Scholastic Achievement and Computer Attitudes among Moroccan University Students

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Abstract

In Morocco, like any other parts of the world, the government has enormously been an enthusiastic supporter of technology to uplift the education quality. However, without students' positive computer attitudes, students will not be successful nor will be prepared to acquire new knowledge to achieve good results. To this end, the present study (1) identifies the potential relationship between computer enjoyment (CE) and students' English achievement (EA), (2) explores the type of relationship between computer anxiety (CA) and achievement in English, (3) examines the nature of relationship between computer utility (CU) and English achievement (EA), and finally investigates the type of relationship between computer familiarity (CF) and English achievement among Moroccan university students. Therefore, the main instruments, questionnaires and achievement tests, are analyzed and interpreted quantitatively; whereas the semi-structured interviews are treated qualitatively. The statistical tools used in order to help analyze and interpret data make use of percentages, frequencies, and Correlation tests. Following what has been hypothesized, the quantitative findings reveal that there is no statistically significant correlation between CE, CA, CU, CF and EA. Likewise, the qualitative data results confirm the quantitative findings.

Keywords: computer anxiety, computer attitudes, computer enjoyment, computer familiarity, computer utility, English achievement

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