Ohio University
College of Education
Department of Educational Studies
Instructional Technology Program

DISSERTATION ABSTRACT

Mohammed Al-Majali, Ph.D.

A Study of the Computer Education Programs in Jordanian Public High Schools: An Analysis of Students' Knowledge and Attitudes

Completed: June, 1999

Director of Dissertation: Ragy Mitias, Ph.D.

The purpose of this study was to investigate whether Jordanian high school students' knowledge of computers and their attitudes toward them vary with regard to their educational level and gender, as well as to investigate the difference between Jordanian High School students' knowledge gained from their computer education curriculum and their computer knowledge in relation to the standards of the International Society for Technology in Education.

Multi-stage 200 subjects sample was drawn randomly from eleventh and twelfth grade and males and females. They were equally divided among the four groups. Students' attitudes toward computers were gauged by an Arabic version of the Bath County Computer Attitude Scale. Students' knowledge of computers was assessed by a test created for this study. The findings were obtained by using two-way multivariate analysis of variance and dependent t-test statistical procedures.

The results indicated that computer knowledge varied significantly with gender differences in favor of female students; whereas the attitudes did not vary significantly with gender differences. Students' knowledge of computers for the twelfth grade male students being higher than the knowledge of the eleventh grade male students, whereas the knowledge of computers for the eleventh grade female students is almost equal to the knowledge of computers for the twelfth grade female students. The results also indicated that attitudes toward using computers did not vary significantly with education level differences. Also, the results of the study showed a significant difference between Jordanian high school students' scores on the knowledge of computers test based on Jordanian curriculum and their knowledge of computers based on the Standards for the International Society for Technology in Education. The scores on the questions based on the Jordanian curriculum were higher. Finally, the results show that a significant low positive relationship existed between students' knowledge of computers and their attitudes toward using computers.