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COMPUTER LITERACY SKILLS AMONG POSTGRADUATE STUDENTS IN DINDIGUL DISTRICT: A CASE STUDY

Dr. A. Anand[1], Dr. C. Ashok Kumar[2]
[1]*Principal, C.S.I College of Education, Singarathoppu, Ramanathapuram, Tamilnadu.*
[2]*Principal, Sakthi Institute of Teacher Education and Research, Oddanchatram, Dindigul, Tamilnadu.*

ABSTRACT
Computers are all around us presently as well and skill sets should be procured to ensure that an individual for using people. However, the subject after all computer skills also isn't studied enough just to clarify basic digital skill sets to think about a person technologically inclined. This text would then start contributing to a research background whilst also going to investigate the computer skills expertise of postgraduates. For this investigation, quantitative research design was used to collect information. The results show that there is no statistical association between computer literacy and educational generations in postgraduate students.
KEY WORDS: *Computer Literacy, Competency, Postgraduate, Educational Generations and Skills.*

INTRODUCTION
The ability to locate, evaluate, and use information is important for student communities. In the age of Information Technology, the explosion of tremendous online sources to choose from these abilities has taken on a new urgency. Kumar, C. Ashok (2015) found out whether there was a significant difference in the attitude and opinion towards using Computer Technology in teaching among B.Ed., trainees. The major findings were there were significant differences in Attitudes towards Computer Technology in teaching. Having more information from which to choose can make research more difficult rather than easier. Often, the easiest information to find is unfiltered or unreliable, which makes information and computer literacy skills more important than ever. Information technology literacy deals with an understanding of the technology infrastructure that underpins much of today's life; On the other hand, Information literacy deals with content and communication. Both forms of literacy are essential for individuals to function and succeed in today's society; they are distinct but interrelated. In an increasingly technological society, the means of authoring, information finding, organization, research, and even information use are increasingly mediated by information technology. Kumar CA (2021) state that today's technology advancements, educational contexts should take advantage of innovative pedagogy and digital rich tools for deeper content exploration, ease of classroom management, engagement and motivation of students in learning contexts, and generally revolutionizing the learning spaces of old to meet the learning needs of today's students. Information technology shapes the channels of publication, access, and dissemination of information; the influence and intrinsic nature of digital documents raise new issues in the activities and practices of analysis, assessment, evaluation, and criticism (Lynch, 1998). Information-literate individuals generally and academically improve society's quality of life. Information literacy helps us in our day-to-day lives, such as buying a house, choosing a school, making an investment, voting for the election, and many more. Kumar, C. Ashok and Kayalvizhi, R. (2023) the universalization and sustainability of the teaching-learning process are fully dependent on digital technologies. From KG to higher education the classroom environment is fully furnished by technology hardware for its success. Also, it will create techno techno-friendly generation in the future. Information literacy skills are of prime importance in achieving academic goals.

STATEMENT OF THE PROBLEM
The title of the problem is ***"Computer Literacy Skills among Postgraduate Students in Dindigul District a Case Study".***

SIGNIFICANCE OF THE STUDY
Today's scholars require technological skills to search for, retrieve, process, and present information. Information literacy is important for today's learners as it promotes problem-solving and thinking skills. It helps to ask questions, seek answers, find information, form opinions, evaluate sources, and make decisions to be successful learners, effective contributors, confident individuals, and responsible citizens. The demands of users are increasing gradually, and technological advancements have made great leaps at all levels. Computer literacy is finding greater common ground with other literacies. This has been described as literacy in digital texts (William, 2002). As digital texts and their unique characteristics have become a significant means of communication and information distribution, literacy with digital texts will be included as a component of literacy. (Ezziane, 2007). Information literacy refers to knowing when and why you need information, where to find it, and how to evaluate, use, and communicate it in an ethical manner (CILIP, 2004). Currently, one is to find, locate, access, use, and evaluate information from

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the electronic environment. Bhaskaran & Kumar (2016) found that there is a positive relationship between Computer Anxiety and Academic Achievement of Higher Secondary School Students. So, Information and Computer Literacy are required to identify what is real and relevant for learning, life, and work. In an information economy, research scholars need information and computer literacy skills for success in the workplace. An information- and computer-literate person can identify, locate, access effectively, and ethically use the required information from the computer-based information system for the issue or problem at hand. This study aimed to assess the information and computer literacy skills of postgraduate students.

OPERATIONAL DEFINITION

Computer Literacy Skills

Computer literacy, as defined by Webopedia, refers to the level of expertise and familiarity with computers. Computer literacy refers to the ability to use applications, rather than programs.

OBJECTIVES

1. To examine the level of computer literacy of postgraduate students.
2. To examine whether there is any statistical difference between male and female postgraduate students in computer literacy skills.
3. To examine whether there is any statistical difference in computer literacy skills between art and science postgraduate students.
4. To examine whether there is any statistical difference in computer literacy skills among government, aided, and self-financing college postgraduate students.
5. To examine whether there is any statistical difference between rural and urban local postgraduate students in computer literacy skills.
6. To examine whether there is any statistical association among the educational generations of postgraduate students regarding computer literacy skills.

HYPOTHESES

1. There is no statistical difference between male and female postgraduate students in computer literacy skills.
2. There is no statistical difference between arts and science postgraduate students in computer literacy skills.
3. There is no statistical difference in computer literacy skills among government, aided, and self-financing college postgraduate students.
4. There is no statistical difference in computer literacy skills between rural and urban locale postgraduate students.
5. There is no statistical association among educational generations of postgraduate students in computer literacy skills.

METHODOLOGY IN BRIEF

a) **Population**

The study was conducted among postgraduate students studying in arts and science colleges in the Dindigul District.

b) **Sample Size**

This study was confined to 720 postgraduate students of arts and science colleges, who distributed the questionnaire and collected the data.

c) **Sampling Technique**

In this study, a stratified random sampling technique was used to collect data from the samples.

d) **Tools**

The computer Literacy Skills Test, by Nachiappan & Jeyashankar (2014) was used to collect data from the selected sample.

DATA ANALYSIS

A test of the significance of the difference between large independent samples was used for data analysis.

1. 't' Test.
2. ANOVA.
3. Chi-Square Test.

ANALYSIS

The level of computer literacy skills of postgraduate students are as follows;

Table 1
Level of Computer Literacy Skills of Postgraduate Students

	Level					
	Low		Moderate		High	
Computer Literacy Skills	119	16.6%	438	60.8%	163	22.6%

As shown in Table 1, 60.8% of postgraduate students showed moderate levels and 22.6% showed high levels of computer literacy skills. The results indicate that 82.8% of postgraduate students possessed moderate or above computer knowledge and competency.

Null Hypothesis 1

There is no significant difference in computer literacy skills between male and female postgraduate students.

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Table 2
The mean score difference between Male and Female Postgraduate Students in their Computer Literacy Skills

Variable	Gender	Mean	SD	't' Value	'β' Value
Computer Literacy Skills	Male	175.71	14.52	2.54	.011
	Female	172.92	14.88		

As shown in Table 2, the computer literacy skills of male and female postgraduate students exhibited a statistically significant difference in their mean score (Male: 175.71 & Female: 172.92) and the calculated 't' value (2.54). Hence, the null hypothesis that there is no significant difference between male and female postgraduate students in their computer literacy skills is rejected.

Null Hypothesis 2

There is no significant differences between art and science postgraduate students in their computer literacy skills.

Table 3
The mean score difference between Arts and Science Postgraduate Students in their Computer Literacy Skills

Variable	Subject Studying	Mean	SD	't' Value	'β' Value
Computer Literacy Skills	Arts	174.25	14.52	0.016	.987
	Science	174.23	15.06		

As shown in Table 3, the computer literacy skills of arts and science postgraduate students do not differ statistically, as the calculated 't' value (0.016). Hence, the null hypothesis that there is no significant difference between art and science postgraduate students in their computer literacy skills was accepted.

Null Hypothesis 3

There is no significant differences among government, aided, and self-financing college postgraduate students in their computer literacy skills.

Table 4
Alpha score difference among Government, Aided, and Self-Financing College Postgraduate Students in their Computer Literacy Skills

Variable	Sum of Squares	Mean Squares	Post Hoc 'α' Value	'F' Vale	'β' Value
Computer Literacy Skills	1998.464	999.232	171.393 (Government)	4.627	.010
	154854.001	215.975	175.317 (Aided)		
	156852.465		175.104 (Self-Financing)		

Table 4, exhibited a significant difference among government, aided, and self-financing college postgraduate students in their computer literacy skills, as the calculated 'F' value (4.627). Moreover, the above table indicates that teacher-aided college students possessed higher computer literacy skills than their counterparts. Hence, the null hypothesis that there is no significant difference between government-aided, and self-financing college postgraduate students in their computer literacy skills was rejected.

Null Hypothesis 4

There is no significant differences between rural and urban postgraduate students in their computer literacy skills.

Table 5
Mean Score Difference between Rural and Urban Postgraduate Students in their Computer Literacy Skills

Variable	Locality	Mean	SD	't' Value	'β' Value
Computer Literacy Skills	Rural	174.45	14.31	0.507	.606
	Urban	173.86	15.58		

As shown in Table 5, the computer literacy skills of rural and urban postgraduate students do not differ statistically, as indicated by the calculated 't' value (0.507). Hence, the null hypothesis that there is no significant difference between rural and urban postgraduate students in terms of their computer literacy skills was accepted.

Null Hypothesis 5

There is no statistical association among educational generations of postgraduate students in computer literacy skills.

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Table 6
Association among First Generation Graduates, Second Generation Graduates, and Third Generations Graduates Family Postgraduate Students in their Computer Literacy Skills

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	126.774[a]	144	.846
Likelihood Ratio	143.030	144	.507
Linear-by-Linear Association	.124	1	.724
N of Valid Cases	720		

As shown in Table 6, different graduation generations of postgraduate students are not associated with their computer literacy skills. Because the p-value is greater than our chosen significance level ($\alpha = 0.05$), we do not reject the null hypothesis. Rather, we conclude that there is insufficient evidence to suggest an association between computer literacy and the generation of graduates.

FINDINGS

1. The level of computer literacy skill of postgraduate students are in moderate level.
2. There was no statistical difference between male and female postgraduate students in computer literacy skills.
3. There was no statistical difference between arts and science postgraduate students in computer literacy skills.
4. There was no statistical difference in computer literacy skills among government, aided, and self-financing college postgraduate students.
5. There was no statistical difference in computer literacy skills between rural and urban locale postgraduate students.
6. There was no statistical association among educational generations of postgraduate students in computer literacy skills.

CONCLUSION

The growth of computer processes and other desktop innovations has also substantially converted societal cohesion (Albirini, 2008). Over the past two decades, the authors of this study have discovered various areas of technical reading and math. Computing and data numeracy were also major streaming options, as in this study. Even so, ICT literacy has tried to claim closer attention once the analysis of relationships and many of the emerging innovations concentrate mostly on access control (software applications) instead of technology issues (hardware and software). A significant increase in computer knowledge enables people to use their laptops in a much more refined decorum and become more fruitful, besides assuming new positions in the organization (Gerrity & Amp; 1986). Even so, people may very well develop various computer knowledge layers for their extended social setting and even for their team cognitive biases (King & Amp; George, 2006). Moreover, it seems easier for the researcher to recognize and analyze the factors causing society to embrace new technology (Sharkey, 2006); ergo, analysis of relationships could perhaps consistently evaluate computer skills tiers to recognize disparities between many groups and individuals and further start reducing gaps throughout the understanding. Today's educational environment seems to be inclusive after multiple generations. There are two main discussion points in relation to this. First, the web-based instruction environment, likely to isolate learners, requires students to regulate their learning more effectively (Kumar et al., 2016). Second, new tools and technologies provide better features for students to use SRL strategies and hence realize an active role within their online learning environments (Avcı & Ergün, 2022). This kind of diversification would then transform in the next generations and the need to analyze digital skills would then supply subsequent studies in just this practice area. Persons were also directly exposed to changes in technology as well as emerging trends after all inventions. Based on such changes, future work should include the formation of new evaluation questionnaire surveys, but instead exact methods. Ultimately, the researcher recommends that future research findings could perhaps take a gander into the other demographic variables that may impact digital skills, such as type of learning, responsibility yeah personal computers, spendable money used only for ongoing training, and overall sentiment against new commercially available technology.

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