Pengaruh Dorongan Sosial terhadap Efikasi Swadiri Komputer dalam Kalangan Pelajar Sekolah Menengah

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Abstrak:

Kajian ini membincangkan pengaruh dorongan sosial terhadap efikasi swadiri komputer dalam kalangan pelajar sekolah menengah harian di negeri Kelantan. Seramai 413 orang pelajar tingkatan 4 yang mengambil mata pelajaran Information Communication Technology and Literacy (ICTL) telah dipilih secara rawak. Secara keseluruhan, nilai min bagi dorongan sosial terhadap penggunaan komputer adalah 3.90 (SP = 0.36) manakala nilai min efikasi swadiri komputer adalah 3.93 (SP = 0.34). Analisis korelasi Pearson telah mengenal pasti terdapat hubungan signifikan antara dorongan keluarga (r = .28), dorongan guru dan sekolah (r = .25) dan dorongan rakan sebaya (r = .26) dengan efikasi swadiri komputer. Analisis regresi linear menunjukkan bahawa ketiga-tiga dorongan ini mempengaruhi efikasi swadiri komputer pelajar di mana dorongan keluarga merupakan faktor paling mempengaruhi di ikuti dorongan rakan dan dorongan guru dan sekolah. Kajian telah membuktikan bahawa faktor dorongan sosial amat penting bagi menjana efikasi swadiri komputer pelajar yang baik.

Abstract:

This study discusses the influence of social encouragement towards computer self-efficacy among secondary school students in the state of Kelantan. A total of 413 form 4 students taking Information Communication Technology and Literacy (ICTL) subject were randomly chosen. Overall, mean value for social encouragement towards the use of computer is 3.90 (SP = 0.36) while mean value for computer self efficacy is 3.93 (SP = 0.34). Pearson correlation analysis had identified there is significant relationship between family encouragement (r = .28), teachers and school encouragement (r = .25) and peer encouragement (r = .26) with computer self-efficacy. Linear regression analysis showed that all three of these encouragement influences students computer self-efficacy where by family encouragement is the most influential factor followed by peers encouragement and teachers and school encouragement. This study has shown that social encouragement factors are very important to generate good students computer self-efficacy.