



Attitudes of senior secondary school students towards computer applications in relation to their study habits

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ABSTRACT

The present study aimed to analyze the attitude of senior secondary school students towards computer application in relation to their study habits. A sample of 150 student of senior secondary school in Yamuna Nagar District in India was taken through stratified sampling technique. In the present study for assessment of attitudes of senior secondary school students towards computer application in relation to their study habits Computer Attitude Scale developed and standardized Study Habit and Attitudes scale developed and standardized was used. In order to accomplish the objectives of the present study, the descriptive survey method was considered appropriate for gathering data. T-test was used by the researcher for making the comparison. The result revealed that the attitude towards computer application and study habits are not interrelated, both are independent. Residential background and Gender of students does not affect the attitude and study habits.

KEYWORDS

Attitudes; study habits; computer application; senior secondary school students.

INTRODUCTION

Technology is continually changing every aspect of our lives. Education is not an exception to this. A report prepared for the American Federation of Teachers found that throughout History, technology has, had and will continue to have a profound impact on colleges and universities in America and around the globe (Phipps & Merisotis, 1999). Long back the majority of education was conducted verbally. The need for having reading skills in public was minimal. In 15th century the technological advancement of the printing press had great impact on how information was delivered to general public. A revolution for general public education was started. Further in the 19th century, the Lumeire brothers, Lewis and Auguste created the first movie projector. This brought about a new technological change in education. A teacher can present information in a new and visually interesting way by the movie projector (Tyson, J. 2003).

A teacher could transform the classroom into infinite number of locations. If students were studying any phenomenon the teacher could bring visual images into classrooms to help the students gain a better understanding of the phenomenon. It provided greater impact on their learning experiences. The use of new technological tools available to the teachers and students is increasing intrinsic motivation, critical thinking and self-direction at increasing younger ages (Kerka, 2002). The teacher has now become a guidance counselor whose responsibility is to help students to achieve their individual educational goals. Computer technology has allowed the educational walls to come down. The concept of study habit is broad, as it combines nearly all other sub-concepts such as study attitude, study methods and study skills. Thus, study habit is one of the greatest learning factors that hugely influences students study habits.

Concept of Attitude

Although the word attitude is used frequently in every day speech, yet it is quite difficult to give a scientific and précised definition of what this concept is. An attitude is a complex affair which cannot be described by any single definition. Attitudes are dynamic; they change with time and experience. The teaching profession is universally regarded not only on soon of the most important profession of civilized like but also the noblest of all. Such use is generally influenced by the user's characteristics and abilities. One may feel difficulty in a particular activity but not in other type of activity of computer. A person develops a specific attitude towards different type of activities of computer which may affect his/her future performance. Teachers attitude towards computers are important to the success in implementing computer related programs in school curriculum (Loyd and Gressard, 1986). Teachers have their own perception about the use of computers in the class room. When teachers were asked about the role of computers in the classroom learning, they commonly responded that "the computer is a tool". While studying the computer related attitudes, the researchers have considered various

aspects like confidence in computer use, computer anxiety, liking for computer, usefulness of computer, use of computer in giving instruction etc.

Attitude Towards Use of Computer Applications

The success of any new educational program depends strongly upon the support and attitude of teachers involved (Woodrow, 1991). For example, if teachers regard computers negatively or with suspicions or believe that a new program will not work successfully, the utilization of computer will be limited. It has been observed that if teachers believed or perceived neither a program as fulfilling their own nor their students' needs they are likely to strongly resist such program. Attitude plays an important role in the educational process. To implement technological advancement successfully into the classroom, the need should be evaluated (Stevens, 1982). The idea that attitude towards technology affects implementation success not only makes intuitive sense but appears repeatedly in the literature (Choo & Cheung 1990-91). Teachers were not using computer as much as expected. The teachers need to learn the ways of integrating technology in to their instruction. Marcinkiewicz (1994) investigated two related question what stimulate some teachers to integrate computers into their teaching and what causes others not to use them at all. The study found that a number of personal variables like self-competence, belief on ability to use a computer for teaching, innovativeness and willingness to change were most closely related to computer use among the teacher. The findings of research showed that teachers were largely underutilizing computers despite availability of computer in their schools. There are some other factors which prevent the teachers to use computer technology in the classroom. These factors are self-efficiency and innovativeness, attitude and anxiety and belief about the relevance of computers in improving instruction and learning. Therefore, in the present study the investigator decided to study the attitude of secondary school students towards computer application in relation to their study habit.

Concept of Study Habits

Studying is a skills being successful in school requires a high level of study skills. Students must first learn these skills practice them and develop effective study habit in order to be successful. Good study habits include many different skills, time management, self-discipline, concentration, organization and efforts. The modern age competition has become very important and essential to get a place in the society. So from the childhood examination and grading is considered only the way of assessing one's ability which entirely depends how one daily life. Some have called man a creature of habit. His actions, behavior so often repeated as are automatic according to wood worth. "Habit is well learned performance" when we repeat a voluntary behavior for a pretty long time, this action of ours is converted into times, almost in the same way. Under similar circumstances it does not require voluntary attention and efforts

and tends to become quite automatic like reflex action and thus a habit is formed. Good study habits lead to good academic record and bad study-habits lead to poor academic record as there is direct relationship between study habits and academic achievement. Study habits play an important role in human performance in academic field (Verma, 1996; Verma & Kumar, 1999; Vyas, 2002). Study habits are mainly external factors that facilitate the study process such as sound study routines that include how often a student engage in studying sessions, review the material, self-evaluate, rehears explaining the material, and studying in a conducive environment (Credé, 2008).

Justification of The Study

In recent years, computer is affecting our lives in many ways. It seems that our classroom teaching styles are very much improved by the use of computer. The effect of computer in the personality of students is significance, especially for more nervous students. Even in the urban areas still many public school are logging for behind than the privately managed school before as the teaching and learning through computer is concern. It would be effective only if we provide equal education to senior secondary level students or rural and urban areas. In this regard, educational administrators and experts firstly need to be well versed themselves with the modern digital development and then make all the possible efforts to imparts equal level computer education to the students. In today's society, the computer uneducated is not only academically backward but it is also psychological alienated. They may not have proper simulating educational environment to flourish there inherent abilities and aptitude. Therefore teachers need to educate their students properly who could contribute equally in development of the nation as the future and responsible citizen of the country on the basis of same the researcher has chosen this topic for her investigation.

Objectives of the Study

1. To study the relationship between attitude towards computer application and study habits of secondary school students.
2. To study the attitude of senior secondary school students towards computer applications.
3. To study the attitudinal difference of rural and urban senior secondary school students towards computer applications.
4. To study the attitudinal differences of male and female senior secondary school students towards computer applications.
5. To study the attitude of senior secondary school students of rural areas towards computer applications.
6. To study the attitude of senior secondary school students of urban areas towards computer applications.

Hypotheses of the Study

1. There exists no significant relationship between attitude towards computer application and study habits of secondary school students.
2. There exists no significant difference of attitude of rural and urban senior secondary school students towards computer application.
3. There exists no significant difference between the attitude of Male and Female senior secondary school students towards computer application.
4. There exists no significant difference of the study habits of rural and urban senior secondary school students.
5. There exists no significant difference of study habits of male and female senior secondary school students.

Delimitations of the Study

The study was delimited to the study of comparative difference of attitude towards computer application of senior secondary school students of Yamuna Nagar district of Haryana. The study was delimited to the 150 senior secondary school students only. The study was selected 94 rural and 56 urban senior secondary school students only.

METHODOLOGY

Study Group

Senior Secondary School students studying in rural and urban areas of Yamuna Nagar District were constituted the population of the present research project. For present study, a sample of 150 students (86 males and 64 females) of senior secondary school in Yamuna Nagar District was taken through stratified sampling technique.

Research Tools

In the present study, the researcher used descriptive survey method. The tools used for collecting data were;

Computer Attitude Scale developed and standardized by Tahira Khatoon and Manika Sharma (Khatoon & Sharma, 2012).

Study Habits and Attitudes Scale developed and standardized by C.P. Mathur (Mathur, C.P., 1974).

Computer Attitude Scale ((Khatoon & Sharma, 2012) has 20 statements, 11 positive worded and 9 negative worded, distributed in five areas. Reliability of Computer Attitude Scale was calculated by Spearman-Brown Prophecy Formula increased to 0.96.

Study Habits and Attitudes Scale developed and standardized by C.P. Mathur (1994) measures study habits in relation to attitudes of 13 to 16 year age group populations of both

the sexes and consists of 60 items on nine major areas. The reliability of this test was established by test-retest method. It was found to be + 0.87 to + 0.89.

RESULTS

On the basis of the interpretation of the data, certain results were drawn, which has been discussed in the present chapter.

Table 1: Showing the descriptive statistics of Computer Attitude Scale

N	MEAN	MEDIAN	MODE	S.D.	Variance	Skewness	Kurtosis
150	77.80	77	92	13.14	172.70	-0.715	0.0703

Not Significant at 0.01 level of Significant with df/148

Table 1 show that the total sample for computer attitude scale is 150. The mean of computer attitude scale is 77.80. The median value is 77, the mode value is 92. The S.D. value is 13.14 respectively & variance is 172.70. The value of skewness is -0.715 & Kurtosis value is 0.0703 respectively. Thus the curve is Leptokurtic.

On the basis of the interpretation of the data, certain results were drawn, which has been discussed in the present chapter.

Table 2: Showing the descriptive statistics of study habit attitude scale

N	MEAN	MEDIAN	MODE	S.D.	Variance	Skewness	Kurtosis
150	24.38	25	25	3.23	10.46	-0.92	1.10

Not Significant at 0.01 level of Significant with df/148

Table 2 shows that the total sample of study habit attitude scale is 150. The mean of study habit attitude scale is 24.38. The median value is 25, the mode value is 25. The S.D. value is 3.23 respectively & variance is 10.46. The value of skewness is -0.92 & Kurtosis value is 1.10 respectively. Thus the curve is Platukurtic.

On the basis of the interpretation of the data, certain results were drawn, which has been discussed in the present chapter.

Table 3: Significant relationship between attitude towards computer application and Study Habits

VARIABLE	df	r	Level of Significance
CAS	148	-0.100	P<0.01
TSHA			

Not Significant at 0.01 level of Significant with df/148

Table 3 shows that correlation value of computer attitude and study habit and attitudes is -0.100 and table value at level 0.01 is 2.08. The calculate value is less than the table value. So the null hypothesis is accepted. Hence there is no significant relationship between computer attitude scale and test of study habits and attitude.

On the basis of the interpretation of the data, certain results were drawn, which has been discussed in the present chapter.

Table 4: Significant difference of Computer attitude of Secondary School students in relation to their Gender

Variable	N	Mean	S.D.	t-ratio	Level of Significant
Male	86	76.31	15.06	0.107	Not
Female	64	79.81	9.77		Significant

Not Significant at 0.01 level of Significant with df/148

Table 4 shows that t-ratio value of computer attitude scale is 0.107 and table value at level 0.01 is 2.62. The calculate value is less than the table value. So the null hypothesis is accepted. Hence there is no significant difference between computer attitude scale among Senior Secondary students and relation to their gender.

On the basis of the interpretation of the data, certain results were drawn, which has been discussed in the present chapter.

Table 5: Significant difference of Study Habits and attitudes of Secondary School students in relation to their Gender

Variable	N	Mean	S.D.	t-ratio	Level of Significant
Male	86	24.75	3.63	0.099	Not
Female	64	23.87	2.53		Significant

Not Significant at 0.01 level of Significant with df/148

Table 5 shows that t-ratio value of study habits and attitude is 0.099 and table value at level 0.01 is 2.62. The calculate value is less than the table value. So the null hypothesis is accepted and there is no significant difference between test of study habit and attitude among Senior Secondary students and relation to their gender.

On the basis of the interpretation of the data, certain results were drawn, which has been discussed in the present chapter.

Table 6: Significant difference of Study Habits and attitudes of Secondary School students in relation to their Residential Background

Variable	N	Mean	S.D.	t-ratio	Level of Significant
Urban	94	24.45	3.70	0.705	Not
Rural	56	24.25	2.25		Significant

Not Significant at 0.01 level of Significant with df/148

Table 6 shows that t-ratio value of test of study habit and attitude is 0.705 and table value at level 0.01 is 2.62. The calculate value is less than the table value. So the null hypothesis is accepted. Hence there is no significance difference between study habits and attitude among senior secondary students and relation to their rural and urban.

On the basis of the interpretation of the data, certain results were drawn, which has been discussed in the present chapter.

Table 7: Significant difference of Computer Attitude of Secondary School students in relation to their Residential Background

Variable	N	Mean	S.D.	t-ratio	Level of Significant
Urban	94	74.94	13.89	0.0004	Not
Rural	56	10.19	10.19		Significant

Not Significant at 0.01 level of Significant with df/148

Table 7 shows that t-ratio value of computer attitude scale is 0.0004 and table value at level 0.01 is 2.62. The calculate value is less than the table value. So the null hypothesis is accepted. Hence there is no significance difference between computer and attitude among senior secondary students and relation to their rural and urban.

ANALYSIS AND INTERPRETATION OF THE DATA

From the analysis and interpretation of the data, the following findings were drawn:

1. The hypothesis there exist no significant relationship between attitude towards computer application and study habits of senior Secondary school students is accepted. It means attitude towards computer application and study habits are not interrelated, both are independent.

2. The hypothesis there exist no significant difference of attitude of rural and urban senior secondary school students towards computer application. This hypothesis is accepted. It means residential background of students does not affect the attitude.

3. The hypothesis there exist no significant difference of attitude of male and female senior secondary school students towards computer application. This hypothesis is accepted. It means gender does not affect the attitude.

4. The hypothesis there exist no significant difference of study habits of rural and urban senior secondary school students towards computer application. This hypothesis is accepted. It means residential background does not affect the study habits.

5. The hypothesis there exist no significant difference of study habits of male and female senior secondary school students towards computer application. This hypothesis is accepted. It means gender does not affect the study habits.

EDUCATIONAL IMPLICATIONS

The educational planners and administrators can take steps from following revelations of study:

1. More and more facilities and opportunities related to computer should be provided to the rural background. So they might feel motivated to use ICT in classroom teaching.

2. Equipments should generously be installed in schools.

3. Teachers should encourage and motivate the students of to use computer during their studies.

4. Teachers should also use the computer during teaching. So that the students may also be aware about the use of computer in education.

5. Teachers should have ability of assess software so they could use computer reflectively in the class room.

6. The teacher should have positive attitude towards students. Students are properly guided in learning as to how to study effectively.

7. Teacher or the educational authorities should encourage proper study habits in the students.

SUGGESTIONS FOR FURTHER STUDIES

A few suggestions for further research in the related area:

1. The present study confined to Yamuna Nagar District only but same studies in other areas can be conducted.

2. Present study deal with sample of 150 respondents only. A large sample can be used.

3. It can be done with other variables.

4. The present study may be extended to rural and urban area separately.

5. More variables can also be used for this study on bring improvement and betterment.

6. The study may be extended to a large sample to get better result.

7. The present study is related to only students. In the same way study can be conducted on teacher also for measuring their attitude towards computer.

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