The study was intended to predict Computer Attitude of prospective teachers of government aided and private college on the basis of their Self-Efficacy. The sample consisted of total 200 students; 100 students being selected randomly from each government aided and private college of Ludhiana city. Computer Attitude Scale (CAS) by Khatoon and Sharma (2011) and Self-Efficacy Scale (SES) by Mathur and Bhatnagar (2012) were used to collect the data. The results of the study showed significant positive relationship between Computer Attitude and Self-efficacy of prospective teachers, also between Computer Attitude and Self-efficacy of prospective teachers studying in government aided college and private college.

ABSTRACT

The study was intended to predict Computer Attitude of prospective teachers of government aided and private college on the basis of their Self-Efficacy. The sample consisted of total 200 students; 100 students being selected randomly from each government aided and private college of Ludhiana city. Computer Attitude Scale (CAS) by Khatoon and Sharma (2011) and Self-Efficacy Scale (SES) by Mathur and Bhatnagar (2012) were used to collect the data. The results of the study showed significant positive relationship between Computer Attitude and Self-efficacy of prospective teachers, also between Computer Attitude and Self-efficacy of prospective teachers studying in government aided college and private college.

KEYWORDS: Computer Attitude, Self-Efficacy, Prospective Teachers.
puter and internet self-efficacy to study how users' attitude towards computer and computer anxiety influenced the computer and internet self-efficacy. The study was conducted on 347 business undergraduates at a large state university in the south-west region of United States. Measures of user attitude towards computers, computer anxiety, computer self-efficacy and internet self-efficacy were studied at both the beginning and end of computer course. Results showed that results with users' attitude towards computer anxiety improved students' computer self-efficacy significantly than respondents with unfavourable attitudes. The interaction between user attitude towards computers and computer anxiety was significant for computer self-efficacy scores but not for internet self-efficacy scores.

Abbitt and Klett (2007) studied the influences on pre-service teachers' self-efficacy in technology integration and factors that influence their attitudes towards it. One hundred and eight pre-service teachers completed a pre- and post-survey. These teachers were enrolled in one of four technology integration education courses from two different institutions. Results showed that perceived comfort level with computer technology was a significant predictor of self-efficacy beliefs in regards to technology integration.

Agbatogun (2010) examined the relative and combined contributions of computer anxiety, self-concept and gender to teachers' attitude towards the use of interactive computer technologies. 454 Nigerian teachers constituted the sample. The findings revealed that the combination of the three independent variables significantly predicted the independent variable. Although self-concept and computer anxiety significantly predicted the teachers' attitude towards interactive Computer Technologies but gender did not make any significant contribution to the prediction of the dependent variable.

Zhang and Espinosa (1998) studied relationships among computer self-efficacy, attitudes toward computers and desirability of learning computer skills in college students. Results showed that these factors were important predictors of students’ acquiring knowledge about computer technologies. Students' self-recognition of usefulness of computers and their perception of advanced levels of computer technologies were significant predictors in deciding their desirability of learning computer skills.

Igbaria and Livari (1995) examined the effect of self-efficacy, belief in one's capability of using a computer to accomplish the goals, on computer usage. A survey of 450 microcomputer users in Finland found strong support for the conceptual model. In accordance with TAM, perceived usefulness had a strong direct effect on usage, while perceived ease of use had indirect effect on usage through perceived usefulness. Self-efficacy had both direct and indirect effects on usage, demonstrating its importance in the decision to use computer technology. It also had a strong direct effect on perceived ease of use, but only an indirect effect on perceived usefulness through perceived ease of use. Computer experience was found to have a strong positive direct effect on self-efficacy, perceived ease of use, perceived usefulness and usage. Organizational support and computer anxiety had only indirect effects on usage, mainly through perceived usefulness.

Albion (2001) studied teachers' self-efficacy for personal computer use and how it correlates to their using computers in their teachings. A pre- and post-questionnaire was completed by 89 B.Ed. students. Results showed that the most significant factor contributing to self-efficacy in computer use was the amount of time spent using computers which remained consistent with the self-efficacy theory.

Milbrath and Kinzie (2000) studied the effects of computer training that prospective teachers received through their teacher preparation at the University of Virginia. Findings showed that both perceived computer comfort and perceived computer usefulness showed significant change between the first and last time the participants completed the survey. A significant positive effect was found in perceived self-efficacy with all computer technologies that these prospective teachers received. Thus, prospective teachers' perceived self-efficacy with Word processing was higher as these were used more frequently whereas the perceived self-efficacy levels were the lowest with database management software and statistical packages which were used least frequently.

Paraskeva, Bouta and Papagianni (2008) examined the relationship between Greek secondary teachers and general self-efficacy, self-efficacy of computer and internet self-efficacy, as well as modern technology integration. 286 secondary education teachers from various subject areas were taken in this study. The results showed a positive correlation between general computer self-efficacy but no significant correlation between self-concept and computer self-efficacy. Findings also showed a strong, positive correlation between teachers' subject area, prior experience in computer and software use, and computer self-efficacy; The strongest being prior experience. Finally, this study proved that using software for educational purposes contributes substantially to an increase in computer self-efficacy.

6. Emergence of the problem

Nowadays, computers are common tools in most schools and are being used increasingly in all subject areas. Despite the increasing acceptance and use of computers in schools, the extent to which it is optimised depends on teachers having a positive attitude towards it (Huang & Liaw, 2005). Many students and teachers still encounter difficulties with the use of computers due to lack of confidence and efficacy in using them. Thus, in the limelight of above all, present study was taken to study the computer attitude of prospective teachers in relation to their self-efficacy. The review of literature cited above shows that majority of the studies between computer attitude and self-efficacy have been conducted in foreign countries like Turkey (Yalcinalp, 2005), Taiwan (Wu and Tsai, 2006), U.S.A (Torkzadeh, Chang & Demirhan, 2006), Nigeria (Agbatogun, 2010), Virginia (Milbrath & Kinzie, 2000), Greek (Paraskeva, Bouta & Papagianni, 2008) and Finland (Igbaria & Livari, 1995). Thus, one way of filling the gap created in knowledge in this area is to examine the computer attitude of prospective teachers in relation to their self-efficacy thereby enhancing their positive attitudes towards the use of computers and related technology ending up in quality teaching and learning.

7. Objectives

To investigate the significance of relationship between Computer Attitude and Self-Efficacy of prospective teachers.

- To study the significance of relationship between Computer Attitude and Self-Efficacy of prospective teachers studying in government aided college.
- To investigate the significance of relationship between Computer Attitude and Self-Efficacy of prospective teachers studying in private college.

8. Hypotheses

H01 There will be no significant relationship between Computer Attitude and Self-Efficacy of prospective teachers.

H01 There will be no significant relationship between Computer Attitude and Self-Efficacy of prospective teachers studying in government aided college.

H01c There will be no significant relationship between Computer Attitude and Self-Efficacy of prospective teachers studying in private college.

9. Sample

Sampling is an essential part in the field of research providing generalizations on the basis of small proportion of the population and produces precise and accurate results. Two stage randomization technique was used in this study. Sample consisted of total 200 students; 100 students being selected randomly from each government aided and private college of Ludhiana city.

10. Tools

- Computer Attitude Scale (CAS) by Khatoo and Sharma (2011).
- Self-Efficacy Scale (SES) by Mathur and Bhatnagar (2012).

11. Results and Discussion

11.1 Relation between Computer Attitude and Self-efficacy

Karl Pearson’s coefficient of correlation was used to find the relation between Computer Attitude and Self-efficacy for the total sample taken for the study which is shown in the table below:

<table>
<thead>
<tr>
<th>Table 1 Relation between Computer Attitude and Self-efficacy of prospective teachers</th>
<th>(N = 200)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variables</td>
<td>r</td>
</tr>
<tr>
<td>Computer Attitude with Self-efficacy</td>
<td>0.626*</td>
</tr>
</tbody>
</table>

*Correlation is significant at 0.01 level (0.182)

Table 1 reveals that the value of correlation between Computer Attitude and Self-efficacy of prospective teachers is 0.626. This value is positive and significant (p<0.01). Therefore, it can be concluded that Computer Attitude has significant positive relation with Self-efficacy among prospective teachers. Thus, hypothesis H01a which states that “There will be no significant relation between Computer Attitude and Self-efficacy” is rejected.

<table>
<thead>
<tr>
<th>Table 2 Relation between Computer Attitude and Self-efficacy of prospective teachers studying in government aided college</th>
<th>(N = 100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variables</td>
<td>r</td>
</tr>
<tr>
<td>Computer Attitude with Self-efficacy</td>
<td>0.545*</td>
</tr>
</tbody>
</table>

*Correlation is significant at 0.01 level (0.256)

Table 2 reveals that the value of correlation between Computer Attitude and Self-efficacy of prospective teachers studying in government aided college is 0.545. This value is positive and significant (p<0.01). Therefore, it can be concluded that Computer Attitude has significant positive relation with Self-efficacy among prospective teachers studying in government aided college. Thus, hypothesis H01b which states that “There will be no significant relation between Computer Attitude and Self-efficacy of prospective teachers studying in government aided college” is rejected.
Table 3 reveals the values of correlation between Computer Attitude and Self-efficacy of prospective teachers studying in private colleges. 0.710. This value is positive and significant (p<0.01). Therefore, it can be concluded that Computer Attitude has significant positive relation with Self-efficacy among prospective teachers studying in private college. Thus, hypothesis H01 which states that “There will be no significant relation between Computer Attitude and Self-efficacy of prospective teachers studying in private college”, is rejected.

12. Discussion
The result is well supported by the studies conducted earlier by Yalcinalp (2005), Abbitt and Klett (2007), Milbrath and Kinzie (2000), Igbaijavir (1995) and Anderson, Groulx and Maninger (2011). Studies indicated that students having high self-efficacy are more motivated to involve in activities related to computers. Also, such students could more easily handle with the problems related to using computers (Karsten & Roth, 1998).

13. Conclusions
• There exists positive and significant relationship between Computer Attitude and Self-efficacy of prospective teachers.
• There exists significant positive relationship between Computer Attitude and Self-efficacy of prospective teachers studying in government aided college.
• There exists positive and significant relationship between Computer Attitude and Self-efficacy of prospective teachers studying in private college.

14. Educational Implications
The results of the study reveal significant positive relationship between Computer Attitude and Self-Efficacy. It is thus suggested that to improve the Attitude towards Computer of Prospective Teachers, conditions conducive for the development of Self-Efficacy must be created. The improvement in Self-Efficacy towards Computer of Prospective Teachers, conditions conducive for the development of Self-Efficacy across undergraduate disciplines. Research in Higher Education, 35, 743-768.


