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Dr. Ravinder Pal Ahlawat

Professor, Department Physical
Education Department,
Chaudhary Devi Lal University,
Sirsa, Haryana, India

Priya Lohchab

Research Scholar, Chaudhary
Devi Lal University, Sirsa,
Haryana, India

A comparative study of computer attitude among the boys and girls of physical education department students of Kurushetra University

Dr. Ravinder Pal Ahlawat and Priya Lohchab

Abstract

Purpose: This research has the purpose to present a study to highlight the comparative study of computer attitude among the boys and girls of physical education department students of Kurushetra University.

Material and method: The paper is an undertrained study performed on 60 physical education department students of Kurushetra University Haryana (30 girls and 30 boys).

Result: The t- value is 0.8762 which is less than the table value 1.697 at 0.05 level of confidence with 58df.

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

Keywords: Computer attitude

Introduction

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

Attitudes are a relatively stable set of beliefs, feelings and predispositions to behavior and action that an individual holds towards some idea, object or person. This meaning of attitude can be basically viewed as an extension of the idea of intention, but contemporary use of the term may generally entail four components, namely: a cognitive one, defined as a consciously held belief, opinion and rationalization, which explain the holding of the attitude, an effective component regarded as the emotional aspect of the attitude or feeling, an evaluation component which may be positive or negative, and a cognitive or behavioral one considered as disposition for action i.e the extent to which the individuals are prepared to act on the attitude that they hold.

Computing experience would improve attitude scores. It is found that subjects with the greatest prior computers experience did indeed have more positive initial attitudes.

Brock and Sulsky 1994 followed up Lee's 1970 suggestion that attitudes towards computers are generally thought to be composed of 2 factors:

1. Beliefs that the computers is a beneficial tool, and
2. Beliefs that computers are autonomous entities. The authors employed confirmatory factor analysis and structural equation modeling to examine.

The current study adopted an instrument called computers attitude scale (CAS), Developed by Loyd and Loyd 1985 with different components of attitudes. The components of CAS are computer anxiety, computer confidence, and computer liking and computer usefulness.

Attitudes do matter if students are to adopt computer technologies, they must have the right kind of attitudes toward computers. The importance of attitudes and beliefs for learning to use new technologies is widely acknowledged.

Attitude can be examined at different levels of generality, depending on the action, target, context and time elements being evaluate. Computer attitude evaluation usually encompasses statements that examine user's interaction with computer use.

Correspondence

Dr. Ravinder Pal Ahlawat

Professor Department Physical
Education Department,
Chaudhary Devi Lal University,
Sirsa, Haryana, India

Objective

To compare the computer attitude among the boys and girls of physical education department students of Kurushetra university (30 girls and 30 boys)

Hypothesis of the study

There is a significant difference in the computer attitude among the physical education department students of Kurushetra University (30 girls and 30 boys).

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 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 researchers 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.

Discuss and findings

In order to find out the comparison of computer attitude among the 60 physical education department students (30 girls and 30 boys) of Kurushetra University the collected data was calculated by using t- test. The result obtained by was not significant as the calculated t- value 0.8762 is less than the table value 1.697 at 0.05 level of confidence with 58 df. So there was no comparison of computer attitude among the physical education department students of Kurushetra University.

Table 1: Result of computer attitude among boys and girls of kuk.

Group	Mean	S.D	S.E.M	N
Girls	123.87	19.84	3.62	30
Boys	120.33	9.40	1.77	30

T- Value = 0.8762

df = 58

S.E.D = 4.032

P Value = 0.3845

T –value 0.8762 is less than table value 1.697. So it is not significant.

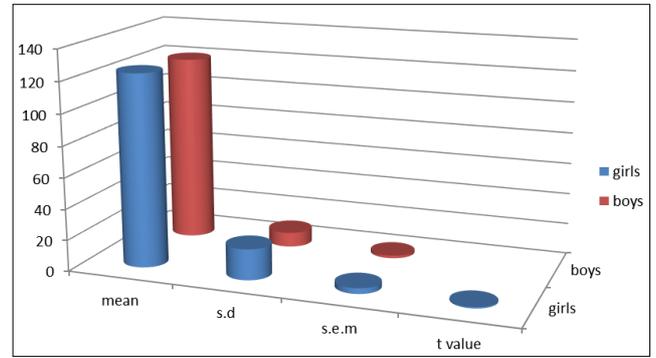


Fig: computer attitude of boys and girls of kuk.

Conclusion

The mean value of computer attitude of Kurushetra university students (girls) is 123.87 and (boys) is 120.33 respectively and S.d is (girls) 19.84 and (boys) 9.40 respectively and S.E.M is (girls) 3.62 and (boys) 1.77 respectively. The t- ratio obtained was 0.8762 it is not significant so hypothesis was rejected. So there is no significant difference of computer attitude among the boys and girls of physical education department of Kurushetra University.

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