Dr. Rajesh Singh
Principal, Ganga Global
Institute of Teacher
Education, Begusarai, Bihar,
India

Attitude of secondary school teachers towards the use of computers

Dr. Rajesh Singh

Abstract
This study examined how teacher educators' perceive the attitude towards use of computer technology in Teachers' Training Colleges in Bangladesh. This study investigated teacher educators' computer attitudes by using the valid and reliable instruments of Loyd and Gressard's (1984) Computer Attitude Scale (CAS). The results revealed that the senior secondary school teachers possessed their high attitude towards computer. It also determined that there is no significant difference between male and female in terms of their attitudes toward computer technology.

Keywords: Attitude, senior secondary school teachers and computers

Introduction

The modern world of high technology could not have come about except for the development of the computer. The development of technology has changed the environment that children grow up in. Today children experience a wide range of technology from an early age. Computer is an electronic device that can receive a set of instructions, or programs and then carry out this program by performing calculations on numerical data by manipulating other forms of information.

The use of computer education opens a new area of knowledge and offers a tool that has the potential to change some of the existing educational methods. The teacher is the key to the effective exploitation of these resources in the educational system. As use of computer is continuously increasing in the society. Educators must also prepare for the use of computers within the classroom. This involves all levels of education.

It is very useful and helpful in the teaching and learning process. Therefore, computer literacy is very much needed for teachers as well as learners. The computers have created a revolution in the content of education and in the nature of learning process. They have the capability of multiplying the human intellect beyond part conceptions and have tremendous implications for education. They have a great impact upon our educational system. Therefore, as we move into a technology based society, it is important that children's classroom experiences with technology be equitable and unbiased for males and females. In most cases, the teacher is key to effective implementation of the use of computers in the educational system and given that teachers have tremendous potential to transmit beliefs and values to students. It is important to understand the biases and stereotypes that teachers may hold about the use of computers and the factors that act as facilitators to teacher's positive computer usage.

The central and state governments are making tremendous efforts to implement the computer application in the process of teaching and learning. The state government has introduced computer course in the secondary schools and in other classes also. The government has started supplying computers to secondary schools with suitable software and has started providing facilities to develop computer laboratory. At this juncture, the investigators feel that the government, after conducting more studies in this area would have taken these efforts. To fall in line with this, an attempt has been made to study the teachers' computer knowledge and their attitude towards computer.

Objectives

1. To find out the difference in the attitude of Govt. male and Govt. female school teachers towards the use of computers.

Corresponding Author:
Dr. Rajesh Singh
Principal, Ganga Global
Institute of Teacher
Education, Begusarai, Bihar,
India

2. To find out the difference in the attitude of Private male and Private female school teachers towards the use of computers.

Hypothesis
1. There is no significant difference in the attitude of Govt. male and Govt. female school teachers towards the use of computers.
2. There is no significant difference in the attitude of Private male and Private female school teachers towards the use of computers.

Table 4.1: T-ratio was calculated for comparison between the attitude of Govt. and Private teachers towards the use of computers

S. No	Group	N	Mean	t-ratio
1.	Private	100	123.26	13.28**
2.	Government	100	102.65	

Table 4.2: T-ratio was calculated for comparison between the attitude of Male and female teachers towards the use of computers

S. No	Group	N	Mean	t-ratio
1.	Male	100	134.46	11.67**
2.	Female	100	118.36	

Table 4.3: T-ratio was calculated for comparison between the attitudes of Govt. Male and Govt. Female teachers towards the use of computers

S. No	Group	N	Mean	t-ratio
1.	Govt. Male	50	109.14	2.97**
2.	Govt. Female	50	98.98	

Table 4.4: T-ratio was calculated for comparison between the attitude of Private male and Private female teachers towards the use of computers

S. No	Group	N	Mean	t-ratio
1.	Private Male	50	139.78	5.16**
2.	Private Female	50	119.97	

Table 4.5: T-ratio was calculated for comparison between the attitude of Govt. male and Private male teachers towards the use of computers

S. No	Group	N	Mean	Sd	t-ratio
1.	Govt. Male	50	111.36	09.98	11.47**
2.	Private male	50	123.87	11.89	

Table 4.6: T-ratio was calculated for comparison between the attitude of Govt. female and Private female teachers towards the use of computers

S. No	Group	N	Mean	t-ratio
1.	Govt. female	50	103.69	7.99**
2.	Private female	50	119.78	

Analysis and Interpretation
1. It has been found that t-value between mean scores of the attitude of Govt. and Private teachers towards the use of computers is 13.28. This shows attitude of govt. and Private teachers towards the use of computers differs. Calculated mean shows that attitude of private school teachers towards the use of computer is more positive as compared to the government school teachers. Hence hypothesis-I, "There will be no significant difference in the attitude of govt. and Private teachers towards the use of computers" is rejected.

2. It has been found that t-value between mean scores of the attitude of Male and female teachers towards the use of computers is 11.67. This shows attitude of Male and female teachers towards the use of computers differs. Calculated mean shows that attitude of male school teachers towards the use of computer is more positive as compared to female school teachers. Hence hypothesis-II, "There will be no significant difference in the attitude of Male and female teachers towards the use of computers" is rejected.

3. It has been found that t-value between mean scores of the attitude of Govt. Male and Govt. female teachers towards the use of computers is 2.97. This shows attitude of Govt. Male and Govt. Female teachers towards the use of computers differ. Calculated mean shows that attitude of Govt. Male teachers towards the use of computer is more positive as compared to government female teachers. Hence hypothesis-III, "There will be no significant difference in the attitude of Govt. male and govt. Female teachers towards the use of computers" is rejected.

4. It has been found that t-value between mean scores of the attitude of Private male and Private female teachers towards the use of computers is 5.16. This shows attitude of Private male and Private female teachers towards the use of computers differs. Calculated mean shows that attitude of Private male teachers towards the use of computer is more positive as compared to private female teachers. Hence hypothesis -IV, "There will be no significant difference in the attitude of Private male and private female teachers towards the use of computers" is rejected.

5. It has been found that the t-value between mean scores of the attitude of Private male and Govt. male teachers towards the use of computers is 11.47. This shows attitude of Govt. male and Private male teachers towards the use of computers differs. Calculated mean shows that attitude of Private male teachers towards the use of computer is more positive as compared to government male teachers. Hence hypothesis -V, "There will be no significant difference in the attitude of Govt. Male and Private male teachers towards the use of computers" is rejected.

6. It has been found that t-value between mean scores of the attitude of Private male and Govt. male teachers towards the use of computers is 7.99. This shows attitude of Govt. male and Private male teachers towards the use of computers differs. Calculated mean shows that attitude of Private male teachers towards the use of computer is more positive as compared to government male teachers. Hence hypothesis -VI, "There will be no significant difference in the attitude of Govt. Male and Private male teachers towards the use of computers" is rejected.

Educational Implications
• The implication is that for understanding the attitude of teachers towards the use of computers. The clues have to come from the personal meaning and implications of the new technology for them. If attitudes towards computers have to be influenced positively, the study suggests that the personal experience of people with computers as well as subjective implications of

computers for people need to be understood and managed.

- Measurements were easy to administer and inexpensive in nature. Its contribution to computer knowledge skills assessment is that data can be collected at one given time, thus saving time and man power.
- Teachers should be given opportunities to learn and use computers in their day to day life. Teachers should be provided training towards use of computers.
- Teachers should structure activities so some extent only. The objective of the study should not be declared in advance. Students should be helped to internalize the desired concept by challenging their naïve generalization through related activities.

References
1. Best John W. Research in Education, Prentice Hall of India Private Limited, New Delhi, 1986.
2. Bhatnagar Amita. Teaching of Computer Science, International Publishing House. Meerut, 2005.
3. Chintalapuri Beena, Anaparti Anupama. Entertainment on Internet, Edutracks. 2003;2(12):33-38.
4. Francis Shanti, john SV. The Scientific Attitude and Reasoning Ability of Computer Illiterate Student. Psycho-lingua. 2003;33(2):113-117.
5. Garrette HE. Statistics in Psychology and Education, New Delhi: Paragon International Publishers, 1981.
6. Jain Atul. Computer in Education, Isha Books. Delhi, 2005.
7. Joshi A. On-line Education Issues and Strategies for Optimum Learning, Psycho-lingua. 2004;34(1):8-11.
8. Kumari Archana. Vidyarthiyon ke Vaigyanik Drishtikon Par Computer Shiksha Ka Prabhav, Bhartiya Shiksha Shodh Patrik. 1998;15(1):15-21.
9. Lajwanti. Computer as an Educational tool for Effective Learning. Indian Journal of Psychometry and Education. 2004;35(1):35-39.
10. Nasser Ramzi, Abouchedid Kamal. Attitudes and concerns towards Distance Education: The case of Lebanon. On line journal of Distance learning. 2000;III:IV. http.// www.wetga.edu/distance.html.
11. Pandey VC. Digital Technologies and Teaching Strategies, Isha Books, Delhi, 2004.
12. Rajasekar. University students Attitude towards Computer, Recent Researchers in Education & Psychology. 2005;10:1-11.
13. Sasikala P, Ravichandran R. World Wide Web Technology in School Education, for Meaningful lifelong Learning, Journal of Indian Education. 2002;XXVIII(2):24-35.
14. Skinner CE. Educational Psychology, Prentice Hall of India Private Limited, New Delhi, 2004.