



THE ATTITUDE OF UNDERGRADUATE PROFESSIONAL STUDENTS OF H.N.B. GARHWAL (A CENTRAL) UNIVERSITY TOWARDS INFORMATION TECHNOLOGY

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Abstract

The discovery of computer and subsequent development of information technology (IT) is one of the most significant achievements of the 20th century. It is widely held that information technology provides the mechanism by which educational institutions will become more effective and can gain competitive advantage through the employment of the technology.

The present quantitative study aims to find out the underlying factors of attitudes towards information technology among undergraduate professional students, through a standardized information technology attitude scale. The attitudes of the respondents were assessed in terms of various aspects of information technology, such as its importance and their uses, its effectiveness in the education process and its rate in daily life. The results of this study provide information for policy makers, and the researchers who are interested in understanding the factors that affect technology use by students in their learning.

Keywords: Undergraduate professionals, Information technology, Attitude;

Introduction

In the recent decades we have been witnesses of a rapid growth in the field of information technologies (IT) development. New technologies have been infiltrating all parts of everyday life, changing and modifying the ways people communicate, work, spend their leisure time and also study. In the recent decades we have been witnesses of a rapid growth in the field of information technologies (IT) development. New technologies have been infiltrating all parts of everyday life, changing and modifying the ways people communicate, work, spend their leisure time and also study. These young people are now students at colleges and universities and the academic world is faced with the problem how to educate these students who are believed to be so different from the preceding generations. It is asserted that they learn better from discovery and experiments, prefer work in teams, favour audio-visual sources, are capable of multitasking, depend on IT use and are always connected with others via IT.

The explosion of scientific information in recent year has necessitated changes in the existing structure of the knowledge and communication process. The development of the technology of communication has placed at our disposal the means to transfer knowledge more effectively to a large number of receivers at multiple points irrespective of the distance between the source and the receivers. Information technology is a broad term covering all the aspects of managing and processing information computer, hardware, software and internet are keys to these systems that are designed, developed, supported and managed by information technology professionals. It has got a three legged stool. The legs are hardware, software and telecommunication. The rapid improvement in information technology performance the integration of computing and communicates technologies and significant developments in software capability has also opened up new opportunities.

The position could now be changing. The development of information technology has already started to have a major impact on the way we conduct our lives, on education employment and leisure. In simple words, we can say that development in computers; electronic equipment and telecommunications are bringing information technology (IT) to all aspects of work and leisure.

The progressive introduction of information technology has brought with it renewed interest in the nature and development. The significant advances in the related technologies of computers, telecommunication, data access and storage devices, graphic equipment and software have created a wide spectrum of new opportunities for the educational institutions.

The belief of connection between technology and student achievement is a theme commonly emphasized in mission statements of educational technology projects and arguments to support educational technology investment. Hence, there is a need to look at students' attitudes toward information technology whether negatively or positively. If attitude influences the use of information technology in their daily lives or whether is it used to get information or just for entertainment. For these reasons, the current study attempts to examine students' attitude towards IT and to indicate whether there is a significant difference between students in terms of their attitude towards IT. Allport (1954) pointed out that attitude involved particular responses like cognition, behavioral and affective responses having clear and specific associations with attitude object.

Statement of the problem

In view of the ongoing discussion on digital natives and their characteristics introduced above, the purpose of this paper is to present results of a survey among undergraduate students of different fields of study to reveal a likely connection between the students' study fields and their opinions and attitudes to the use of information technology in their education. The present study deals with an effort to know "The attitude of undergraduate professional students of H.N.B. Garhwal University towards informational technology."

Objectives of the Study

1. To find out the attitude of undergraduate professional students on information technology.
2. To compare the attitude of male and female students of B.C.A.
3. To compare the attitude of male and female students of B.B.A.
4. To compare the attitude of male and female students of B.Sc.(IT).

Formulation of Hypothesis

1. There is no significant difference in the attitude towards information technology between B.C.A. and B.B.A. students.
2. There is no significant difference in the attitude towards information technology between B.C.A. and B.Sc.(IT) students.
3. There is no significant difference in the attitude towards information technology between B.B.A. and B.Sc.(IT) students.
4. There is no significant difference in the attitude towards information technology between B.C.A. male and B.C.A. female students.
5. There is no significant difference in the attitude towards information technology between B.B.A. male and B.B.A. female students.
6. There is no significant difference in the attitude towards information technology between B.Sc.(IT) male and B.Sc.(IT) female students.
7. There is no significant difference in the attitude towards information technology between total male and total female of all B.C.A., B.B.A., B.Sc.(IT) students.

Delimitation of the studies

The present study has been confined to the professional institutions of Rishikesh city only. Only under graduate students of B.C.A., B.B.A. and B.Sc.(IT) were considered for the study.

Definitions of terms and concepts

Attitude
According to international dictionary of education, the term attitude may be defined as "predisposition to perceive, feel or behave towards specific object or certain people in a particular manner. Attitude is thought to be derived from experience rather than innate characteristics, which suggested that they can be modified.

Under-graduate professional students

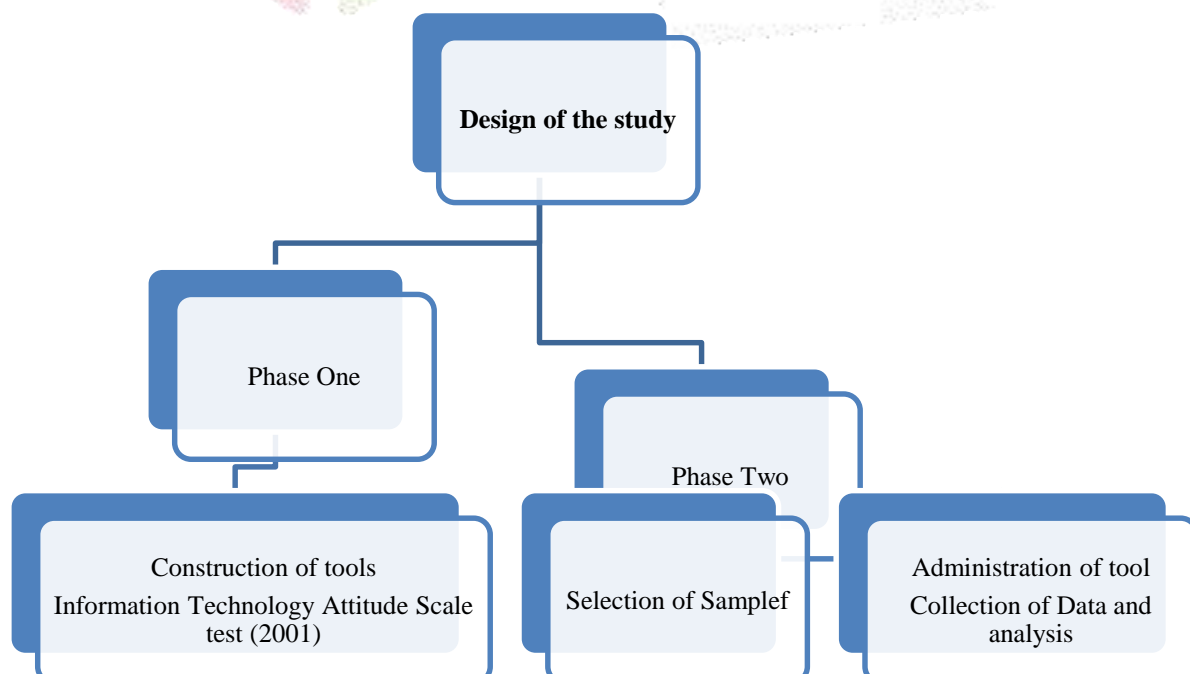
Those male and female students who are studying in B.C.A., B.B.A. and B.Sc.(IT) professional programmes.

Information Technology

According to Husen and other in the International encyclopedia of education define the term "information technology" as follows: The term information technology include three main components

1. Management information system (MIS).
2. Decision support systems (DSS), Hardware.
3. Human factors.

Research Design and Procedure



Method of Study

In the present study, the Normative survey method (Descriptive survey method) was employed to collect the data.

Sampling

The sample comprised undergraduate students of B.C.A, B.B.A. and B.Sc.(IT) from three colleges of HNBGU Garhwal University in Rishikesh city of Dehradun Districts(Uttarakhand).

1. Modern institute of technology Dhalwala Rishikesh.
2. Omkaranand Institute of management and technology Rishikesh.
3. Doon Institute of technology Rishikesh.

In these colleges 150 students were selected by simple random sampling method.

Table-Distribution of the sample

Colleges	Faculty						Total
	B.C.A.		B.B.A.		B.Sc. IT		
	Male	Female	Male	Female	Male	Female	
D.I.T.	5	5	5	5	5	5	30
M.I.T.	10	10	10	10	10	10	60
O.M.I.T.	10	10	10	10	10	10	60
Total	25	25	25	25	25	25	150

Tool

In the present study information technology attitude scale developed by Dr. (Mrs.) Nasrin. The scale consisted of 25 statements of likert type representing attitude towards various aspects of information technology, such as its importance its tools and their uses, its effectiveness in the education process and its rate in daily life. Each item was rated a five point scale as strongly agree, agree, undecided, disagree, and strongly disagree.

Analysis and Interpretation of data**Hypothesis-1:**

Table-1. Mean, SD and T value of B.C.A. and B.B.A. students.

Students	No	Mean	SD	T	Level of significance
B.C.A.	50	97.38	8.18	0.20	Non Significance
B.B.A.	50	97.66	5.81		

Hypothesis-2:

Table-2. Mean, SD and T value of B.B.A. and B.Sc (IT) students.

Students	No	Mean	SD	T	Level of significance
B.B.A.	50	97.66	5.81	1.5	Non Significance
B.Sc. (IT)	50	95.32	6.63		

Hypothesis-3:

Table-3. Mean, SD and T value of B.C.A. and B.Sc.(IT) students.

Students	No	Mean	SD	T	Level of significance
B.C.A.	50	97.38	8.18	0.93	Non Significance
B.Sc.(IT)	50	95.32	6.63		

Hypothesis-4:

Table-4. Mean, SD and T value of B.B.A. female and B.B.A. male students.

Students	No	Mean	SD	T	Level of significance
B.B.A. Female	50	97.92	5.46	0.24	Non Significance
B.B.A.Male	50	97.4	8.94		

Hypothesis-5:

Table-5. Mean, SD and T value of B.C.A. female and B.C.A. male students.

Students	No	Mean	SD	T	Level of significance
B.C.A. Female	25	101.84	6.01	4.05	Significance
B.C.A.Male	25	92.92	9.23		

Hypothesis-6:

Table-6. Mean, SD and T value of B.Sc.(IT) female and B.Sc. (IT) male students.

Students	No	Mean	SD	T	Level of significance
B.Sc. (IT) Female	25	95	5.32	0.42	Non Significance
B.Sc.(IT) Male	25	95.64	5.23		

Hypothesis-7:

Table-7. Mean, SD and T value of total female and total male of all undergraduate students.

Students	No	Mean	SD	T	Level of significance
Female	75	95.57	5.61	0.21	Non Significance
Male	75	95.31	8.28		

Findings

1. There was a non significant difference between B.B.A. and B.C.A. students in respect of their attitude towards information technology.
2. There was a non significant difference between B.C.A. and B.Sc.(IT) students in respect of their attitude towards information technology.
3. There was a non significant difference between B.B.A. and B.Sc.(IT) students in respect of their attitude towards information technology.
4. There was a non significant difference between B.B.A.female and B.B.A. male students in respect of their attitude towards information technology.
5. There was a non significant difference between B.C.A.female and B.C.A. male students in respect of their attitude towards information technology.
6. There was a non significant difference between B.Sc.(IT) female and B.Sc.(IT) male students in respect of their attitude towards information technology.
7. There was a non significant difference between total.female and total female students of B.C.A., B.B.A. and B.Sc.(IT) in respect of their attitude towards information technology.

Conclusion

For the above mentioned findings it was concluded that there was significant difference between B.C.A. female and B.C.A. male students towards information technology. It was also concluded that there was no significant difference between B.B.A. and B.Sc. (IT) female and male students towards information technology. It was also concluded that there was no significant difference between total female and total male undergraduate students towards information technology.

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