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A comparative study of computer attitude among the physical education department students of Maharshi Dayanand University, Rohtak and Chaudhary Devi Lal University, Sirsa

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Abstract

Purpose: This research has the purpose to present a study to highlight the comparative study of computer attitude among the physical education department students of mdu, rohtak and cdlu, sirsa.

Material and Method: The paper is an uncertain study performed on 100 physical education students (50 mdu, Rohtak physical education department students [25 male and 25 female] 50 cdlu, sirsa physical education department students [25 male and 25 female]).

Result: The t-value is 0.124 which is less than the table value 1.98 at 0.05 level of confidence with 98 df.

Conclusion: The test emphasized the fact that there is no significant difference in computer attitude among the physical education department students of mdu and cdlu. During the research we used the following method (t-test).

Keywords: computer attitude, physical education, department students

Introduction

Computer attitude has been defined as a person general evaluation or feeling of favour or antipathy toward Computer technologies and specific computer related activities. Computer attitude evaluation usually encompasses statements that examine users interaction with computer hardware, computer software, other person relating to computers, and activities that involve computer use. Computer related activities examined are either single instances of behavior.

The development of technology has changed the environments that children grow up in. today children experience a wide range of technology from an early age.

Attitude is one of the determining factors in predicting people behavior that is to say by understanding an individuals attitude towards something, one can predict with high precision on the individuals overall pattern of behavior to the object.

Attitude has been defined as "a learned predisposition to respond positively or negatively to a specific objects situation, institution, or person, therefore, attitude affects people in everything they do and in facts reflects what they are, and hence a determining factor of people's behavior.

The successful integration of Computer in educational environment depends, to a great extent, on teachers and students attitude towards them. Students attitude towards computer constitute a determinant factor for both participation, and subsequent achievement, information technology activities. This is of particular importance for educational environments that entail the intensive use of computers.

Attitude is defined as a positive or negative sentiment or mental state, that is learned and organized through experience and that exercise a discrete influence on the affective and conative responses of an individual toward some other individual, object or event.

A computer is a general purpose device that can be programmed to carry out a set of arithmetic or logic operations. Since a sequence of operations can be readily changed, the computer can solve more than one kind of problem.

The first electronic digital computers were developed between 1940 and 1945.

Attitudes do matters. If students are to adopt computer technologies, they must have the right

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kind of attitudes towards computers. The importance of attitudes and beliefs for learning to use new technologies is widely acknowledged.

Objective

1. To find out the computer attitude among the physical education department students of mdu, rohtak and cdlu, sirsa.
2. To compare the computer attitude among the physical education department students of mdu, rohtak and cdlu, sirsa.

Hypothesis of the study

There is a significant difference in the computer attitude among the physical education department students of mdu, rohtak and cdlu sirsa.

Methodology

Design of the study: The study in hand is a survey type research where the data collection was held through the computer attitude scale questionnaire loyd and loyd (1985).

Sample: For the collection of data 100 physical education students 50(25 female and 25 male) from mdu, rohtak and 50 (25 female and 25 male) cdlu sirsa. Were selected randomly.

Tool Used: For the collection of data required for the study the investigator used the following tools “computer attitude scale” by loyd and loyd (1985).

Administration of test and collection of data

1. Instruction printed on the test form were made clear by

me to the subjects.

2. No time limit was fixed for completed the test. however, usually an individually were asked to complete it with 30 minutes.
3. They were asked to respond correctly. This term were used strongly disagree, disagree, neutral, agree, strongly agree and no statement should be left out. When the subjects were responding to the question, the researcher wants to see that subjects are giving response as per instruction. Doubts if any were cleared at the spot. The investigator has personally approach to the subjects for collecting the data.

Scoring: In Loyd and Loyd (5 point scale)

1. Strongly disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly agree

The total was done by investigator and after that t- test was applied to find out the result.

Discussion and findings

In order to find out the comparison of computer attitude among the 100 physical education department students (50 [25 female and 25 male] of mdu, rohtak and 50 [25 female and 25 male] of cdlu, sirsa) the collected data was calculated by using t-test. The result obtained by was not significant as the calculated t- value 0.124 is less than the table value 1.98 at 0.05 level of confidence with 98 df. So there was no comparison of computer attitude among the physical education department students of mdu, rohtak and cdlu, sirsa.

Table 1: Computer Attitude

Groups	N	Mean	sd	sed	T value	Level of significance
Kuk Phy Edu Stud.	50	122.18	20.46	2.899		0.05
Mdu Phy Edu. Stud.	50	121.68	21.24	3.00	0.124	Not significant

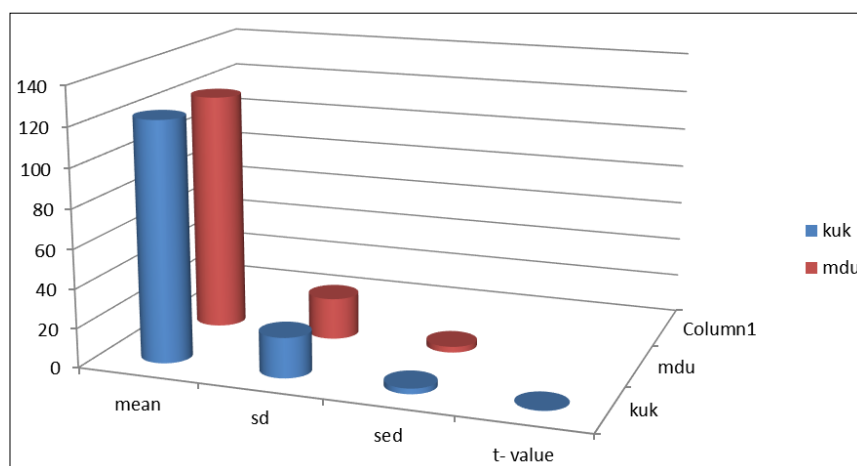


Fig 1: Computer Attitude

Conclusion

The mean value of computer attitude of kuk students is 122.18 and mdu students is 121.68 respectively and sd is 20.46 and 21.24 and sed is 2.89 and 3.00. The t- ratio obtained was 0.124 it is not significant so hypothesis was rejected. So there is no significant difference of computer attitude among the physical education students of mdu and kuk. Both of the students are having same attitude towards the computer.

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