TITLE: GENDER DIFFERENCES IN COMPUTER LITERACY

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ABSTRACT

To achieve the purpose of the study, hundred men and women physical education students were selected from Dr. Sivanthi Aditanar College of Education, Tiruchendur. The age of the subjects were ranged from 20 to 28 years. The subjects were randomly selected and also, care was taken to include only those subjects who had some basic knowledge in computer. Totally hundred students were selected for this study. Computer literacy was selected as dependent variable for their study and it was tested by using Computer Knowledge Survey Questionnaire which was developed by Daniel Farkas in the year 2000. Independent randomized research design was used for this study, as the subjects were selected randomly from two independent groups as men and women physical education students. Standard questionnaire were administered to ascertain the groups on computer literacy. The collected questionnaire were converted into standard scores as described subjected to statistical treatment to find out any difference between the groups in the dependent variable selected by using independent "t" test. It was concluded that, there is no significant difference between men and women physical education students on computer literacy. However, men physical education students were better in computer literacy than women.

Keyword: - *Women physical education, Computer Literacy, Gender,*

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1. INTRODUCTION

Computers are fast becoming an important factor in teaching. The number of computers in colleges has increased by a factor of at least 10 during this decade, and the majority of colleges now own them. The use of computers in teaching is nonetheless a difficult subject to bring into focus. Researchers and developers disagree on some of the basic issues (Bulgiba AM, Noran MH, 2003).

Recent taxonomies show that today's researchers have a broader conception of the role that computers can play in education, for example, has described three uses of the computer in colleges. First, as a tutor, the computer presents material, evaluates student responses, determines what to present next, and keeps records of student progress (Fadeyi A, Desalu OO, Ameen A, Adeboye AN. 2010).

Most computer uses described in earlier taxonomies involved the tutoring function of computers. Second, the computer serves as a tool when students use it for statistical analysis, calculation, or" word processing, such as when students use it as a calculator in mathematics classes, as a map-maker in geography, as a performer in music, or as a text editor and copyist in English. Third, the computer serves as a tutee when students give it directions in a programming language that it understands, such as Basic or Logo (Daniel Farkas.F, Becker, H.J., 2000).

The role of ICTs in classrooms and their impact on students' performances have been the focus of an extensive literature over the last two decades. Earlier contributions have explored the effects of computer uses, while more recent studies have focused on the impact of online activities: Internet, educative online platforms, digital devices, blogs and wikis, etc (Ho, S. M. Y., & Lee, T. M. C. 2001).

2. STATEMENT OF THE PROBLEM

The purpose of the study was to compare computer literacy between men and women physical education students.

3. METHODOLOGY

To achieve the purpose of the study, hundred men and women physical education students were selected from Dr. Sivanthi Aditanar College of Education, Tiruchendur. The age of the subjects were ranged from 20 to 28 years. The subjects were randomly selected and also, care was taken to include only those subjects who had some basic knowledge in computer. Computer literacy was selected as dependent variable for their study and it was tested by using Computer Knowledge Survey Questionnaire which was developed by Daniel Farkas in the year 2000. Independent randomized research design was used for this study, as the subjects were selected randomly from two

independent groups as men and women physical education students. Standard questionnaire were administered to ascertain the groups computer literacy. The collected questionnaire were converted into standard scores as described subjected to statistical treatment to find out any difference between the groups in the dependent variable selected by using independent "t" test.

4. ANALYSIS OF DATA

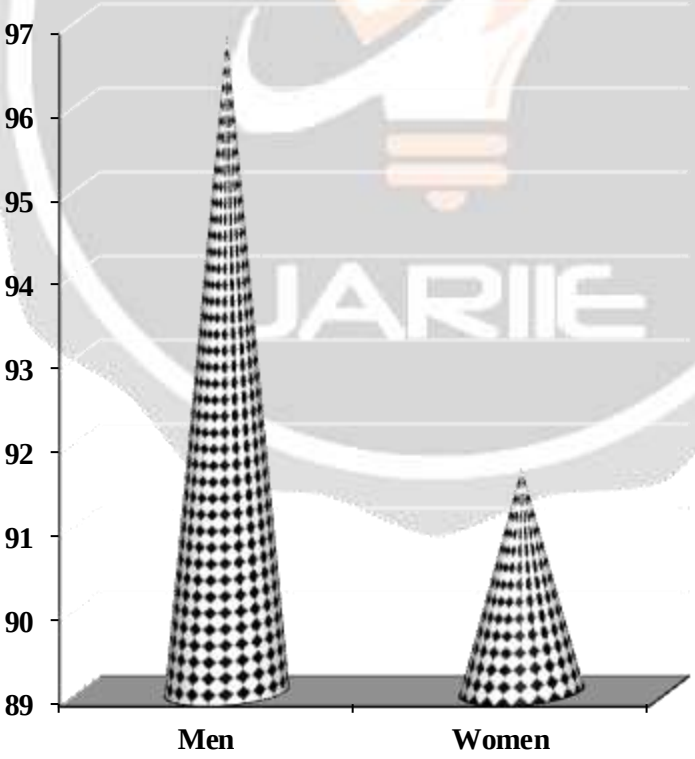
The analysis of independent 't' test on the data obtained for computer literacy of men Education and Physical Education students have been analyzed and presented in table I

TABLE – I Summary of Mean and Independent "T" Test For Men and Women Physical Education Students on Computer Literacy

Group	Number	Mean	Standard Deviation	t" Ratio
Men Physical Education Students	50	96.82	23.97	1.59
Women Physical Education Students	50	91.66	27.24	

Table value required for significance at 0.05 level for "t" test with df 98 is 1.98

Figure:



Mean Values Of Men and Women Physical Education Students on Computer Literacy

5. RESULTS AND DISCUSSION

The result of the study indicated that there was no significant difference exists between men and women physical education students on computer literacy. However, men students were better in computer literacy when compared to women students.

The findings of the present study were supported by many of the following research findings.

Previous research has shown mixed results. Robertson, Calder, Fung, Jones and O'Shea (1995) identified that female students had less positive attitudes towards computers. Such attitudes include anxiety liking and confidence.

Schumacher and Moharan-Martin (2001) underlined that women generally have less computer experience than men, with result to have negative attitudes towards computers.

Also, Ho and Lee (2001) concluded that male students have more computer experience than female students, and boys tend to have less computer anxiety, more positive attitudes toward computers and higher computer confidence than girls.

In an earlier study, Nigg (2003) found out that the gender of a person does not have an effect on the persons' attitudes towards computers, rather than his/her actions do have the effect.

Tsai and his colleagues (2001) indicated that computer experience and more specifically internet experience were positively related to students' affection, control and behavior. Their results indicated that male students had more positive attitudes than female.

Finally, a previous study with a sample of Greek high school students, Antoniou, Patsi, Bebetsos and Ifantidou (2006) found no gender differences.

It is inferred from the result of the present study and also from the above literatures, it is concluded that computer is an effective tool for both a men and women physical education students for their learning.

6. CONCLUSIONS

On the basis of the results the following conclusions were drawn. They are,

There is no significant difference between men and women physical education students on computer literacy. Men physical education students were better in computer literacy than women.

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