COMPUTER PROFICIENCY OF HIGHER EDUCATION TEACHERS – ASKILL FOR CPD

P.G. SURAJ

Ph.D.Research Scholar, GRD Academy of Management, Coimbatore

ABSTRACT

Teacher's Professional development is a long-term process and you cannot make it faster. The process of development is slow and steady. During the development process the teacher needs to be well aware of his unique skills which will enhance his profession. One of the important skills the teacher need to be updated is computer proficiency. The main aim of this study is to identify the computer proficiency of higher education teachers and to know whether age has any on the computer proficiency level.

Keywords – Teacher, Computer proficiency, CPD, Profession, Skills

Introduction

A teacher cannot be a full-fledged professional after the completion of an under graduate degree or a post graduate degree. The process of development starts when the teacher starts his career. Due to technological update the traditional class rooms are changing in to smart class rooms. So, it clear that it is necessary for the college teachers to be proficient in use of computers.

Kuheli Biswas Das, QuendarisaKharbuli&BaphimonRynjah from their study analysing the competencies of the teachers states that there are certain incompetence's in the teacher's computer proficiency. They suggest to provide adequate training to the teachers to enhance their skills.

Helen Drenoyiannistates that computer proficiency is more than the acquiring the skill of operating computers but also the acquiring the knowledge of technical aspects. During the study the respondents lacked the basic skills and showed inexperience in using computers.

Mercedes González-Sanmamed, Pablo-César Muñoz-Carril, and Albert Sangrà in their study describes that for online teaching environment various skills are required and they analysed various peripheral roles a teacher should possess for teaching in a virtual environment and they suggest that equal importance should be given by the teachers for key roles as well as peripheral roles for their professional development.

Objective

1. Age and computer proficiency level of teachers are independent
2. To identity the relationship between computer proficiency with qualification level of higher education teachers

Methodology

The study was carried out in 20 colleges among 100 college professors through convenience sampling and out of which majority were male professors (54) and remaining were female professors (46) with in Coimbatore area.

Analysis

Questionnaire was used to collect data with various factors to identify the computer proficiency of the professors and the data was analysed using simple percentage and one-way ANOVA.

Results and Discussions

<u>**Table 1**</u>

H_0: There is no relationship between Age and computer proficiency level of teachers

One-way   **Descriptives**

	Age	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Basic Computer Proficiency	25-35 years	65	32.6462	3.34678	0.41512	31.8169	33.4754	20.00	35.00
	36-45 years	21	32.8095	2.63854	0.57578	31.6085	34.0106	26.00	35.00
	46-55 years	10	33.6000	2.06559	0.65320	32.1224	35.0776	29.00	35.00
	Above 55	4	33.2500	2.87228	1.43614	28.6796	37.8204	29.00	35.00
	Total	100	32.8000	3.06166	0.30617	32.1925	33.4075	20.00	35.00

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Basic Computer Proficiency	Between Groups	8.750	3	2.917	0.305	0.822
	Within Groups	919.250	96	9.576		
	Total	928.000	99			

From the table it is clear that for the age and the basic computer proficiency of a higher education teachers the significant values are greater than (0.05) the level of significance, the null hypothesis is accepted, it is concluded that computer proficiency of the teachers remains same with all age groups.

Table 2

One-way   **Descriptives**

	Qualification	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Basic Computer Proficiency	Ph.D	45	33.4889	2.92809	0.43649	32.6092	34.3686	20.00	35.00
	M.Phil	42	32.0000	3.31295	0.51120	30.9676	33.0324	21.00	35.00
	Professional Degree	13	33.0000	2.08167	0.57735	31.7421	34.2579	29.00	35.00
	Total	100	32.8000	3.06166	0.30617	32.1925	33.4075	20.00	35.00

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Basic Computer Proficiency	Between Groups	48.756	2	24.378	2.689	0.073
	Within Groups	879.244	97	9.064		
	Total	928.000	99			

From the above table it is understood that for qualification and computer proficiency of the college teachers the table significant value is higher than (0.05) the level of significance, the null hypothesis is accepted, it is concluded that computer proficiency of the teachers same with different qualification levels.

Conclusion

The study concludes that computer proficiency level of the higher education teachers remains same with different age groups and with different qualification levels. The main aspects of the development happen when the teacher accepts to learn from his environment. He should act as a facilitator rather than being a teacher. It is necessary for the teachers to develop their computer skills as the education industry demands it.

References

1. Kuheli Biswas Das, QuendarisaKharbuli&BaphimonRynjah (2017), Knowledge of ICT and Computer Proficiency inCollege and University Teachers: A Survey.
2. Mercedes González-Sanmamed, Pablo-César Muñoz-Carril, and Albert Sangrà (2014), Level of Proficiency and Professional Development Needs in Peripheral Online Teaching Roles
3. Helen Drenoyianni (2004) Designing and implementing a project-based ICT course in a teacher education setting: Rewards and pitfalls, Education and InformationTechnologies.
4. P. Cordingley, M. Bell, & B. Rundell (2003) How does CPD affect teaching and learning? Issues in systematic reviewing from a practitioner perspective