number of applications of present computer's has increased as well as the speed and accuracy of calculation has also been increased many times. The uses of computers are being seen in every walk of life and in the field of education is not an exception in the regard. These days the computers are being used in every sphere of education i.e. teaching, research, extension and preservation, transmission and advancement of knowledge. The computers are used in variety of ways in the educational area.

A teacher can enhance the teaching learning process with the help of computer (Dey & Saxena, 2006). If the students have favourable attitude towards computer, then there may be a change for them to be motivated in acquiring knowledge of computer. Therefore, the computer knowledge is very much needed for the students. Internet can be used effectively to teach the students because internet can provide information on any topic within no time. Therefore, the computer knowledge is very necessary for learners and teachers.

The role of teacher has been changed in present scenario. Now the teacher is the author, play writer, actor and director (Natrajan, 2004). In a new role, a teacher has to be like a friend, guide, supervisor and a leader of learners. So, it is necessary for technological advancements like computers during their class room teaching. In the present condition, computers have become remarkably efficient tool of learners and school administration. The number of tasks related to institutions can significantly do by the use of computer. The teacher can also use computer in classroom as communication device. The learners are the future of nation (Dey, Gihar & Saxena, 2004) so it is important that they must be positive to use the computers in their workings. Therefore, the present study has been conceptualized.

**Objectives of the Study:**

The present study is based on the two main objectives:

- To compare the attitude of male and female learners towards computer application in education.
- To study the attitude of distant and regular learners towards computer application in education.

Some researchers, (Kulik and Kulik 1991, Wenglinsk's, 199; Van Daal et.al, 2000; Angrist et.al, 2001) found that those students who are using computers in classroom had more positive attitude and their performance was better than other students. Some Researchers, (Chu et.al, 1999; Mitra et.al 2000; Coffin and Mackintyre, 2000) measured computer attitude of students and reported a significant positive changes in their attitudes.

**Hypotheses:**

To carry out the present study, the null hypotheses were formulated:

- There is no significant difference between the attitude of male and female learners towards computer application in education.
- There exists no significant difference between the attitude of distant and regular learners towards computer application in education

**Population:**

The learners studying in Jammu city of J&K state constituted the population for the present study.

**Sample and Sampling Technique:**

Keeping in view the need, adequacy and representativeness of the sample of the, multi stage stratified random sampling technique was used to collect the data. The sample is comprising upon 150 learners, i.e. male/ female, both distant and regular mode.

**Tool used:**

The investigator used computer attitude scale (CAC) developed and standardized by Saxena & Gihar (2005) as tool for collecting the data. It has 25(twenty five) items spread over 03(three) dimensions viz- working, knowledge and effectiveness.

**Data Analysis:**

The data were analyzed with the help of Mean, SD and 't' test.

**Table-1:  
Mean Scores of Male/Female Learners on working Dimension of Computer Attitude Scale (CAS).**

Gender	Number	Mean	SD	't' value(df=148)
Male	49	13.22	3.85	0.25(Not Significant)
Female	101	13.33	3.44	

The data presented in table-1, depicts that there is no significant difference between male and female distant learners on working dimension of CAS. It means their attitude towards to computer application in education is not concerned.

**Table-2:  
Mean Scores of Male/Female Learners on Knowledge Dimension of Computer Attitude Scale (CAS).**

Gender	Number	Mean	SD	't' value(df=148)
Male	49	18.65	4.54	1.31(Not Significant)
Female	101	17.68	3.79	

It is clearly evident from the analysis of table-2, that there is no significant difference between male and female distant learners on knowledge dimension of CAS. It may be because of that the male and female distant learners have knowledge of computer and they are using computer during their studies. So it has been found that male and female distant learners do not differ significantly as for as their computer knowledge is concerned.

# Asian Resonance

**Table-3:**  
**Mean Score of Male/Female Learners on Effectiveness Dimension of Computer Attitude Scale (CAS).**

Gender	Number	Mean	SD	't' value(df=148)
Male	49	32.59	4.74	4.68( Significant at .01 level of significance)
Female	101	36.62	5.49	

The data presented in table-3, shows that the female distant learners have scored higher mean value than their male counterparts on effectiveness dimension of CAS.

**Table-4:**  
**Mean Scores of Male/Female Learners on Computer Attitude Scale (CAS).**

Gender	Number	Mean	SD	't' value(df=148)
Male	49	64.46	10.33	1.93 ( Significant at .05 level of significance)
Female	101	67.67	8.47	

A study of table- 4, depicts that there is significant difference between male and female distant learners on .It may be because that female like software applications while male perform programming activities.

**Table-5:**  
**Mean Scores of Distant and Regular Learners on Working Dimension of Computer Attitude Scale (CAS).**

Mode of Learning	Number	Mean	SD	't' value(df=148)
Regular	102	14.01	3.79	4.44 ( Significant at .01 level of significance)
Distant	48	11.79	2.47	

The presented in the table-5, shows that the learners of regular mode have scored higher mean value in comparison to distant learners on working dimension of CAS. It may be because of that the regular learners have more opportunities to use computer in their respective institutions than the distant learners, while they are studying.

**Table-6:**  
**Mean Scores of Distant and Regular Learners on Knowledge Dimension of Computer Attitude Scale (CAS).**

Mode of Learning	Number	Mean	SD	't' value(df=148)
Regular	102	18.83	4.20	4.35 ( Significant at .01 level of significance)
Distant	48	16.22	3.13	

The perusal of table-6, shows that the learners of regular mode have scored higher mean than the learners of distant mode on the knowledge dimension of CAS. It may be because of that the regular learners have more opportunities to use computer in their respective institutions than the distant learners, while they are studying.

**Table-7:**  
**Mean Scores of Distant and Regular Learners on Effectiveness Dimension of Computer Attitude Scale (CAS).**

Mode of Learning	Number	Mean	SD	't' value(df=148)
Regular	102	33.77	5.32	5.70 (Significant at .01 level of significance)
Distant	48	38.56	4.61	

An analysis of table-7, depicts that there exists significant difference between the distant and regular mode of learners on effectiveness of dimension of CAS. It may be because that in distant learning computer are mostly not available and learners do not get opportunities to use the computers frequently while they are studying.

**Table-8:** Mean Scores of Distant and Regular Learners on Computer Attitude Scale (CAS).

Mode of Learning	Number	Mean	SD	't' value(df=148)
Regular	102	66.61	10.21	0.02 (Not Significant at .05 level of significance)
Distant	48	66.64	6.76	

The data presented in table-8, shows that there is no significant difference between the learners of distant and regular mode.

**Main Findings of the Study:**

- A) The null hypothesis of no significant difference between the attitude of male and female learners towards computer application in education is partially accepted and partially rejected. The findings related to this hypothesis are as follows:
  - Both male and female learners have more or less same mean value on working dimension of CAS.
  - Male and female learners do not differ significantly on knowledge dimension of CAS.
  - Female learners have scored higher mean value than their male counterpart on effectiveness dimension of CAS.
  - There exists significant difference between male and female learners on CAS.
- B) The second null hypothesis of no significant difference between the attitude in distant and regular learners towards computer application in education is partially accepted and partially rejected. The findings related to this hypothesis are as follows:
  - Distant and regular learners differ significantly on working dimension of CAS.
  - Regular learners have scored higher mean value than the distant learners on knowledge dimension of CAS.
  - Learners of regular and distant learners differ significantly on effectiveness dimension on CAS.
  - Learners of regular and distant learners do not differ significantly on CAS.

**Conclusion :**

The present study assessed the attitude of distant and regular learners towards computer application in education. The ever increasing use of

computer in every walk of life makes it imperative for the learners to know and use the computer. These prevailing situations call for computer education to our learners to awake them to use computer too. The need of hour is to change the role of institutions and teachers towards computer application in education.

**References:**

- 1) Dey,B.,Gihar, S,&Saxena, M.K.(2005). Internet Knowledge of Teacher Trainees: An Empirical study: Experiments in education.
- 2) Dey, Bani & Saxena, Manoj Kumar (2006). Attitude of Pupil Teachers Towards Computer Application in Education: An empirical Study in Dey, B., Saxena, M.K., Gihar,S. (Ed.) Teacher Education in Communication Age, Wisdom Publication, New Delhi.
- 3) Saxena Jyotsna, Saxena Manoj Kumar, & Gihar Sandhya. Attitude of Senior Secondary Students towards Computer Application in Education: ICT in Professional Education, A.P.H, Publishing Corporation New Delhi
- 4) Saxena, manoj Kumar & Gihar, Sandhya (2005). Computer Attitude Scale, Unpublished Standardized Test.