



A STUDY ON COMPUTER ANXIETY AND ATTITUDE TOWARDS COMPUTER AND INTERNET EVALUATION AMONG XI STANDARD STUDENTS IN THIRUVALLUR DISTRICT

K.SAMISARANAM¹ | S.SUTHAKAR²

¹ M.Ed., STUDENT, GRT COLLEGE OF EDUCATION.

² ASSISTANT PROFESSOR, GRT COLLEGE OF EDUCATION.

ABSTRACT

This study examined the relationship between Computer and Anxiety and attitude towards computer and Internet Education of XI standard students in Thiruvallur District. This study adopted survey method of research. Participants were 300 eleventh standard students randomly selected from various higher secondary schools in Thiruvallur District. The research instruments used for data collection was Computer Anxiety prepared by the investigator and attitude towards computer and internet education questionnaire prepared by the investigator tested at 0.05 and 0.01 level of significant the findings indicated that there is a positive relationship between Computer Anxiety and attitude towards Computer and Internet Education of eleventh standard students. And also the level of Computer Anxiety and attitude towards Computer and Internet Education of eleventh standard students is moderate in nature. There is exists significant impact with respect to type of management, medium of instructions, Type of family. There is no significant impact in gender, Location on the computer anxiety and attitude towards computer and internet Education of eleventh standard students.

Keywords:

INTRODUCTION

Educational Technology (ET) is the efficient organisation of any learning system adapting or adopting methods, processes, and products to serve identified educational goals. This involves systematic identification of the goals of education, recognition of the diversity of learners' needs, the contexts in which learning will take place, and the range of provisions needed for each of these. The challenge is to design appropriate systems that will provide for and enable appropriate teaching-learning systems that could realise the identified goals. The key to meeting this challenge is an appreciation of the role of Educational Technology as an agent of change in the classroom, which includes not only the teacher and the teaching-learning process but also systemic issues like reach, equity, and quality.

COMPUTER ANXIETY

Computer anxiety has received considerable attention in the psychologically-based literature and is defined as generalised emotional distress or the tendency of an individual to be uneasy, apprehensive and/or phobic towards current or future use of computers (Igarria & Livari, 1995). Computer anxiety may include worries about embarrassment, looking foolish or even damaging computer equipment (McInerney, McInerney & Sinclair, 1994). Computer anxiety is state-based; a transitory response to a specific situation. A number of studies (Mahmood & Medewitz, cited by McInerney, McInerney & Sinclair, 1994; Rosen, Sears & Weil, 1993) have found that for computer anxious individuals, increased experience tends to exacerbate rather than 'cure' the problem, with additional computer experiences strengthening negative

affective reactions and promoting further computer avoidance. Continuing anxiety after training may be a function of an individuals' prior computing experiences, attitude towards computing, perceptions of self-efficacy and expectations of success (McInerney, McInerney & Sinclair, 1994). In fact, Rosen, Sears and Weil's research challenges traditional skills-based courses, proposing instead a number of approaches to computer anxiety including individualised desensitisation, thoughtstopping/covert assertion, information provision (about myths and realities) and support groups.

ATTITUDE TOWARDS COMPUTER

As today's society is becoming more and more dependent on new technology, increasing attention is given to **computer literacy**, which in the current information age is no less significant as was reading, writing and calculus in the 19th-20th centuries (Anderson, 1983). Like reading, which is sometimes rightly called by socialisation scholars the socialisation of socialisation or secondary socialisation, computer literacy becomes an essential precondition for successful socialisation and professional career. For this reason education, being an important factor in society development, plays an essential role in addressing the issue of literacy and in particular computer literacy.

Attitude is an inner psychic state influencing behaviour. Therefore, we can understand an inner state from actions and words. For instance, we may presume that a person actively avoiding a computer has a negative attitude towards it. Attitude is not an inborn, instinct phenomenon; it mainly depends upon persons experience and its impact in a new situation. Consequently, attitudes are formed in

the process of experience and their change is possible due to the internal and external factors.

INTERNET IN EDUCATION

The Internet swiftly entered the life of the humankind in the 20th century. It took us less than ten years to face the fact of its spreading all over the world, including the developing countries. It has become not only the hugest information resource in the world, but what is even more important – the most rapid means of communication. People from different countries have got an opportunity to communicate with each other in quite a short time. In comparison with a snail-mail or even airmail, e-mail gets over distance and time, frontiers of the states with a lightning speed. Thus, people get closer to each other. They have got a chance to know each other better, to become aware of what is common among nations and can unite them and what is different, what peculiarities of culture and religion should be taken into account to achieve mutual understanding. They gradually come to realize the fact that we all are inhabitants of one planet – the Earth and have to live together depending on each other, helping each other. But, the Internet is only one of the means to understand this and does not guarantee the comprehension of the people only by the technological and information opportunities that it provides. Everything depends on the people themselves, their mentality, their will and intellect. On the other hand, people in different countries, not only in the cultural and scientific centres, are able to get education in famous universities.

STATEMENT OF THE PROBLEM

Formally the problem can be stated as follows

A study on computer Anxiety and attitude towards Computer and Internet Education among eleventh standard students in Thiruvallur District.

3.05 OBJECTIVES OF THE STUDY

1. To find out the level of Computer Anxiety among the 11th standard students.
2. To find out the level of Attitude towards Computer and Internet Education among the 11th standard students.
3. To find out significant difference between Male and Female 11th standard students with respect to Computer Anxiety.
4. To find out significant difference between Male and Female 11th standard students with respect to Attitude towards Computer and Internet Education.
5. To find out significant difference between Rural and Urban area 11th standard students with respect to Computer Anxiety.
6. To find out significant difference between Rural and Urban area 11th standard students Attitude towards Computer and Internet Education.
7. To find out significant difference between 11th

standard students Computer Anxiety based on their Type of Management.

8. To find out significant difference between 11th standard students Attitude towards Computer and Internet Education based on their Type of Management.
9. To find out significant difference between Tamil and English medium 11th standard students with respect to Computer Anxiety.
10. To find out significant difference between Tamil and English medium 11th standard students with respect to Attitude towards Computer and Internet Education.
11. To find out significant difference between Joint and Nuclear family 11th standard students with respect to Computer Anxiety.
12. To find out significant difference between Joint and Nuclear family with respect to with respect to Attitude towards Computer and Internet Education.
13. To find out significant relationship between Computer Anxiety and Attitude towards Computer and Internet Education of 11th standard students.

HYPOTHESIS OF THE STUDY

1. The level of Computer Anxiety among the 11th standard students is Moderate in nature.
2. The level of Attitude towards Computer and Internet Education among the 11th standard students is Moderate in nature.
3. There is no significant difference between Male and Female 11th standard students with respect to Computer Anxiety.
4. There is no significant difference between Male and Female 11th standard students with respect to Attitude towards Computer and Internet Education.
5. There is no significant difference between Rural and Urban area 11th standard students with respect to Computer Anxiety.
6. There is no significant difference between Rural and Urban area 11th standard students Attitude towards Computer and Internet Education.
7. There is no significant difference between 11th standard students Computer Anxiety based on their Type of Management.
8. There is no significant difference between 11th standard students Attitude towards Computer and Internet Education based on their Type of Management.
9. There is no significant difference between Tamil and English medium 11th standard students with respect to Computer Anxiety.

- 10. There is no significant difference between Tamil and English medium 11th standard students with respect to Attitude towards Computer and Internet Education.
- 11. There is no significant difference between Joint and Nuclear family 11th standard students with respect to Computer Anxiety.
- 12. There is no significant difference between Joint and Nuclear family with respect to with respect to Attitude towards Computer and Internet Education.
- 13. There is no significant relationship between Computer Anxiety and Attitude towards Computer and Internet Education of 11th standard students.

RESEARCH DESIGN

METHODOLOGY

This study was conducted through survey method of research and it is most suitable for the present study.

SAMPLE:

A stratified random sampling techniques was adopted for the selection of sample 300 11th standard students were taken for the study.

TABLE - 1

THE TABLE SHOWS THE BACKGROUND VARIABLES OF THE SAMPLES

VARIABLE		NO.OF SAMPLE	TOTAL
GENDER	MALE	150	300
	FEMALE	150	
LOCATION	RURAL	169	300
	URBAN	131	
MEDIUM	TAMIL	100	300
	ENGLISH	200	

GRAPH SHOWING SAMPLING DISTRIBUTION FOR DIFFERENT VARIABLES

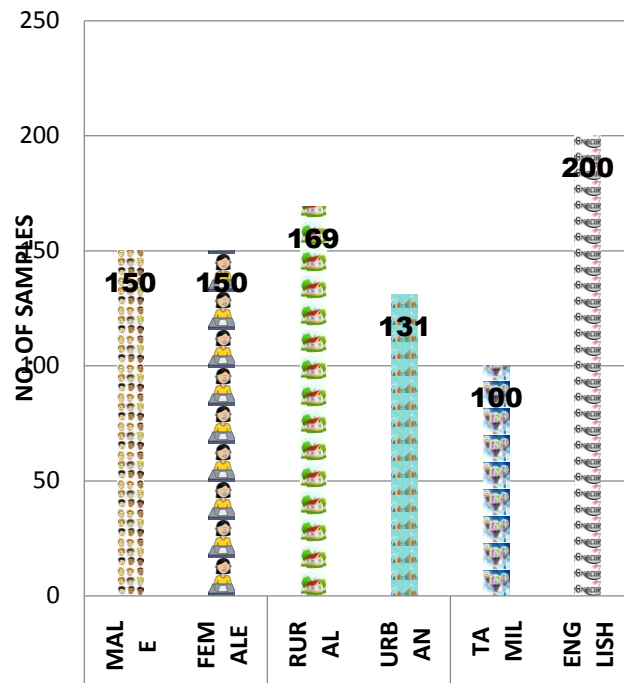


FIG - 1

RESEARCH TOOLS:

To verify the hypothesis formulated in the study. The following tools have been used.

- a) The Computer Anxiety Questionnaire Prepared by Investigator.
- b) Attitude towards Computer and Internet Education Questionnaire prepared by Investigator.

STATISTICAL METHODS

Suitable descriptive and inferential statistical techniques were used in the interpretation of the data to draw out a more meaningful picture of results from the collected data.

In the present study the following statistical measures were used.

1. Arithmetic Mean (x)
2. Standard Deviation (σ)
3. Karl Pearson's Correlation Coefficient : r
4. 't' Test

MAJOR FINDINGS

1. It is found that the low level of Computer Anxiety among the 11th standard students is 19%, High level is 20% and Moderate level is found to be 61%. Hence the Computer Anxiety among the 11th standard students is Moderate in nature.
2. It is found that the low level of Attitude towards Computer and Internet Education among the 11th standard students is 31.33%, High level is 25.33% and Moderate level is found to be 43.33%. Hence

the Attitude towards Computer and Internet Education among the 11th standard students is Moderate in nature.

3. It is found that there exists no significance difference between the Male and Female 11th standard students on their Computer Anxiety mean scores.
4. It is found that there exists no significance difference between the Male and Female 11th standard students on their Attitude towards Computer and Internet Education mean scores.
5. It is found that there exists no significance difference between the Rural and Urban area 11th standard students on their Computer Anxiety mean scores.
6. It is found that there exists a significance difference between the Rural and Urban area 11th standard students on their Attitude towards Computer and Internet Education mean scores.
7. It is found that there exists a significant difference between Government vs. Aided and Government vs. Private school students based on their computer Anxiety with regard to their type of management.
8. It is found that there exists significant difference in the Attitude towards Computer and Internet Education of 11th standard students with respect to Government, Aided and Private 11th standard students based on their Attitude towards Computer and Internet Education.
9. It is found that there exists significance difference between the Tamil and English medium 11th standard students on their Computer Anxiety mean scores.
10. It is found that there exists significance difference between the Tamil and English medium 11th standard students on their Attitude towards Computer and Internet Education mean scores.
11. It is found that there exists significance difference between the Joint and Nuclear family 11th standard students on their Computer Anxiety mean scores.
12. It is found that there exists no significance difference between the Joint and Nuclear family 11th standard students on their Attitude towards Computer and Internet Education mean scores.
13. It is found that there is a positive relationship between Computer Anxiety and Attitude towards Computer and Internet Education.

EDUCATION IMPLICATIONS

Successful implementation of computers in the classroom is users' acceptance, which in turn might be greatly influenced by users' attitudes. For this reason, students' attitudes toward computers have been studied with

different samples and instruments by many researchers since the 1980s. Anxiety has been found to be a predictor of the adoption of new technologies such as computers (Anderson et al., 1979).

Lack of computer experience is one of the most obvious reasons for this anxiety. Using a computer and the Internet requires a certain amount of practice and perseverance. As you acquire more and more knowledge of computers along the way, you will automatically discover how useful using a computer can be in daily life.

Computer anxiety is anxiety generated around the use of computers, referring to "a state of heightened tension or a feeling of apprehensive expectation". Behavioral presentations of computer anxiety include: "(1) avoidance of computers and the general areas where computers are located; (2) excessive caution with computers; (3) negative remarks about computers; and (4) attempts to cut short the necessary use of computers". Computer anxiety is mainly assessed by self-report scales using Liker-type formats.

CONCLUSION

Unfortunately, computers are used all too often in ways that are developmentally inappropriate. Children 3 and 4 years of age are developmentally ready to explore computers, and most early childhood educators see the computer center as a valuable activity center for learning. Timing is crucial. Children need plenty of time to experiment and explore. Young children are comfortable clicking various options to see what is going to happen next. Teachers may want to intervene when children appear frustrated or when nothing seems to be happening. Frequently, just a quick word or two, even from across the room, reminds children what they need to do next to reach their desired goal. Providing children with minimal help teaches them they can operate the computer successfully. In addition, by observing what children are doing, the teacher can ask probing questions or propose problems to enhance and expand children's computer experiences. The feature of the Nation depends upon the quality of Education. To provide better teachers quality training should be given. Computers have made a dramatic impact on the contemporary society. Almost all aspects of our lives are affected by computers to a significant degree. It is even difficult to imagine a job or a task that we can complete without using computers. Of course, the field of education is no exception. Computers are used increasingly in teaching and learning processes within all subject areas at all levels of schooling.

To enhance the technology based curriculum, the New Innovations like Computer and Internet Education should be added in the school education. This will lead to bring the future students with deep knowledge in computers and make our nation strong.

REFERENCES

1. Agaoglu, Esmahan; Ceyhan, Esra; Ceyhan, Aykut; Simsek, Yucel (2008) *he Validity and Reliability Studies of the Computer Anxiety Scale on Educational Administrators*. Online Submission, Turkish Online Journal of Distance Education--TOJDE v9 n3 p45-58 Jul 2008.
2. Akbaba Altun, Sadegul (2001) *Elementary School Principals' Attitude towards Technology and Their Computer Experience*.
3. Aktag, Isil (2015) *Computer Self-Efficacy, Computer Anxiety, Performance and Personal Outcomes of Turkish Physical Education Teachers*.
4. Ates, Alev; Altunay, Ugur; Altun, Eralp (2006) *The Effects of Computer Assisted English Instruction on High School Preparatory Students' Attitudes towards Computers and English*. Online Submission, Journal of Theory and Practice in Education v2 n2 p97-112 2006.
5. Bebetos, Evangelos; Antoniou, Panagiotis (2009) *Gender Differences on Attitudes, Computer Use and Physical Activity among Greek University Students*. Online Submission, Turkish Online Journal of Educational Technology - TOJET v8 n2 article 6 Apr 2009.
6. Celik, Vehbi; Yesilyurt, Etem (2013) *Attitudes to Technology, Perceived Computer Self-Efficacy and Computer Anxiety as Predictors of Computer Supported Education*.
7. Cole, Lucy B. (1995) *Overcoming Computer Avoidance by Adult Educators: An Individualized Computer Instructional Course Designed To Reduce Computer Anxiety*.
8. Conrad, Agatha M.; Munro, Don (2008) *Relationships between Computer Self-Efficacy, Technology, Attitudes and Anxiety: Development of the Computer Technology Use Scale (CTUS)*. Journal of Educational Computing Research, v39 n1 p51-73 2008.
9. Efe, Hulya Aslan; Efe, Rifat (2016) *Swiss and Turkish Pre-Service Science Teachers' Anxiety Levels for Educational Technology*. Journal of Education and Training Studies, v4 n7 p185-195 Jul 2016.
10. Fritts, Barbara E.; Marszalek, Jacob M. (2010) *Computerized Adaptive Testing, Anxiety Levels, and Gender Differences*. Social Psychology of Education: An International Journal, v13 n3 p441-458 Sep 2010. Journal Articles; Reports – Research.
11. Gonen, Selahattin; Kocakaya, Serhat; Inan, Cemil (2006) *The Effect of the Computer Assisted Teaching and 7E Model of the Constructivist Learning Methods on the Achievements and Attitudes of High School Students*. Online Submission, Turkish Online Journal of Educational Technology - TOJET v5 n4 article 11 Oct 2006.
12. Hauser, Richard; Paul, Ravi; Bradley, John (2012) *Computer Self-Efficacy, Anxiety, and Learning in Online versus Face to Face Medium*.
13. Lebens, M.; Graff, M.; Mayer, P. (2009) *Access, Attitudes and the Digital Divide: Children's Attitudes towards Computers in a Technology-Rich Environment*. Educational Media International, v46 n3 p255-266 Sep 2009.
14. Liu, Min; Hsieh, Peggy (Pei-Hsuan); Cho, Yoonjung; Schallert, Diane (2006) *Middle School Students' Self-Efficacy, Attitudes, and Achievement in a Computer-Enhanced Problem-Based Learning Environment*. Journal of Interactive Learning Research, v17 n3 p 225-242 Jul 2006.
15. Macaulay, Michael (2003) *The Effects of Web-Assisted Learning on Students' Anxiety*. Journal of Educational Computing Research, v28 n3 p221-230 2003.
16. Olatoye, Rafiu Ademola (2009) *Influence of Computer Anxiety and Knowledge on Computer Utilization of Senior Secondary School Students*. Electronic Journal of Research in Educational Psychology, v7 n3 p1269-1288 2009.
17. Pavia, Catherine Matthews (2004) *Issues of Attitude and Access: A Case Study of Basic Writers in a Computer Classroom*. Journal of Basic Writing, v23 n2 p4-22 Fall 2004.
18. Przeworski, Amy; Newman, Michelle G. (2006) *Efficacy and Utility of Computer-Assisted Cognitive Behavioural Therapy for Anxiety Disorders*. Clinical Psychologist, v10 n2 p43-53 Jul 2006.
19. Saade, Raafat George; Kira, Dennis (2009) *Computer Anxiety in E-Learning: The Effect of Computer Self-Efficacy*. Journal of Information Technology Education, v8 p177-191 2009.
20. Saparniene, Diana; Merkys, Gediminas; Saparnis, Gintaras (2005) *Students' Attitudes towards Computer: Statistical Types and their Relationship with Computer Literacy*. Online Submission, Paper presented at the European Conference on Educational Research, University College (Dublin, Ireland, Sep 7-10, 2005).
21. Shahapur, Nagappa, P. (2002) *Study of Attitude of Secondary School Students towards Computer Assisted Learning*. Experiments in Education, v30 n8 p153-55 Aug 2002.
22. Smith, Brooke; Caputi, Peter (2004) *The*

Development of the Attitude Towards Computerized Assessment Scale. Journal of Educational Computing Research, v31 n4 p407-422 Jan 2004.

23. *Smith, E.; Oosthuizen, H. J. (2006) Attitudes of Entry-Level University Students towards Computers: A Comparative Study. Computers and Education, v47 n3 p352-371 Nov 2006.*

24. *Teo, Timothy (2008) Pre-Service Teachers' Attitudes towards Computer Use: A Singapore Survey. Australasian Journal of Educational Technology, v24 n4 p413-424 2008.*