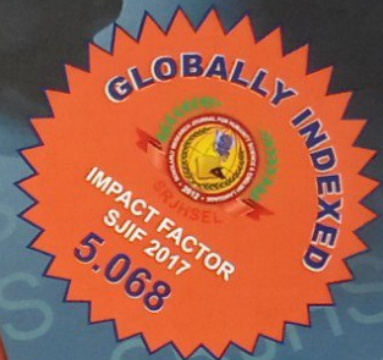


E- ISSN - 2348 - 3083
P- ISSN - 2349 - 9664



An International
Peer Reviewed

Quarterly
Referred

SCHOLARLY RESEARCH JOURNAL FOR HUMANITY SCIENCE & ENGLISH LANGUAGE

OCT - DEC , 2018 VOL. 6 / 18

EDITOR IN CHIEF : YASHPAL D. NETRAGAONKAR. Ph.D.

AN INTERNATIONAL, PEER REVIEWED, REFERRED, BIMONTHLY
**SCHOLARLY RESEARCH JOURNAL FOR HUMANITY SCIENCE &
ENGLISH LANGUAGE**

OCT-DEC, 2018, VOLUME -6, ISSUE -18, (SJIF 2017 = 5.068)

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CONSTRUCTION AND STANDARDIZATION OF COMPUTER PROFICIENCY SCALE FOR ELEMENTARY SCHOOL TEACHERS

Suman Kumari¹ & Vishal Sood², Ph. D.

¹Ph.D: Research Scholar, H. P. University, Shimla-5

²Assistant Professor (Education), H. P. University, Shimla-5

Abstract

For measuring computer proficiency of elementary school teachers, the present task was undertaken to construct and standardize computer proficiency scale. For this, data were collected from elementary school teachers by adopting multistage and stratified random sampling technique. An item pool was created initially by consulting various sources and theoretical and empirical literature available in the concerned area. This item pool was put to evaluation and criticism by technical as well as language experts. The preliminary draft of computer proficiency scale was further subjected to item analysis to select only highly discriminating and valid items. The reliability of scale was established with the help of test-retest and Cronbach's Alpha method which were found to be appreciably high. The validity of computer proficiency scale was ascertained and norms were established for interpretation of obtained scores on the scale. In the last, conclusions have been presented and applicability of computer proficiency scale has been discussed.

Keywords: Construction, Standardization, Computer Proficiency.

Introduction: The use of technology in teaching can offer a number of benefits. First, it allows teachers to organize their teaching in an efficient manner. With technology, teachers can visualize the abstract concepts and create the real world simulations. They not only help students to understand the topic better, but they can save their time for explaining the abstract content matter to students. Second, technology provides teachers with a wide range of sources that are useful for their teaching. Usually, the already available resources can offer more than what may be needed by teachers. Technology can also help teachers develop networks with other teachers from different parts of the world who share similar interests or who have the expertise in certain field. Network building can help teachers solve their teaching problems and, therefore, enhance their professionalism. Computers and computerized devices have become an integral part of society. In fact, many people use them in schools, homes, and the workplace. It has become imperative to know basic computer skills to survive in the world. Computer proficiency is understood as one's ability to use computer-based technologies. Computer proficiency for teachers refers to the skills and knowledge which a teacher needs to have improved learning in acquisition and development of computer skills. It also encompasses the competence and skills possessed by the teacher in using computers during teaching-learning process and for providing other educational /learning experiences to the students for improving students' learning levels. The review of research studies in this area also highlights the importance of computer proficiency and problems in its use by the individuals in their work situations. **Bradlo, Hoch and Hutchinson (2002)** suggested that people were moderately calibrated with respect to their basic computer proficiency relative to that of others, but were not well-calibrated regarding their knowledge of different sub-domains of computer proficiency and various antecedents of computer knowledge (e.g. online experience, familiarity with technology) were significant predictors of objective knowledge, self-report knowledge, and calibration, while in addition, these measures were all significantly related to consequences such as number of online purchases, and concern over buying from an internet retailer. **James, Wendy and Subramaniam (2005)** indicated that there was a significant correlation between the perceived usefulness of course website features such as; lecture notes, tutorial questions and solutions and the frequency of use or access by students of such course website features. Further, it was found that the perceived usefulness of course websites was positively related to students'