
The focus of the present study is on the computer attitudes of secondary students and teachers. The goal is to ascertain what differences there are, between groups (males and females, students and teachers) since, as the authors assert, such differences may impact on how information technology is used in schools and reveal the need for some kind of remedial action if IT is to be used effectively in the classroom. The results support that there are differences in attitudes between the boys and girls in the survey, with boys expressing more favourable attitudes than the girls. However, there are no differences in computer anxiety and computer liking between them. There is no significant correlation between the respondents’ previous use of computers and the confidence, competence or cognitive attitude subscales. The staff appears much more anxious about using computers than the students. The students expect to learn about, and from, computers more than the staff does. But, there is no difference in their assessment of their competence.

**Keywords:** Computer attitudes; Secondary education; Gender; England.