SELF-EFFICACY AND EMOTIONAL INTELLIGENCE AS PREDICTORS OF
COMPUTER ATTITUDE

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ABSTRACT
The study was intended to predict Computer Attitude of prospective
teachers of government aided and private college on the
basis of their Self-Efficacy and Emotional Intelligence. The sample consisted of total 200 students; 100 students being selected
randomly from each government aided and private college of Ludhiana city. Computer Attitude Scale (CAS) by Khatoon and
Sharma (2011), Emotional Intelligence Test (EIT) by Zainuddin and Ahmed (2011) and Self-Efficacy Scale (SES) by Mathur and
Bhatnagar (2012) were used to collect the data. The prediction of Computer Attitude on the basis of Self-Efficacy and Emotional
Intelligence was significant.

Keywords: Computer Attitude, Self-Efficacy, Emotional Intelligence

1. Introduction
The use of computers has become an integral part in today’s education system so it has become important for every individual to
be familiar with basic knowledge of computers. It has been seen that positive attitude towards computers has been associated
with teacher’s attitude and their efficiency to use computers (Teo, 2008). Thus, for the effective use of such technology, teachers
must have the competence and right attitude towards technology (Kadel, 2005). The information and communication technology
has become a powerful tool for enhancing student’s learning and facilitate teaching (Kazu & Yavulzalp, 2008). Some of the
earlier studies show that attitude has been associated with other parameters like self-efficacy (Rovai & Childress, 2002), training
(Tsitouridou & Vryzas, 2003), gender (Sadik, 2006) and knowledge about computers (Yuen, Law & Chan, 1999). Emotions motivate learning, facilitate self-regulated processes and produce different problem solving processes. Emotions also guide and
direct our behaviour. Learner’s emotion not only affects the learning process but also has significant impact on computer usage
(Goldsworthy, 2002). Many researchers have studied that positive and negative emotions are the psychological basis of
behaviour changes within computer based learning and further direct the learner behaviours (Kang, Kim & Chong, 2011; Kang
& Goo, 2007; Rha & Sung, 2005; Sujo de Montes & Gonzales, 2000). It has been seen that frustration is the emotional outcome
of a negative technology experience (Bessiere, Newhagen, Robinson & Shneiderman, 2006). Studies have shown that students
with higher emotional intelligence were found to be innovative and highly motivated (Mayer, Roberts, & Barsade, 2008). Berenson, Boys and Weaver (2008) found that students with immature levels of emotional intelligence perceive learning
with technology negatively, as it demanded self-discipline, independent effort, maturity, time management skills, and positive
attitudes. Thus, current situation demands that conducive environment should be provided to teachers so as to gain competence
in using computers and become emotionally intelligent for quality teaching and learning.

2. Attitude
Attitude can be defined as “a learned predisposition to respond in a consistently favourable or unfavourable manner with respect to
a given object” (Fishbein & Ajzen, 1975). Since, attitudes are learnt; they can be changed with experience of stimulus objects and
with social rules or institutions (Binder & Niederle, 2007). The construct ‘attitudes’ was divided into four different variables as
computer liking; computer anxiety; computer confidence and perceived usefulness of the computer by Loyd and Gressard (1984).
The multidimensionality concept of attitudes towards computers is also supported by Wang, Chen and Shi (2007). Thus, attitude is
a mental state of readiness influencing individual’s response to an object or a situation. Positive attitude of an individual enhance
the learning process whereas negative attitude leads to resistance towards in any task.
Computer Attitude has been defined as a person’s general evaluation or feeling of favour or antipathy toward computer technologies and specific computer related activities (Smith, Caputi & Rawstorne, 2000). Computer attitude relates to behaviour of the user while interacting with the computer hardware, software, users and activities related to the usage of the computer (Abidin, Pour-Mohammad, Shoar, See & Jafre; 2011). Users’ attitudes toward computers influence the future use of and behaviour towards computers (Woodrow, 1991) and acceptance of computers (Selwyn, 1997). Exposure to computer-related devices may be a factor in determining one’s attitudes toward computers (Brown and Inouye; 1978). Variables which interact with one another and affect computer attitudes are knowledge about computers (Derscheid, 2003), gender (Bebetsos & Antoniou, 2009), liking (Yildirim, 2000) and computer experience (Deniz, 2007). Yushau (2006) suggested that users whom believe that computers are useful to them will have a positive attitude towards computer. Thus, a person’s attitude towards computers and related technology could determine his/her performance with the technology and the satisfaction he/she draws with the experience. Individuals having positive computer attitude will be able to use computers in a better way and perform better as compared to the ones having negative computer attitude as they will be reluctant to use computers.

Self- Efficacy
Self-efficacy is a person’s belief in his or her ability to complete a future task or solve a problem. Bandura (1986) defined self-efficacy as “people’s judgments of their capabilities to organize and execute courses of action required to attain designated types of performances”. It affects effort in doing a task, persistence, interest expressed and difficulty level of goal selected for performance (Gist, 1987). It has been shown in earlier studies that higher is the induced level of self-efficacy, greater is the performance achievement (Bandura, 1977). Kinzie, Delcourt, and Powers (1994) defined self-efficacy as an individual’s confidence in his or her ability, which may impact the performance of tasks: “Self-efficacy reflects an individual’s confidence in his/her ability to perform the behaviour required to produce specific outcome and it’s thought to directly impact the choice to engage in a task, as well as the effort that will be expended and the persistence that will be exhibited.” Attitudes toward computers are expected to influence self-efficacy. Computer self-efficacy is a specific type of self-efficacy. Wood and Bandura (1989) defined specific self-efficacy as belief in one’s ability to “mobilize the motivation, cognitive resources, and courses of action needed to meet given situational demands”. Computer self-efficacy means one’s perception of their computer skills about computer use. Computer self-efficacy is defined as “a judgment of one’s capability to use a computer” (Compeau & Higgins; 1995). Attitudes towards computer technologies are associated with a concept known as computer self-efficacy (Delcourt & Kinzie, 1993), which, in turn, helps in understanding the frequency and success with which individuals use computers. People with higher self-efficacy perform better as they make all efforts to complete a task whereas people with low self-efficacy generally tend to avoid a task leading to their poor performance.

Emotional intelligence
Emotional intelligence means recognition and management of emotions. It refers to individual differences in the perception, processing, regulation and utilization of emotional information. Salovey and Mayer (1990) defined emotional intelligence (EI) as “the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions.” Goleman (1995) gave five domains of emotional intelligence as:

- **Self-awareness**: It is the capacity for understanding one's emotions, one's strengths, and one's weaknesses. The ability to recognize a feeling as it is happening is fundamental to emotional intelligence. If you are unable to notice your emotions, you can be overwhelmed and can flounder at the mercy of these strong feelings.

- **Managing emotions**: It is the ability to maintain an even keel or bounce back quickly from life’s upsetting developments builds on the preceding skill. You want to have a sense of control over your emotions so that you can deal with them appropriately.

- **Self-motivation**: It is the ability to marshal our emotions for the accomplishment of any sort of goal. For creative tasks, focus and mastery are important skills, and emotional control is essential.

- **Recognizing the emotions of others**: ‘People’ skills are based on a capacity for empathy and the ability to stay tuned to the emotions of others. Empathy kindles altruism and lies at the basis of professions that deal with caring for others, such as teaching, management, and the healing arts.

- **Handling relationships**: Interpersonal effectiveness is dependent on your ability to manage the emotions of others. Brilliant projects and innovative insights are often never realized because of a lack of social competence and leadership skills. Thus, competency in all these aspects is needed by an individual for his success in different aspects of life.

Goleman (1998) defined emotional Intelligence as ‘the capacity of recognizing our own feelings and those of others for motivating ourselves and for managing emotions well in ourselves and in our relationships’. Emotional intelligence has also been found to be related to students’ academic achievement, behaviours and attitudes (Salami & Ogundokun, 2009; Wong, Wong & Chau, 2001). Thus, emotional intelligence enables the individuals to understand their emotions and respond accordingly in any situation. Person’s ability to perform any task is also influenced by positive and negative emotions. A person with high emotional intelligence will be emotionally more stable, motivated, and self-confident will perform better in a task as compared to the one having low emotional intelligence.
6. Review of related literature

6.1 Computer attitude and self-efficacy

Self-efficacy has been associated with attitudes toward computers and Internet (Delcourt & Kinize, 1993; Zubrow, 1987) affecting the frequency and success of computer usage by individuals (Bandura, 1986, Compeau & Higgins, 1995). Zhang and Espinoza (1998) studied relationships among computer self-efficacy, attitudes toward computers and desirability of learning computer skills in college students. Results showed that these factors were important predictors of students’ acquiring knowledge about computer technologies. Students’ self-recognition of usefulness of computers and their perception of advanced levels of computer technologies were significant predictors in deciding their desirability of learning computer skills.

Albion (2001) studied teachers’ self-efficacy for personal computer use and how it contributes to their using computers in their teachings. A pre- and post-questionnaire was completed by 89 B.Ed. students. Results showed that the most significant factor contributing to self-efficacy in computer use was the amount of time spent using computers which remained consistent with the self-efficacy theory.

Yalcinalp (2005) examined the relationship between self-efficacy, performance and users attitudes toward computers and Internet. The participants were the 88 freshman students of the computer literacy course at the Faculty of Commercial Sciences, Turkey. Results indicated significant relations between the attitudes, self-efficacy and performance of students on the course. It was seen that there was a high and positive relation between students’ attitudes toward computers and self-efficacy and also between students’ performance and their self-efficacy in computers. Thus, student’s self-efficacy is important in predicting their attitudes toward computers.

Igbaria and Iivarri (1995) examined the effect of self-efficacy, belief in one’s capabilities of using a computer in the accomplishment of specific tasks, on computer usage. A survey of 450 microcomputer users in Finland found strong support for the conceptual model. In accordance with TAM, perceived usefulness had a strong direct effect on usage, while perceived ease of use had indirect effect on usage through perceived usefulness. Self-efficacy had both direct and indirect effects on usage, demonstrating its importance in the decision to use computer technology. It also had a strong direct effect on perceived ease of use, but only an indirect effect on perceived usefulness through perceived ease of use. Computer experience was found to have a strong positive direct effect on self-efficacy, perceived ease of use, perceived usefulness and usage. Organizational support and computer anxiety had only indirect effects on usage, mainly through perceived usefulness.

Torkzadeh, Chang and Demirhan (2006) developed a contingency model of computer and internet self-efficacy to study how users’ attitude towards computer and computer anxiety influenced the computer and internet self-efficacy. The study was conducted on 347 business undergraduates at a large state university in the south-west region of United States. Measures of user attitude towards computers, computer anxiety, computer self-efficacy and internet self-efficacy were studied at both the beginning and end of computer course. Results showed that respondents with favourable attitude towards computers improved their self-efficacy significantly than respondents with unfavourable attitudes. The interaction between user attitude towards computers and computer anxiety was significant for computer self-efficacy scores but not for internet self-efficacy scores.

Paraskeva, Boutsa and Papagianni (2008) examined the relationship between Greek secondary teachers and general self-efficacy, self-esteem and computer self-efficacy, as well as modern technology integration. 286 secondary education teachers from various subject areas were taken in this study. The results showed a positive correlation between general and computer self-efficacy but no significant correlation between self-concept and computer self-efficacy. Findings also showed a strong, positive correlation between teachers’ subject area, prior experience in computer and software use, and computer self-efficacy; The strongest being prior experience. Finally, this study proved that using software for educational purposes contributes substantially to an increase in computer self-efficacy.

6.2 Computer attitude and emotional intelligence

A significant relationship between the emotional state of computer users and Internet experience has been studied (Lazar, Feng & Allen, 2006). It has also been seen that emotions also affect the efforts of computer users on specific tasks (Rozell and Gardner, 2000).

Kumar, Muniandy and Yahaya (2012) studied the relationship between emotional intelligence and attitudes towards computer in the students of final year diploma of electronic engineering (computers) in polytechnics in the northern region of Malaysia. Data was collected from 42 engineering students. Results of this study showed that the relationship between emotional intelligence and attitude towards computer was positive but very weak. Significant difference were found when gender was compared as female student’s emotional intelligence was negatively correlated with attitude towards computers, whereas male students correlation was more positive and stronger.

Al-Faouri (2011) examined the influence of emotional intelligence dimensions i.e. interpersonal self-awareness, self-confidence, and self-discipline, as well as intrapersonal empathy, optimism, and social responsibility von technology learning process levels. An empirical study with a questionnaire was conducted on 124 voluntary respondents from 10 IT organizations in Jordan. The results showed that employees with a good ability to understand and trust their own feelings and preferences, to have belief in themselves, and to be self-motivated seem to have higher basic technology learning process levels abilities such as dealing effectively with stressful situations.

Behnke (2012) of Purdue University, United States examined the relationship between students' attitudes towards computer based instruction and their emotional intelligence. The emotional intelligence of 33 postsecondary hospitality students was assessed using Bar-On's EQ-i:S. The results showed that as students' ESI increased, their attitude towards the computer-based instruction also increased. Students with average-high ESI expressed significantly more positive attitudes towards the instruction than those with low-average ESI.
Vuorela and Nummenmaa (2004) studied what events cause emotional reactions when students use a web-based learning environment (WBLE) in their studies, and how the emotions experienced while using the WBLE, emotion regulation strategies and computer self-efficacy are related to collaborative activities in the environment. Data was collected from undergraduate students from seven Finnish universities who participated in a five-week national web-course of the program in educational use of information and communication technologies. Participants’ ages ranged from 18 to 52 years. The results showed that both emotional reactions and their effective regulation affect student participation in collaborative activities in a WBLE and using reappraisal as emotion regulation strategy led to increased activity in the environment. There was a moderately strong association between students’ computer self-efficacy and mean arousal.

Agbatogun, Ajelabi and Oyewusi (2011) investigated the relative and combined contributions of cognition and emotion to Nigerian undergraduates’ level of computer frustration in online environments. The 1972 students who participated in the study were randomly selected from the two state-owned universities in Ogun State, Nigeria. The research findings revealed that the students’ computer frustration negatively and significantly correlated with cognition but positively and significantly correlated with emotion.

7. Emergence of the problem
Although computers are being used increasingly in all subject areas in schools but many students and teachers still encounter difficulties in using computers due to lack of confidence and efficacy to use them. Despite the increasing acceptance and use of computers in schools, the extent to which it is optimised depends on teachers having a positive attitude towards it (Huang & Liaw, 2005). Moreover, emotions also play a vital role in affecting users’ attitude towards computers. There is very little research available on the effect of emotional intelligence on learning with technology (Al-Faouri, 2011). It has been seen that partial reason for high drop-out rates in the e-learning context is due to lack of consideration of emotional factors (Im, 2007; Rowe, 2006). Thus, seeing the current scenario, present study was taken to study the computer attitude of prospective teachers in relation to their self-efficacy and emotional intelligence. The review of literature cited above shows that majority of the studies between computer attitude and self-efficacy have been conducted in foreign countries like Malaysia (Agbatogun, Ajelabi & Oyewusi, 2011), U.S.A (Torkzadeh, Chang & Demirhan, 2006), Greek (Paraskeva, Bouts & Papagianis, 2008) and Finland (Igharisa & Iyivi, 1995) whereas very little research is available on computer attitude and emotional intelligence. Few studies showing relation between computer attitude and emotional intelligence have been conducted in foreign countries like Turkey (Yalcinalp, 2005), U.S.A (Torkzadeh, Chang & Demirhan, 2006), Greek (Paraskeva, Bouts & Papagianis, 2008) and Finland (Igharisa & Iyivi, 1995) whereas very little research is available on computer attitude and emotional intelligence. Few studies showing relation between computer attitude and emotional intelligence have been conducted in foreign countries like Turkey (Yalcinalp, 2005), U.S.A (Torkzadeh, Chang & Demirhan, 2006), Greek (Paraskeva, Bouts & Papagianis, 2008) and Finland (Igharisa & Iyivi, 1995) whereas very little research is available on computer attitude and emotional intelligence. Few studies showing relation between computer attitude and emotional intelligence have been conducted in foreign countries like Malaysia (Kumar, Muniandy & Yahaya, 2012), U.S.A (Behneke, 2012) and Nigeria (Agbatogun, Ajelabi & Oyewusi, 2011). Thus, to fill this gap there is need to examine the computer attitude of prospective teachers in relation to their self-efficacy and emotional intelligence so as to develop emotionally competent and intelligent teachers thereby enhancing their positive attitudes towards the use of computers and other related technology ending up in quality teaching and learning.

8. Objectives
- To investigate the conjoint effect of Self-Efficacy and Emotional Intelligence towards the prediction of Computer Attitude of prospective teachers.
- To study the conjoint effect of Self-Efficacy and Emotional Intelligence towards the prediction of Computer Attitude of prospective teachers studying in government colleges.
- To investigate the conjoint effect of Self-Efficacy and Emotional Intelligence towards the prediction of Computer Attitude of prospective teachers studying in private colleges.

9. Hypotheses
- H0a: The prediction of Computer Attitude among prospective teachers on the basis of conjoint effect of Self-Efficacy and Emotional Intelligence will not be significantly higher as compared to their separate predictions.
- H0b: The prediction of Computer Attitude among prospective teachers studying in government aided college on the basis of conjoint effect of Self-Efficacy and Emotional Intelligence will not be significantly higher as compared to their separate predictions.
- H0c: The prediction of Computer Attitude among prospective teachers studying in private college on the basis of conjoint effect of Self-Efficacy and Emotional Intelligence will not be significantly higher as compared to their separate predictions.

10. Sample
Sampling is an essential part in the field of research providing generalizations on the basis of small proportion of the population and produces precise and accurate results. Two stage randomization technique was used in this study. Sample consisted of total 200 students; 100 students being selected randomly from each government aided and private college of Ludhiana city.

11. Tools
- Computer Attitude Scale (CAS) by Khatoon and Sharma (2011).
- Self-Efficacy Scale (SES) by Mathur and Bhatnagar (2012).
- Emotional Intelligence Test (EIT) by Zainuddin and Ahmed (2011).
12. Results and Discussion
12.1 The Prediction of Computer Attitude of the prospective teachers on the basis of conjoint effect of Self-efficacy and Emotional Intelligence

R² along with R and F values were worked out for the prediction of Computer Attitude on the basis of Self-efficacy and Emotional Intelligence among prospective teachers for the total sample taken for the study and also for both government aided and private colleges separately. Step-up regression equation was also developed for all of these. These values are given in the tables below:

**Table 1. Step up regression equation of prospective teachers (N=200)**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Degree of Freedom</th>
<th>R²</th>
<th>R</th>
<th>F</th>
<th>Step up regression equation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-efficacy</td>
<td>1,198</td>
<td>0.392</td>
<td>0.626</td>
<td>127.83**</td>
<td>Y = -3.084 + 1.197X₁</td>
</tr>
<tr>
<td>Emotional Intelligence</td>
<td>1,198</td>
<td>0.064</td>
<td>0.253</td>
<td>13.50**</td>
<td>Y = 44.976 + 0.497X₂</td>
</tr>
<tr>
<td>Self-efficacy + Emotional Intelligence</td>
<td>2,197</td>
<td>0.456</td>
<td>0.879</td>
<td>70.33**</td>
<td>Y = -20.981 + 1.149X₁ + 0.310X₂</td>
</tr>
</tbody>
</table>

**Significant at 0.01 level of significance.**

Table 1 reveals that the value of R² for Self-efficacy is 0.392, for Emotional Intelligence is 0.064 and for Self-efficacy and Emotional Intelligence taken together is 0.456 among prospective teachers. Therefore 39.2% of computer attitude is predicted by Self-efficacy, 6.4% by emotional intelligence and 45.6% by Self-efficacy and Emotional Intelligence taken together. The F value for Self-efficacy and Emotional Intelligence taken together is 70.33 which is significant (p<0.01). The conjoint prediction of computer attitude by self-efficacy and emotional intelligence is significantly more as compared to their separate predictions. Thus, this leads to rejection of hypothesis H₀₃a, which states that “The prediction of Computer Attitude among prospective teachers on the basis of conjoint effect of Self-Efficacy and Emotional Intelligence will not be significantly higher as compared to their separate predictions”.

**Figure Showing values of R² of Prospective Teachers**

![Figure showing values of R² of Prospective Teachers](image)

**Table 2. Step up regression equation for prospective teachers studying in government aided college (N=100)**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Degree of Freedom</th>
<th>R²</th>
<th>R</th>
<th>F</th>
<th>Step up regression equation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-efficacy</td>
<td>1.98</td>
<td>0.297</td>
<td>0.545</td>
<td>41.33**</td>
<td>Y = 12.051 + 0.965X₁</td>
</tr>
<tr>
<td>Emotional Intelligence</td>
<td>1.98</td>
<td>0.055</td>
<td>0.234</td>
<td>5.655</td>
<td>Y = 48.949 + 0.428X₂</td>
</tr>
<tr>
<td>Self-efficacy + Emotional Intelligence</td>
<td>2.97</td>
<td>0.352</td>
<td>0.779</td>
<td>22.69**</td>
<td>Y = -3.878 + 0.923X₁ + 0.275X₂</td>
</tr>
</tbody>
</table>

**Significant at 0.01 level of significance.**
Table 2 reveals that the value of $R^2$ for Self-efficacy is 0.297, for Emotional Intelligence is 0.055 and for Self-efficacy and Emotional Intelligence taken together is 0.352 among prospective teachers studying in government aided college. Therefore 29.7% of computer attitude is predicted by Self-efficacy, 5.5% by emotional intelligence and 35.2% by Self-efficacy and Emotional Intelligence taken together. The F value for Self-efficacy and Emotional Intelligence taken together is 22.69 which is significant (p<0.01). The conjoint prediction of computer attitude by self-efficacy and emotional intelligence is significantly more as compared to their separate predictions. Thus, this leads to rejection of hypothesis $H_{03b}$ which states that “The prediction of Computer Attitude among prospective teachers studying in government aided college on the basis of conjoint effect of Self-Efficacy and Emotional Intelligence will not be significantly higher as compared to their separate predictions”.

Table 3. Step up regression equation for prospective teachers studying in private college (N=100)

<table>
<thead>
<tr>
<th>Variables</th>
<th>Degree of Freedom</th>
<th>$R^2$</th>
<th>R</th>
<th>F</th>
<th>Step up regression equation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-efficacy</td>
<td>1.98</td>
<td>0.504</td>
<td>0.710</td>
<td>99.60**</td>
<td>$Y= -19.431 + 1.447X_1$</td>
</tr>
<tr>
<td>Emotional Intelligence</td>
<td>1.98</td>
<td>0.078</td>
<td>0.279</td>
<td>8.241**</td>
<td>$Y= 39.903 + 0.582X_2$</td>
</tr>
<tr>
<td>Self-efficacy + Emotional Intelligence</td>
<td>2.97</td>
<td>0.582</td>
<td>0.989</td>
<td>55.38**</td>
<td>$Y= -40.253 + 1.392X_1 + 0.361X_2$</td>
</tr>
</tbody>
</table>

**Significant at 0.01 level of significance.

Table 3 reveals that the value of $R^2$ for Self-efficacy is 0.504, for Emotional Intelligence is 0.078 and for Self-efficacy and Emotional Intelligence taken together is 0.582 among prospective teachers studying in government aided college. Therefore 50.4% of computer attitude is predicted by Self-efficacy, 7.8% by emotional intelligence and 58.2% by Self-efficacy and Emotional Intelligence taken together. The F value for Self-efficacy and Emotional Intelligence taken together is 55.38 which is significant (p<0.01). The conjoint prediction of computer attitude by self-efficacy and emotional intelligence is significantly more as compared to their separate predictions. Thus, this leads to rejection of hypothesis $H_{03b}$ which states that “The prediction of Computer Attitude among prospective teachers studying in private college on the basis of conjoint effect of Self-Efficacy and Emotional Intelligence will not be significantly higher as compared to their separate predictions”.

Figure Showing values of $R^2$ Prospective teachers studying in government aided college
13. Discussion
The above results show that the Self-efficacy and Emotional Intelligence conjointly predict Computer Attitude significantly higher as compared to their separate predictions for prospective teachers (Table 1). This is due to the positive and significant relation between Computer Attitude and Self-efficacy (Grover, 2016a) and Computer Attitude and Emotional intelligence (Grover, 2016b). It was also seen that the Self-efficacy and Emotional Intelligence conjointly predict Computer Attitude significantly higher as compared to their separate predictions for prospective teachers studying in government aided college (Table 1). This is due to the positive and significant relation between Computer Attitude and Self-efficacy and Computer Attitude (Grover, 2016a) and Emotional intelligence (Grover, 2016b) among prospective teachers studying in government aided college. Even the Self-efficacy and Emotional Intelligence conjointly predict Computer Attitude significantly higher as compared to their separate predictions for prospective teachers studying in private college. This is due to the positive and significant relation between Computer Attitude and Self-efficacy (Grover, 2016a) and Computer Attitude and Emotional intelligence (Grover, 2016b) among prospective teachers studying in private college. Studies also show that students who had high self-efficacy and high emotional intelligence were intrinsically motivated and developed more positive attitude toward learning (Salami, 2010).

14. Conclusions
- The prediction of Computer Attitude of prospective teachers on the basis of conjoint effect of Self-Efficacy and Emotional Intelligence is significantly higher as compared to their separate prediction.
- The prediction of Computer Attitude of prospective teachers studying in government aided college on the basis of conjoint effect of Self-Efficacy and Emotional Intelligence is significantly higher as compared to their separate prediction.
- The prediction of Computer Attitude of prospective teachers studying in private college on the basis of conjoint effect of Self-Efficacy and Emotional Intelligence is significantly higher as compared to their separate prediction.

15. Educational Implications
It is thus suggested that to improve the Attitude towards Computer of Prospective Teachers, conditions conducive for the development of Self-Efficacy and Emotional Intelligence must be created as the improvement in Self-Efficacy and Emotional Intelligence will lead to the improvement of Computer Attitude.

16. References