## CONTENTS

Acknowledgement
List of Tables
List of Figures
Abbreviations and Acronyms

### Chapter – 1 Introduction

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Page nos.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Introduction</td>
<td>1-41</td>
</tr>
<tr>
<td>1.2</td>
<td>Statement of the problem</td>
<td>1</td>
</tr>
<tr>
<td>1.3</td>
<td>Objectives of the study</td>
<td>23</td>
</tr>
<tr>
<td>1.4</td>
<td>Hypotheses of the study</td>
<td>23</td>
</tr>
<tr>
<td>1.5</td>
<td>Definition of the terms</td>
<td>24</td>
</tr>
<tr>
<td>1.5.1</td>
<td>Education</td>
<td>25</td>
</tr>
<tr>
<td>1.5.2</td>
<td>Science</td>
<td>25</td>
</tr>
<tr>
<td>1.5.3</td>
<td>Technology</td>
<td>26</td>
</tr>
<tr>
<td>1.5.4</td>
<td>Information technology</td>
<td>27</td>
</tr>
<tr>
<td>1.5.5</td>
<td>Multimedia</td>
<td>28</td>
</tr>
<tr>
<td>1.5.6</td>
<td>Attitude</td>
<td>29</td>
</tr>
<tr>
<td>1.5.7</td>
<td>Attitude towards computer and multimedia</td>
<td>31</td>
</tr>
<tr>
<td>1.5.8</td>
<td>Achievement</td>
<td>33</td>
</tr>
<tr>
<td>1.5.9</td>
<td>Achievement in science</td>
<td>34</td>
</tr>
<tr>
<td>1.5.10</td>
<td>Socio-economics status</td>
<td>35</td>
</tr>
<tr>
<td>1.5.11</td>
<td>Personal factors</td>
<td>35</td>
</tr>
<tr>
<td>1.5.12</td>
<td>Institutional factors</td>
<td>37</td>
</tr>
<tr>
<td>1.6</td>
<td>Significance of the study</td>
<td>39</td>
</tr>
</tbody>
</table>

### Chapter – 2 Review of related literature

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Page nos.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>General features of attitude towards multimedia</td>
<td>43</td>
</tr>
<tr>
<td>2.2</td>
<td>Science achievement and attitude towards multimedia</td>
<td>46</td>
</tr>
<tr>
<td>2.3</td>
<td>Science achievement and socio-economic status</td>
<td>48</td>
</tr>
<tr>
<td>2.4</td>
<td>Science achievement and personal factors</td>
<td>50</td>
</tr>
<tr>
<td>2.5</td>
<td>Science achievement and institutional factors</td>
<td>56</td>
</tr>
<tr>
<td>2.6</td>
<td>Miscellaneous</td>
<td>59</td>
</tr>
</tbody>
</table>
Chapter – 3 Methodology and design of the study 64-87

3.1 Methodology 64

3.2 Sample 66

3.2.1 Size of the sample 67

3.2.2 Sample used for the development of MITA scale 68

3.2.3 Sample used for the development of Science Achievement test (SAT) 68

3.2.4 Sample used for the study of relationship Between science achievement and attitude Towards multimedia information technology, Socio-economic status, personal and Institutional factors 69

3.3 Data collected for the study 76

3.4 Tools used 76

3.4.1 Multimedia information technology attitude scale 76

3.4.2 Socio-economic status scale 77

3.4.3 Science achievement test 78

3.4.4 Personal information sheet 79

3.5 Methods of data collection 80

3.5.1 Hurdles in data collection 80

3.6 Statistical techniques employed 81

3.6.1 Analysis of variance 83

3.6.2 Significance of difference between two means 84

3.6.3 Coefficient of correlation 85

3.7 Null hypothesis 85

3.8 Setting up the level of significance or confidence 86

3.9 One-tailed and two-tailed test of significance 87

3.9.1 One-tailed test 87

3.9.2 Two-tailed test 87

Chapter – 4 Research tools 88-109

4.1 Multimedia information technology attitude scale 88

4.1.1 Try-out 91

4.1.2 Scoring 92

4.1.3 Item analysis 92

4.1.4 Reliability 94

4.1.5 Validity 96

4.2 Modified socio-economic status scale 97

4.2.1 Reliability of the scale 98

4.2.2 Validity of the scale 99
4.3   Science achievement test
   4.3.1 Procedure
   4.3.2 Try out
   4.3.3 Scoring
   4.3.4 Item analysis
   4.3.5 Reliability
   4.3.6 Validity

Chapter - 5 Presentation, analysis and interpretation of data 110-186

5.1   General features of science achievement of secondary schools students 112
5.2   Relationship between attitude towards Multimedia information technology and achievement in science 117
5.3   Relationship between socio-economic status and achievement in science 122
5.4   Relationship between personal factors and achievement in science 125
   5.4.1 Relationship between gender difference and achievement in science 125
   5.4.2 Relationship between religion and achievement in science 125
   5.4.3 Relationship between parental education and achievement in science 128
   5.4.4 Relationship between parental occupation and achievement in science 131
   5.4.5 Relationship between family size and achievement in science 138
   5.4.6 Relationship between pre-primary education and achievement in science 138
   5.4.7 Relationship between type of primary education and achievement in science 141
   5.4.8 Relationship between type of assistance and achievement in science 144
   5.4.9 Relationship between computer and internet access and achievement in science 146
   5.4.10 Relationship between friends interested in computers and achievement in science 146
   5.4.11 Relationship between time spent on study at home and achievement in science 150
   5.4.12 Relationship between school sponsored activities and achievement in science 150
5.4.13 Relationship between participation in educational tours organized by schools and achievement in science 153

5.4.14 Relationship between time spent on non-school hours playing and achievement in science 153

5.4.15 Relationship between choice of stream and achievement in science 156

5.5 Relationship between institutional factors and achievement in science 158

5.5.1 Relationship between private and government schools and achievement in science 158

5.5.2 Relationship between convent and non-convent schools and achievement in science 161

5.5.3 Relationship between single-sex and coeducational schools and achievement in science 161

5.5.4 Relationship between urban and rural schools and achievement in science 164

5.5.5 Relationship between multimedia and non-multimedia schools and achievement in science 166

5.5.6 Relationship between English and Hindi medium schools and achievement in science 166

5.6 Discussion 169

Chapter 6 Summary, findings, areas for further research and limitations 187-199

6.1 Introduction 187

6.2 Statement of problem 188

6.3 Objectives of the study 188

6.4 Hypotheses of the study 189

6.5 Review of the related literature 189

6.6 Methodology and design of the study 191

6.6.1 Sample of the study 191

6.7 Data collected for the study 191

6.8 Tools used for the study 192

6.9 Statistical techniques employed 192

6.10 Findings 193

6.11 Implications 196

6.12 Areas for further research 197

6.13 Limitations 198
References

Appendix

Appendix A - 1

Appendix A - 2

Appendix A - 3

Appendix A - 4

List of publications