



A STUDY ON THE KNOWLEDGE OF COMPUTER AND COMPUTER SKILLS AMONG REGIONAL LANGUAGE TEACHERS

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ABSTRACT:

Computer is the most brilliant gift of science. Everyday activities today at home and offices are done through computers. The main objective of the study is to find whether there is any significant difference in the computer knowledge and computer skills among the regional language teachers with respect to gender and type of management. The Hypotheses stated as, There is no significant difference among the female and male regional language teachers in their computer knowledge and computer skills and There is no significant difference among the type of management of the regional language teachers in their computer knowledge and computer skills. A sample of 200 regional language teachers was selected using random sampling techniques. This study adopted the normative survey method. The computer knowledge and computer skills questionnaire was developed by the researcher. The major findings of this study were 1) Male and female regional language teachers differ in their computer knowledge and computer skills. 2) The regional language teachers differ in their computer knowledge and computer skills with respect to the type of management.

KEYWORDS : computer knowledge and computer skills , normative survey method.

INTRODUCTION

Computer is the most brilliant gift of science. Everyday routine activities today at home and offices are done by computers. It has proved as a friend and servant of science, technology and Industry. Almost all the fields use computers. For everyone in this world, the internet plays the role of storehouse for storing the information and the computer as a boon in their schedule. Telecommunication and satellite information is computer based. Computer, the backbone of information and communication technology relies on the application of Internet which is very useful for our day to day life. Through computerization the world has become a global village.

Teaching is the essential profession, the one that makes all other professionals possible. Without well-qualified, caring and committed teachers we cannot ensure that the future techies can be prepared to meet the challenges in their century. Accordingly, what teachers' know and are able to do with computer is of crucial importance, the task of preparing and supporting the career development of teacher's computer knowledge and skills will enrich them to meet the digital natives.

NEED OF THE STUDY

ICT has an impact on the quality and quantity of teaching and learning process. ICT provides opportunities to the people in both academics and non-academics to communicate with one another more effectively during formal and informal teaching and learning. The quality of teacher is the key predictor of student learning. ICT is not only an essential tool for teachers in their day to day work, but it also offers them

opportunities for their own professional development. In the new technology era, the role of teacher continues to change from being an instructor to a constructor, facilitator, coach and creator of learning situation. A teacher will be able to integrate the use of ICT into teaching effectively if they acquire and master it. This study will optimally help to identify the level of efficiency and deficiency of a teacher by the variables knowledge of computer and computer skills.

OBJECTIVES OF THE STUDY

- To find out if there is any significant difference in the computer knowledge and computer skills among the regional language teachers based on gender and type of school.

HYPOTHESES OF THE STUDY

- There is no significant difference among the female and male regional language teachers in their computer knowledge and computer skills.
- There is no significant difference among the regional language teachers working in different type of schools in their computer knowledge and computer skills.

RESEARCH METHOD AND SAMPLE

Survey method has been followed for this study. The sample consisted of 200 regional language teachers of North Chennai zone schools.

Tools

The investigators prepared a questionnaire on the knowledge of computer with 30 statements and computer skills with 25 statements. Each question was followed by options such as Yes or No and 5-point rating scale.

Data Analysis

Table 1: t-values of Computer Knowledge and Computer Skills based on Gender

Factors	Gender		Mean	SD	t-value	p-value
Awareness On Computer	Male	70	3.757	1.1091	11.526	0.000*
	Female	130	2.023	.8114		
Awareness On Software Programs/Tools	Male	70	8.714	.9801	26.159	0.000*
	Female	130	4.823	1.0452		
Awareness On Accessing The Computer	Male	70	8.657	1.0752	24.100	0.000*
	Female	130	4.354	1.4135		
Awareness On Accessing The Internet	Male	70	3.786	1.0887	12.698	0.000*
	Female	130	1.908	.8016		
Computer Knowledge	Male	70	24.914	3.9480	20.563	0.000*
	Female	130	13.108	3.7297		
Usage Of Electronic Devices	Male	70	19.786	3.0211	9.234	0.000*
	Female	130	15.931	2.3892		
Usage Of Software	Male	70	30.086	3.4167	9.332	0.000*
	Female	130	25.854	2.2486		
Usage Of Online Services	Male	70	60.114	3.3559	9.535	0.000*
	Female	130	55.831	2.3065		
Computer Skills	Male	70	109.986	9.6496	9.537	0.000*
	Female	130	97.615	6.7656		

*Significant at 0.05 level.

From Table-1, there is clear evidence showing a significant difference between the computer knowledge and computer skills with respect to the gender. The Mean value of the male teachers is higher than the female teachers in all the factors. This indicates that the female teachers have limited computer knowledge and computer skills than their counterparts.

Table 2: F-values of Computer knowledge and Computer Skills based on Type of School

Factors	Type of School			F	p-value
	Government	Corporation	Aided		
Awareness With Computer	1.644	2.487	3.511	82.924	.000*
Awareness With Software Programs/Tools	4.822	6.410	7.216	34.235	.000*
Awareness In Accessing The Computer	4.068 ^(a)	6.359 ^(b)	7.125 ^(b)	47.664	.000*
Awareness In Accessing The Internet	1.562	2.513	3.420	72.626	.000*
Computer Knowledge	12.096	17.769	21.273	56.916	.000*
Using Of Electronic Devices	14.164	17.154	19.920	181.076	.000*
Using Of Software	24.151	27.128	30.068	157.825	.000*
Using Of Online Services	54.082	57.128	60.114	169.485	.000*
Computer Skills	92.397	101.410	110.102	182.153	.000*

**Significant at 0.05 level.*

Table-2 shows that the F-values of all the dimensions under computer knowledge and computer skills among the regional language teachers working in different type of managements are less than the 0.05 significant level. The mean values of all the dimensions under computer knowledge and computer skills: Awareness on computer, Awareness on software program/Tools, Awareness on accessing computer, Awareness on accessing the internet, Usage of electronic devices, Usage of software, Usage of online services and in total of computer knowledge and computer skills differ. In the dimension awareness on computer, the regional language teachers of aided school (3.511) is greater than the corporation school (2.487) and government school (1.644) teachers. In the dimension, awareness on software program/tools the regional language teachers of aided school (7.216) is greater than the corporation school (6.410) and government school (4.822) teachers. In the dimension, awareness on accessing the computer the regional language teachers of aided school (7.125) and corporation school (6.359) are almost the same and are better than the teachers working in the government school (4.068). In the dimension, awareness in accessing the internet the regional language teachers of aided school (3.420) is greater than the corporation school (2.513) and government school (1.562) teachers. In the usage of electronic devices dimension, the regional language teachers of aided school (19.920) is greater than the corporation school (17.154) and government school (14.164) teachers. In the usage of software dimension the regional language teachers of aided school (30.068) is greater than the corporation school (27.128) and government school (24.151) teachers. In the usage of online services dimension the regional language teachers of aided school (60.114) is greater than the corporation school (57.128) and government school (54.082) teachers.

FINDINGS

- Male and Female regional language teachers differ in their computer knowledge and computer skills.
- The regional language teachers differ in their computer knowledge and computer skills with respect to type of school.

EDUCATIONAL IMPLICATIONS

From the present study it is found that the female regional language teachers have less computer knowledge and computer skills it is because of the less exposure of the female teachers with the

advancement of the technologies. Therefore the management of schools should provide needed training to the female teachers in order to compete their counterparts. The female teachers should find themselves in equipping their knowledge in the technological advancement in order to meet their digital natives too.

CONCLUSION

The findings clearly showed that there is a significant difference in the computer knowledge and computer skills among the Male and Female regional language teachers which was influenced due to the lack of exposure to the technological advancement. If proper awareness and training on the technological advancement provided we can accelerate the computer knowledge and computer skills of the female teachers.

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