

CHAPTER-V

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CHAPTER-V

SUMMARY AND CONCLUSIONS

I. INTRODUCTION

India is marching towards twenty-first century. The people of advanced countries like America, Japan and Russia are using the computers and super-computers in every aspect of life. They have shown their mastery in various fields like space, research, defence organization, education, medical and technology etc. India is a developing country so to compete in the advanced world we should also use computers in every field.

Although computers are used in various fields in our country there is a lot of controversy over the use of computers. As ours is a labour surplus country there is opposition from workers. There are also some mis-conceptions about the computers that it is highly complicated and difficult to learn, its training and use requires science and mathematical background, it is very delicate and costly etc. These misconceptions becomes an obstacle in the acceptance of computers in various fields. There is need to overcome these obstacles and increase in the use of computers for increasing the professional efficiency. Here

the attitude and knowledge of professional teachers plays and an important role. As they frame the attitude of their students also. There is an urgent need to assess the attitude and knowledge of professional teachers.

II THE STUDY

STATEMENT OF THE PROBLEM

"An assessment of knowledge and attitude towards computer education among teachers of professional courses - A Study".

OBJECTIVES OF THE STUDY

The objectives of the study were -

- 1) To find out the level of knowledge about computers and its applications among teachers of professional courses.
- 2) To assess the attitude of teachers of professional institutions towards computers and its applications.
- 3) To suggest measures for the effective use of computers in professional courses.

SIGNIFICANCE OF THIS STUDY

- 1) Professional courses are designed to provide training to the students in a specific and applied field. Recently



such courses are becoming more and more popular as these courses offer bright career to the students. As a result the number of Engineering, Medical, B.Ed. and other colleges having such professional courses had increased dramatically. With the expansion of professional educational colleges the number of teachers also increased by many folds. The educational quality of any course depends on the knowledge, attitude of the teacher in respect of using advanced knowledge and technique of the concerned subject. Here an attempt is made to assess the knowledge and attitude towards computer education among teachers of professional courses.

2) As far as the knowledge of the investigator goes no study of this kind has been done earlier especially related to computer education.

3) This study will investigate the knowledge of computer education among professional college teachers.

4) Similarly the study will investigate the attitude towards computer education among teachers of professional courses.

5) Effective measures that will be suggested by the investigator for improving the knowledge in respect of

computer education will be beneficial to the teachers in the professional colleges directly and their students indirectly.

- 6) The results of the study will benefit the policy makers to prepare the nation to face the demands of the twenty-first century

HYPOTHESIS OF THE STUDY

The hypotheses of the study has : 'There is no significant difference in the knowledge about computers among the teachers of Medical, Engineering and Education courses'.

LIMITATIONS OF THE STUDY

The study has the following limitations :

- 1) The study is restricted to only professional colleges of Shivaji University, Kolhapur.
- 2) The present study is restricted to professional college teachers only.
- 3) Only 150 teachers of professional colleges has been taken for the study.

III DESIGN OF THE STUDY

Survey method of research was found to be appropriate for the present study. A questionnaire was prepared by the investigator with consultation of experts in the field and the attitude and knowledge level of the professional college teachers was assessed.

IV SAMPLE PROFILE

165 respondents were selected from 3 aided and 3 non-aided colleges of Engineering, Medical and Education. But 150 respondents had given their responses. For selecting the sample stratified purposive sampling technique was used. The sample consists of 70 from medical, 65 from engineering and 15 from education colleges. There were 86 male and 64 female respondents and from aided colleges 81 respondents and from non-aided 69 respondents finally participated in this study.

V TOOLS USED

- 1) For collecting the primary data a questionnaire was prepared and used.
- 2) For measuring the attitude, attitude scales is used on the basis of it participant score ratio is calculated.

- 3) For measuring the knowledge level, marks earned by the respondents are used.

VI TECHNIQUES USED FOR THE ANALYSIS OF DATA

Statistical techniques such as percentage, ratio, mean, SD and co-relation were used in pursuance of objectives.

VII FINDINGS OF THE STUDY

The main findings are as follows:

- 1) The attitude of male respondents is more positive and strong compared to the female respondents. In the male category the attitude of medical college teachers is highly positive and strong followed by the respondents in engineering colleges and education colleges. In the female category we found that the attitude of female teachers in medical college is very strong and positive followed by the female teachers of engineering college and education college.
- 2) The inter faculty comparison of attitude indicates that the attitude of medical teachers is strong and positive. But the attitude of education college teachers is less strong and less positive compared to the other faculties. The attitude of engineering college teachers is highly positive but less strong than the medical college teachers.

- 3) The attitude of non-aided college teachers is more strong and positive compared to the aided college teachers.
- 4) The variation in the attitude within the faculty is maximum in the case of education college teachers followed by engineering and medical college teachers.
- 5) The knowledge level of male teachers is substantially higher than the female teachers. But the variation in the knowledge level for male group is higher than the female group.
- 6) The knowledge level of non-aided teachers is higher than the knowledge level of aided teachers. The variation within the group is higher in the case of non-aided teachers compared to the aided college teachers.
- 7) The knowledge level of medical faculty teachers is substantially high compared to the teachers of engineering and education teachers. The knowledge level of education teachers is very low. The variation in the knowledge level within the group is maximum for medical teachers followed by education and engineering teachers.
- 8) The co-relation between attitude and knowledge level is positive but not very strong.

VIII EDUCATIONAL IMPLICATIONS

1) As the attitude of education college teachers is less positive and weak and the knowledge level is also low, there is an urgent need to strengthen the attitude of education teachers. For this discussions on importance of computers, demonstration of computer use will help in this direction. Alongwith training courses or computer literacy courses will help to increase the knowledge level of education college teachers.

2) In the engineering faculty the attitude is positive but it is not very strong. Similarly the knowledge level is also not very high. Here also benefits of computer use in various engineering activities alongwith computers training is required to be introduced.

3) In the medical faculty the attitude of teachers is very high positive and the knowledge is also high but the variation in the knowledge level within the group is very high. Here inter faculty training can be arranged.

4) The attitude of female teachers is more positive than the male teachers but the knowledge level of female teachers is lower than the knowledge level of male teachers. This requires provision and priority to female teachers for

computer use. For male teachers opportunity for use of computer knowledge will help to make their attitude positive.

IX SUGGESTIONS FOR FURTHER RESEARCH

1) Since this study is limited only to few professional colleges, it requires further in depth study with wider area and sample.

2) The factors affecting attitude are numerous in nature. Identifying these factors and quantification of these factors can be done in further research.