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## **A Study of Perception and Attitude of Secondary School Students towards Computer Education**

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**Keywords -** *Attitude, Perception, Secondary School Students and Computer education etc.*

### **Abstract**

The present study was designed in order to know secondary school students' perception and attitude towards computer education. The investigator tried to give a clear concept regarding the meaning of perception and attitude along with the factors that affect students' perception and attitude towards computer education. The present study was conducted in Ujjain district of Madhya Pradesh. The sample consisted of 60 secondary school students. Findings indicated that there is no significant difference between male and female students in their attitude towards computer, and computer attitude among higher secondary school students. The result revealed that there exists no significant difference between attitude of urban and rural students of secondary school towards computer.

### **Introduction**

Computer technology is an important key to provide quality education for all. It has a remarkable impact on all the spheres of curriculum. Computer technology has added modernity to our education system. Today, students find it easier to take help from internet than from reference books. Students can easily store information in computer than written notes of their own. It helps to provide meaningful learning and also to correlate technology and instruction. In order to enhance students' learning, to provide updated knowledge, develop modern thinking etc., knowledge of computer is very

necessary. By its use, students become responsible for their own learning and can promote the personal understanding. Computer helps in providing individual instructions easily because it can be programmed to follow the history of learning success and failure of each student and to use the past performance as a basis for selecting the new problems and concepts to which the learner is likely to be exposed next.

### **Computer education**

Computer education is the most fundamental subject to know about basic parts of a computer, its functioning, uses and other associated things. To make people computer literate, subject like computer education is very helpful. It can be referred as a subject of gaining basic computer knowledge and its operations. It also means one's knowledge and ability to use computer as well as other related technologies efficiently that includes a wide range of skills. Such skills cover elementary application of programmes as well as advanced solving of problems. Some of the other components of computer education include computer operation, computer compositions, configuration as well as taking safety measures from external and internal harmful interruptions. It helps one to know about various applications of computer technology specially useful in teaching and education. Some of them are databank creation, store and manage data, communicative functions (internet), enhancing invention and innovation, instructional use like audio-visual etc.

### **Perception**

The attributes that are endowed in human beings are of many kinds and among them perception and attitude are the most important, because they primarily contribute to shaping the behaviour. Knowledge can be gained by three ways namely sensation, perception and conception. Perception is nothing but the second stage of knowledge acquisition process. Perception is a strong determinant of forming attitude. It is the process of recognizing and interpreting the sensory information of human beings. In this process, one gets sensory information from the environment and thus using those in interacting with the environment itself. It also helps in getting sensory information and turning them into something meaningful. For the survival of human beings in the environment, forming of perception is very necessary.

## **Perception towards computer education**

There are various factors that affect one's perception towards computer education. Depending upon the gender, perception may differ. Various studies show that generally boys have high perception towards computer education than girls. Again, the teaching-learning condition is also a great determinant in this regard, because the particular teaching-learning condition that anyone finds within home and at the educational institutions affect how one perceives computer education. Generally, an ICT- based teaching-learning environment that one has been receiving since earlier helps to form high perception. Therefore, today the educational

Institutions are making efforts to provide students all possible ICT-enabled learning. Moreover, the frequency of using technological gadgets like computer, internet etc. also help one to form proper perception. Experience which is a great teacher of human being also affects our perception towards it. If anyone has prior experience of taking computer education as a subject, then depending upon the earlier achievements, the same can form particular type of perception towards it in future.

## **Review of Literature**

**Pandey, Pranay.(2016)** conducted a study to know the XI standard students 'attitude towards computer as well as their achievements in computer application.200 students from four districts of West Bengal were selected for the study by employing simple random sampling technique. The study made use of descriptive survey method. For collecting data it used an attitude scale and an achievement test.

The study revealed that attitude towards computer did not vary significantly with gender, location and discipline. It found average type of attitude of students towards computer. Moreover, it showed a high positive correlation between computer attitude and computer achievement.

**Salako, Emmanuel. Adekanle (2016)** conducted a study on the perception of students towards computer education. The objectives of the study were to know the perception of students as well as to know the differences if any between male and female students towards Computer Education. By using simple random sampling technique, the investigator selected 7500 students from 100 private and 50 public secondary schools of Nigeria. For collecting data, it used a self-developed questionnaire. The results of the

study showed that the number of students having positive perception were more than those showing negative perception. Moreover, the means of male and female students were statistically insignificant and there existed no significant difference in the perception of male and female students towards Computer Education.

**Borah, Samikha.(2015)** made a study to know the problems of computer education in secondary level of Suwalkuchi block of Kamrup district. The objectives of the study were to study students' attitude towards Computer Education at secondary level and to study the problems of Computer Education. The investigator took a sample of 8 secondary schools for the study. For conducting the study, the investigator used one self-developed questionnaire and interview schedule.

The study showed that all the students used computer at school. 80% students had computer at home also. Students showed positive attitude towards computer. Some of the problems faced by students were non-availability of sufficient computers at schools, shortage of teachers, lack of reading materials, lack of proper sitting arrangement, problem of laboratory etc.

**Navaneetkrishna, N.(2014)** made a study on 'Attitude towards computer among teacher trainees'. The main objectives of the study were to study the level of attitude towards computer among teacher trainees and to study the significant difference between Government and Private institutions' teacher trainees regarding their attitude towards computer. Normative survey method was applied by the investigator. The samples for the study were 400 D.T.Ed teacher trainees from teacher training institutions located in Cuddalore district, Tamil Nadu. For selection of sample, simple random sampling method was applied. The investigator used self developed personal data sheets and a computer attitude scale developed by Kumaran and Selvaraj (1997) for data collection.

The results of the study showed that teacher trainees had moderate level of attitude towards computer. Significant difference was there between the attitude of Government and Private school teacher trainees towards computer. Compared to the trainers of Private schools, the Government schools' teacher trainees showed favourable attitude towards computer.

**Suri, Gunamala and Sharma, Sneha. (2013)** studied on 'the impact of gender on attitude towards technology and E-; learning: An exploratory study of Punjab University, India' with the objectives to study the effect of gender on computer and E-learning and the attitude of students towards computer and e-learning.

The study was conducted on 500 students of Punjab University. For collecting data, an attitude scale, 'The Attitude towards Computer Instrument by Shaft et.al. (2004) was used. The study concluded that the students were well -versed with computer and latest e-learning tools. Gender had no impact on students' attitude towards computer and e-learning. Students had favourable attitude towards computer and e-learning.

### **Objectives of the Study**

1. To study the difference in the levels of perception of secondary school students towards Computer Education
2. To find the difference in attitude between male and female secondary school students towards computer education.
3. To find the difference in attitude between rural and urban secondary school students towards computer education.

### **Hypotheses of the Study**

**Ho1:** There exists no significant difference in the levels of perception of college students towards Computer Education.

**Ho2:** There exists no significant difference in attitude between male and female college students towards computer education.

**Ho3:** There exists no significant difference in attitude between the students of rural and urban colleges towards computer education.

### **Variables of the Study**

These variables were classified into two types- independent and dependent variables.

**Independent variables:-** Attitude, Perception and Secondary school students.

**Dependent variables:-** computer education.

## Methodology

In the present study, population represented all the secondary school students pursuing Computer education in the secondary levels. The present study was conducted in Ujjain district of Madhya Pradesh.

## Sample and Sample Size

The total population of students pursuing computer education in the secondary school in the Ujjain district was 200. The investigator selected 30% students from the total population as sample for the present study, thus a total 60 students were selected as sample. The secondary school in this study were divided as rural and urban areas.

## Statistical Tool

The investigator used two self developed tools for collection of primary data. They were one questionnaire to test the perception of students and one attitude scale to test the attitude of Students.

## Analysis and Interpretation

**Table No. 01**

**Mean, SD and t-value of levels of perception according to gender**

|      | Gender         |                  | t-ratio | Level of Significant |
|------|----------------|------------------|---------|----------------------|
|      | Male<br>(N=35) | Female<br>(N=25) |         |                      |
| Mean | 22.52          | 22.69            | 0.3615  | Insignificant        |
| S.D. | 1.88           | 1.67             |         |                      |

Table 01 showed the t-value between Mean scores of male and female students' levels of perception towards computer education. Not significantly at 0.05 level of significance

( $p > 0.05$ ). Hence, it was concluded that there exists no significant difference in the levels of perception of secondary school students (male and female) towards computer education.

**Table No. 02**

**Mean, SD and t-value of levels of perception according to locality**

|      | Locality        |                 | t-ratio | Level of Significant |
|------|-----------------|-----------------|---------|----------------------|
|      | Rural<br>(N=20) | Urban<br>(N=40) |         |                      |
| Mean | 19.55           | 19.68           | 0.2502  | Insignificant        |
| S.D. | 1.85            | 1.92            |         |                      |

Table 02 revealed the result of the t-value of the Mean scores of students of rural and urban secondary school regarding levels of perception towards computer education not significantly at 0.05 level of significance ( $p > 0.05$ ). Hence, it was concluded that there existed no significant difference in the levels of perception of students of rural and urban secondary school towards computer education.

**Table No. 03**

**Mean, SD and t-value of attitude of students on the basis of gender**

|      | Gender         |                  | t-ratio | Level of Significant |
|------|----------------|------------------|---------|----------------------|
|      | Male<br>(N=35) | Female<br>(N=25) |         |                      |
| Mean | 17.65          | 17.74            | 0.1650  | Insignificant        |
| S.D. | 2.02           | 2.17             |         |                      |

Table 03 showed the t-value between Mean scores of the attitude between male and female students' towards computer education not significantly at 0.05 level of significance ( $p > 0.05$ )

Thus, the null hypothesis was accepted and it was concluded that there existed no significant difference in the attitude between male and female secondary school students towards computer education.

**Table NO. 04**

**Mean, SD and t-value of attitude of students on the basis of locality**

|      | Locality        |                 | t-ratio | Level of Significant |
|------|-----------------|-----------------|---------|----------------------|
|      | Rural<br>(N=20) | Urban<br>(N=40) |         |                      |
| Mean | 16.89           | 17.01           | 0.2187  | Insignificant        |
| S.D. | 2.09            | 1.96            |         |                      |

Table 04 showed the t-value between Mean scores of the attitude between rural and urban students' towards computer education not significantly at 0.05 level of significance ( $p > 0.05$ ).

Thus, the null hypothesis was accepted and it was concluded that there exists no significant difference in attitude between the students of rural and urban colleges towards Computer Education.

**Findings**

1. It was found that out of the total students, large number of students showed average level of perception towards computer education.
2. The percentage of male students showing average or moderate level of perception towards computer education was more than other levels.
3. The percentage of students irrespective of gender showed average or moderate level of perception.



4. The number and percentage of total students regarding gender were more in average or moderate level of perception.
5. It was found that among all the levels, the percentage of urban students showing average level of perception towards computer education was more.
6. It was found that among all the levels, the percentage of rural students showing average level of perception towards computer education was more.
7. The number and percentage of total students regarding locality were found more in average or moderate level of perception.
8. There existed no significant difference in the levels of perception of secondary school students towards computer education.
9. The levels of attitude of students were divided as 'positive' and 'negative'. The Mean score of students in positive attitude level was more than in negative attitude level.
10. It was found that the number of students in the positive attitude level was more than the students in the negative attitude level in total.
11. The number of male students showing negative attitude was more than those showing positive attitude.
12. The number of female students showing positive attitude was more than those showing negative attitude.
13. The number of students of urban colleges showing positive attitude was more than those showing negative attitude.
14. The number of students of rural colleges showing positive attitude was more than those showing negative attitude.
15. The study showed no significant difference in attitude between male and female secondary school students towards computer education.
16. The study showed no significant difference in attitude between the students of rural and urban secondary school students towards computer education.

## **Limitations of the Study**

The study was subjected to the following limitations:-

1. The population of the study consisted of the secondary school students. So, the findings could not be generalized to the other stages of education.
2. It did not cover all the undergraduate students. It concerned with those students who were enrolled in computer subject in the secondary level.
3. The sample students were selected from the students taking computer education courses only.
4. The outcomes of the study would be applicable to the selected district from where the investigator had taken the respondents.

## **Conclusion**

The present study has shown college students' positive attitude towards computer education. Students irrespective of gender and locality showed positive attitude in totality, though the number of female students showing positive attitude towards computer education was more than male students whose number in positive level was less than those showing negative level of attitude. But, regarding perception, both male and female students showed average level of perception than other levels and the same result was found regarding the students of the rural and urban colleges. But, there is a long way to go in enrolling more numbers of students in Computer Education as well as creating high level of perception and positive attitude towards it irrespective of gender and locality.

Computer education is a subject to fulfil the present demands of vocations in the society. The future career of students regarding computer and its allied areas depend to a great extent on the quality of computer education being provided in educational institutions. Therefore, all the rural and urban colleges should try to introduce computer education as compulsory subject. Moreover, the facilities to provide computer education should be improved and trained and qualified teachers should be appointed. The course contents of computer education should be revised from time to time. It should not be too large for students to handle.

Computer education has a great prospect in today's society. The computer competencies of students are increasing day by day. Thus, proper planning and policies are needed to help in students' progress. The Government should make efforts to provide all helps and suggestions to chalk out proper plans and programmes of Computer Education at all levels of education. A mass awareness should be created towards Computer Education for better benefit of our students to go hand in hand in this era of science and technology.

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