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Development of Computer Skills among Generation Z

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Abstract: Gen z requires training in the development of the computer skills that are essential for both the academic and career development. This training should be provided for the gen z with the basic education itself. Gen z kids will raise up and doing with a highly stylish media and computer atmosphere and will be more internet savvy and skilled than their gen y forerunners.
Objective: the aim of this study is to present a development of computer skills in generation z in educational institution.
Methodology: the data has been collected through questionnaire method using the likert scale, on a five-point scale method and spss package was used for analyzing the data.
Finding: computer skills are at the core for the gen z. Computer skills are related to all studies because it incorporates a wide range of manageable problem-solving skills and techniques, including logical analysis,creativity, fusion, and assessment. It also educates broad practical skills in the areas of communication, time, administration, organization, and teamwork. Gen zlives in a technological era and computer skills will provide them the knowledge and skills to understand the upcoming and current computer technology and prepare them for budding future technologist. A basic in this discipline will bring-in gen z to the excitement and opportunities afforded by this vibrant field and will set in motion to prepare them for a collection of worthwhile careers. The course on computer skill introduces gen z to computer programming. By the training gen z will start writing simple computer programs by applying fundamental programming concepts, and learn to make clear and maintainable internal documents. They will also study to work with a computer by studying hardware patterns, software assembly, operating system functions, networking, and safe computing practices. Gen z will also look into the social impact of computer technologies, and develop a thoughtful of environmental and ethical issues related to the usage of computers. This study concluded that, there is no positive relationship between residential and the parent's academic background of the gen z and their perception about the skill development programme. Another finding reported that negative relationship between the gender of the gen z and their perception about the skill development programme.
Keywords: computer skills; generation z and sdp.

I. BACKGROUND OF THE STUDY

This generation we are in the global village. Where Gen Z is living in highly improved technology. They are always connected with each other, well educated in all the terms, and stylish generations ever. These generations are teens and the youth of today's society. They are the early adopters of everything, so that they will be in the tread and also always the trend fixers. And they are always connected to each other with the social media. Gen Z's have been born into the period of terrorism, the global collapse and climate change. They are predicted to spend their young adult years in a time of economic and social renewal. Gen Z kids will grow up with a highly stylish media and computer environment and will be more internet knowledge and expert than their Gen Y foreshadowing. So it is vestigial for the Gen Z that the training in the development of the computer skills is essential for both the academic and career development.

This training should be provided for the Gen Z with the basic education itself. Many activities and tasks that are done by Gen Z in the computer skill development involve curriculum not only the computer skills but also the skills which are relating to verbal, written, and visual communication. Gen Z use their language to explain their observations, to express their essential analyses in both informal and formal way, and to express their findings in presentations and reports in verbal, written, graphical, and multimedia format. In Computer skills it is necessary to use and understand the specialized language. In all computer skill courses, Gen Z is expected to use appropriate and correct language, and they are motivated to use language with concern and accuracy in order to communicate efficiently.

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To know more about the Gen Z, the following research about the gen Z will makes easy to understand them, as per the research it shows that 85% research online and 33% watch lessons online to educate themselves. 52% use YouTube or other social media sites for a typical school research project. 60% of Gen Z' essays they like to share their knowledge with others online, a sign of collaborative skills. 64% say they pay to Websites because they like learning about new things. 76% feel that their online working practices will help them reach their goals. 66% say that technology makes them feel that anything is possible. 31% say their great ambition is being monetarily stable upon graduation, followed by 28% who said being in their dream job. 30% feel their college has failed at training them applicable real life business skills, (Kimberlee Morrison, 2016).

The problem of the society is affecting present generations even more, we are in the world of digital revolution. And we are educating the Generation Z about the subjects which they won't be able to proceed or apply in their time. The Gen Z from the generation Z are coding the system themselves, and they are building applications by the age of nine itself, and we are the generation who are quiet insisting on following the data provided and focus on finding new ways to justify that we are doing and making the future generation brighter and brighter. The Gen Z is getting more familiar with the smartphones even they get to know about the text books. Instead, our traditional academic systems, we have to provide more then we learn in our times, we should be up to date to teach them where the Gen Z are more familiar with subject more teacher.

II.   REVIEW OF THE LITERATURE

A.   Parthasarathy, et.al., (2016),

Evaluated the skill development training programmes conducted in schools of TamilNadu and Pondicherry by IECD, Bharathidasan University. The study reveals that there are no associations among the respondent's age and the evaluation of the training programme and there are no variations among the academic experience and the evaluation of the training programme. This is because of the collective positive responses from most of the respondents of the study area are female respondents who are all youngsters to their academic field with one to three years of experience. Young respondents from the schools are more privileged to handle the computer science programmes and update their technical ability in the computer science field. The descriptive statistics has concluded that, Institute of Entrepreneurship and Career Development (IECD) has provided updated course materials for the children every year, which are very helpful to acquire the school children's computer knowledge. Administration of IECD is very excellent in providing facilities to the computer teachers by providing hand books to them and text books to children separately. The time allotted to complete the syllabus was also sufficient to complete the syllabus with the time frame within appropriate tutoring. Proficiently designed course materials helps the children not only concentrate on School-University-Industry-Tie-up-Scheme (SUITS) scheme but also for other computer related competitive exams so the students can easily accomplish the entire syllabus completely with the help of their computer staffs.The final words to the analysis of present study is, the entire (SUITS) scheme allotted for fifth to ninth standards students shows an outstanding performance in the global context. The programme may be an exemplary by other educational institutions too

B.   Randy Emelo, (2013),

In the journal Forget Gen Y. Get Ready for Gen Z explained that Generation Z = mobile. According to a 2012 Forrester Research study, Generation Z is the second largest demographic owning an iPhone (24 percent), with Millennial ranking highest at 29 percent. It seems safe to say that Generation Z will be highly mobile and will demand learning and development opportunities that can support their free and nomadic nature. It's not out of the question to see the standard 9 to 5 desk job fade into an era defined by mobile work and supported by mobile corporate learning and development.

C.   Smith and Caruso, (2010),

Described that Nevertheless, there was little evidence that Gen Z desired more technologically-driven approaches to teaching and learning. In fact, empirical evidence showed that Gen Zhashigh levels of use and skill did not necessarily translate into preferences for increased use of technology in the classroom. Gen Z held conventional attitudes towards teaching and learning and preferred moderate amounts of technology in the classroom.

D.   Hargittai, et.al., (2010),

Explained that over a quarter of the Gen Z mentioned that they chose a Web site because the search engine had returned that site as the first result suggesting considerable trust in these services. In some cases, the Gen Z regarded the search engine as the relevant

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entity for which to evaluate trustworthiness, rather than the Web site that contained the information.

III.   STATEMENT OF THE PROBLEM

To find out whether the Gen Z expectation of computer skill is met .This era is filled with the Gen Where those generation are good in the technology and other things, they have been using the information technology from their child wood and they are familiar with the concepts of the technology, teaching the computer skill for them is not difficult but it is necessary for them to learn the computer skills. Where Gen Z, is depend on the computer to assist them to complete everyday jobs, and to solve problems. Gen Z are clear about what they are needed and in which field they are interested in. There is no field without the computer such as business, music, engineering, defense, pharmacy, transportation, education and cooking etc.; these things cannot be handled without the computer skills. All the Gen Z family cannot afford to provide computer skill for their son or their daughter. So the SUITS, computer science programme which creates a new path in school education for skilling children on computer science. A SUIT is run by the IECD, Bharathidasan University, Tiruchirappalli, TamilNadu, India.

IV.   A BRIEF PROFILE ABOUT THE STUDY AREA

The Gen Z group is in school stage, so the study was conducted in the schools where the computer education is provided. Mainly the skill development program has been conducted through SUITS for the age of the Gen Z. So the Gen Z who is in the SUITS has been taken as the study area. SUITS programme is in operation at 298 schools, where 287 schools are in TamilNadu and 11 are from Pondicherry. For the present study, samples were collected from 59 Gen Z, who has studied Graphic Designing in the SUITS programme during the academic year 2016-2017.

V.   METHODOLOGY

For the descriptive study on Computer Skills Development among the Gen Z of Generation Z, the data has been collected through questionnaire method. The data has been analyzed to find out the result of the study. The structure of the questionnaire is in the Likert scale, on a five-point scale. Simple random sampling method has been used. The questionnaires was distributed and collected from the Gen Z directly. And for analyzing the data SPSS package was used.

VI.   OBJECTIVE OF THE STUDY

A.   To find out respondents (Gen Z) opinion, whether SUITS help them in their future career development.
B.   To find respondents (Gen Z) opinion on the implementation of SUITS in the study area.
C.   To find out the perception of the respondents (Gen Z) on teaching and learning method used in SUITS in the study area.

VII.   HYPOTHESES OF THE STUDY

A.   There is no significant association between respondents (Gen Z) residential background and perception of skill development in graphic design programme.
B.   There is no significant association between respondents (Gen Z) parents' academic background and perception of skill development in graphic design programme.
C.   There is no significant association between respondents (Gen Z) perception of skill development in graphic designing programme and computer availability& usage of system at home.
D.   There is no significant difference between standard of the respondents (Gen Z) and their perception of skill development in graphic design programme.
E.   There is no significant difference between gender of the respondents (Gen Z) and their perception of skill development in graphic design programme.
F.   There is no significant difference between computer availability in home of the respondents (Gen Z) and their perception of skill development in graphic design programme.
G.   There is no significant difference between usage of system in home of the respondents (Gen Z) and their perception of skill development in graphic design programme.
H.   There is no significant inter-relationships among the respondents (Gen Z) and their perception of skill development in graphic design programme.

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VIII.   ANALYSIS AND INTERPRETATION

Table 1: Demographic profile of the respondents (Gen Z)

S.No	Demographic Profile	Particulars	No. of Gen Z	Percentage
1	Gender	Male	26	44.1
		Female	33	55.9
2	Standard	7th	54	91.5
		8th	5	8.5
3	Residential Background	Rural	39	66.1
		Urban	18	30.5
		Tribal	2	3.4
4	Parents Academic Background	Illiterate	13	22.0
		Up to HSC	21	35.6
		UG	13	22.0
		PG& Above	12	20.3
5	System Availability	Yes	32	54.2
		No	27	45.8
6	Usage of System	Yes	33	56.0
		No	26	44.1

The table 1 reveals that more than 50% of the Gen Z are female, Majority of (91.5 %) of them are studyingin 9th standard, Most of the (66.1%) Gen Zare from the rural area, many of the Gen Z parents are studied up to higher secondary and above. Majority of (54.2%) of the Gen Z are having computer system at their residence, More than half (56.0%) of the Gen Z are using computer at their residence.

Table 2: Description of the respondents (Gen Z)According to the Opinion of Skill Development Programme

S.No	Particulars	N	Mean	S.D	Rank
	Career Development				
1	Through SUITS, future will be better	59	4.12	1.340	13
2	SUITS not enhanced my knowledge	59	3.24	1.478	15
3	SUITS improved my computer skills	59	4.36	.886	12
4	SUITS is helpful in working with computer easily	59	4.51	.679	7
5	SUITS helps to master the computer science	59	4.37	.692	11
	Opinion on SUITS				
6	teacher has completing the syllabus periodically	59	4.66	.576	1
7	The presentation is easy to understand	59	4.56	.623	6
8	The teaching methodology is fulfilled	59	4.63	.522	2
9	got more exposure during practical session	59	4.39	.695	10
10	examinations of SUITS is very much satisfied	59	4.61	.644	3
	Teaching-learning method				
11	The teacher support during practical sessions	59	4.59	.561	4
12	The ratio is adequate for effective learning	59	4.41	.746	9
13	The assignments helped to learn the subject easily	59	4.51	.569	7
14	The teaching-learning material is understandable	59	4.58	.649	5
15	The allotted duration for practical's is inadequate	59	3.46	1.430	14

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From the above table 2, 15 individual statements on skill development based on the mean value were ranked. Sixth statement ranked first with highest mean value (4.66). The second rank is taken by an individual statement (8) with mean value (4.63).The fourth rank is taken by individual statements (11) with mean value (4.61).The fifth rank is taken by individual statements (14) with mean value (4.58).The sixth, seventh rank is taken by the statements (4, 7, 13) with mean value (4.51 and 4.56)consequently.

he ninth, tenth, eleventh rank is taken by the statements (12, 9, and 5) with mean value (4.41, 4.39, and 4.37) consequently. The ninth, tenth, eleventh rank is taken by the statements (12, 9, and 5) with mean value (4.41, 4.39, and 4.37) consequently. The twelth, thirteenth, fourteenth rank is taken by the statements (12, 9, and 5) with mean value (4.41, 4.39, and 4.37) consequently. The fifteenth rank is taken by an individual statement (2) with mean value (3.24).

Table 3: Distribution of the respondents (Gen Z) Dependent Variable

S. No	Particulars	SA	A	N	DA	SDA
		%	%	%	%	%
Career Development						
1	Through Suits, Future Will Be Better	34	14	1	4	6
		57.6	23.7	1.7	6.8	10.2
2	Suits Not Enhanced My Knowledge	17	13	4	17	8
		28.8	22.0	6.8	28.8	13.6
3	Suits Improved My Computer Skills	31	23	1	3	1
		52.5	39.0	1.7	501	1.7
4	Suits Is Helpful In Working With Computer Easily	35	20	3	1	-
		59.3	33.9	5.1	1.7	-
5	Suits Helps To Master The Computer Science	28	26	4	1	-
		47.5	44.1	6.8	1.7.	-
Opinion on SUITS						
6	Teacher Has Completing The Syllabus Periodically	42	14	3	-	-
		71.2	23.7	5.1	-	-
7	The Presentation Is Easy To Understand	37	18	4	-	-
		62.7	30.5	6.8	-	-
8	The Teaching Methodology Is Fulfilled	38	20	1	-	-
		64.4	33.9	1.7	-	-
9	Got More Exposure During Practical Session	29	25	4	1	-
		49.2	42.4	6.8	1.7	-
10	Examinations Of Suits Is Very Much Satisfied	40	16	2	1	-
		67.8	27.1	3.4	1.7	-
Teaching-Learning Method						
11	The Teacher Support During Practical Sessions	37	20	2	-	-
		62.7	33.9	3.4	-	-
12	The Ratio Is Adequate For Effective Learning	32	20	6	1	-
		54.2	33.9	10.2	1.7	-
13	The Assignments Helped To Learn The Subject Easily	32	25	2	-	-
		54.2	42.4	3.4	-	-
14	The Teaching-Learning Material Is Understandable	39	15	5	-	-
		66.1	25.4	8.5	-	-
15	The Allotted Duration For Practical's Is Inadequate.	19	17	-	18	5
		32.2	28.8	-	30.5	8.5
SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree						

The table 3, shows that 57.6% of the Gen Z are strongly agree, 23.7% of the Gen Z are agree, 1.7% of the Gen Z are neutral, 6.8% of the Gen Z are disagree, 10.2% of the Gen Z are strongly disagree that through skill development programme future will be better.28.8% of the Gen Z are strongly agree, 22.0% of the Gen Z are agree, 6.8% of the Gen Z are neutral, 28.8% of the Gen Z are

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disagree,13.6% of the Gen Z are strongly disagree that skill development not enhanced my knowledge.52.5%of the Gen Z are strongly agree,39.0% of the Gen Z are agree, 1.7% of the Gen Z are neutral, that skill development improved my computer skills. 59.3% of the Gen Z are strongly agree, 33.9% of the Gen Z are agree, 5.1% of the Gen Z are neutral, 1.7%of the Gen Z are disagree, that skill development is helpful in working with computer easily. Almost forty eight percent of the Gen Z are strongly agree, 44.1% of the Gen Z are agree, 6.8% of the Gen Z are neutral, 1.7%of the Gen Z are disagree, that skill development is helpful in working with computer easily.71.2 % of the Gen Z are strongly agree, 23.7% of the Gen Z are agree, 5.1% of the Gen Z are neutral, that teacher has completing the syllabus periodically.62.7%of the Gen Z are strongly agree, 30.5% of the Gen Z are agree, 6.8% of the Gen Z are neutral that the presentation is easy to understand. 64.4%of the Gen Z are strongly agree, 33.9% of the Gen Z are agree1.7% of the Gen Z are neutral, that the teaching methodology is fulfilled. 49.2%of the Gen Z are strongly agree,42.4% of the Gen Z are agree, 6.8% of the Gen Z are neutral,1.7% of the Gen Z are disagree that got more exposure during practical session.67.8% of the Gen Z are strongly agree, 27.1% of the Gen Z are agree, 3.4 % of the Gen Z are neutral,1.7% Gen Z are disagree that the teacher support during practical sessions.62.7% of the Gen Z are strongly agree, 33.9% of the Gen Z are agree, 3.4% of the Gen Z are neutral, that the ratio is adequate for effective learning.54.2% of the Gen Z are strongly agree, 33.9% of the Gen Z are agree, 10.2% of the Gen Z are disagree, 1.7% of the Gen Z are disagree that the assignments helped to learn the subject easily. 54.2%of theGen Z are strongly agree, 42.4% of the Gen Z are agree,3.4% of the Gen Z are neutral, that the teaching-learning material is understandable. 66.1%of the Gen Z are strongly agree, 25.4% of the Gen Z are agree, 8.5 %of the Gen Z are neutral, that the allotted duration for practical's is inadequate.32.2% of the Gen Z are strongly agree, 28.8% of the Gen Z are agree, 30.5%of the Gen Z are disagree, 8.5% of the Gen Z are strongly disagree that examinations of skill development is very much satisfied.

A. Testing of Hypothesis

1) *Hypothesis 1:* There is no significant association between respondents (Gen Z) residential background and perception of skill development in graphic design programme.

Table 4: Association between respondents (Gen Z) Residential Background and Perception of Skill Development Programme

Perception of Skill Development Programme	Pearson Chi-Square Value	Asymp. Sig. (2-sided)
Career Development	18.92	0.65 (NS)
Opinion on SUITS	10.95	0.69(NS)
Teaching-learning method	12.55	0.71(NS)

The table 4 shows the association among Gen Z residential background and perception of skill development in graphic design programmein the study area. This table shows that there are no associations between the residences of the Gen Z and there perception about the skill development in graphic design programme. It's conclude that there are no significant association between residential background of the Gen Z and their perception about the skill development (Career Development, Perception on SUITS and Teaching-learning method), and hence the null hypothesis 1 is "accepted".

2) *Hypothesis 2:* There is no significant association between respondents (Gen Z) parents' academic background and perception of skill development in graphic design programme.

Table 5: Association between respondents (Gen Z) Parents Academic Background and their Perception of Skill Development Programme

Perception of Skill Development Programme	Pearson Chi-Square Value	Asymp. Sig. (2-sided)
Career Development	27.78	0.725(NS)
Opinion on SUITS	24.52	0.268(NS)
Teaching-learning method	20.77	0.652(NS)

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The table 5 shows the association between Gen Z's parents' academic background and perception of skill development in graphic design programmein the study area. It's conclude that there are no significant association between the parents academic background of the Gen Z and their perceptionabout the skill development(Career Development, Perception on SUITS and Teaching-learning method), and hence the null hypothesis 2 is "accepted".

3) *Hypothesis 3:* There is no significant association between respondents (Gen Z) perception of skill development in graphic designing programme and computer availability & usage of system at home.

Table 6: Association between Parents 'Academic Background of respondents (Gen Z) and the Availability of the Computer and the Usage of the Computer in their residence

Variables	Pearson Chi-Square Value	Asymp. Sig. (2-sided)
Computer Availability	8.07	0.45 (Sig.)
Usage of System	6.25	0.396 (NS)

The table 6 shows the association between Gen Z's personal profile and perception of skill development in graphic design programme the study area. It's conclude that there are no significant association between the personal profile of the Gen Z and their perception about the skill development (Career Development, Perception on SUITS and Teaching-learning method), and hence the null hypothesis 3 is "accepted".

4) *Hypothesis 4:* There is no significant difference between standard of the respondents (Gen Z) and their perception of skill development in graphic design programme.

Table 7: Difference between Class ofthe respondents (Gen Z)andtheir Perception oftheSkill Development Programme

Perception of Skill Development Programme		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Career Development	Equal variances assumed	8.992	.004	0.905	57	0.369(NS)
	Equal variances not assumed			0.526	4.198	0.626(NS)
Opinion on SUITS	Equal variances assumed	2.490	.120	0.699	57	0.488(NS)
	Equal variances not assumed			0.524	4.382	0.626(NS)
Teaching-Learning Method	Equal variances assumed	18.892	.000	1.201	57	0.235(NS)
	Equal variances not assumed			0.600	4.130	**0.580(NS)**

Table 7 shows that, there are no significant difference between class of the Gen Z and their perception on skill development in graphic design programme (Career Development *P* value- 0.369, Opinion on SUITS *P* value- 0.488, and Teaching-Learning Method *P* value- 0.235), so the null hypothesis 4 is accepted.

From the data analysis presented in the table 7, found that, there are no significant difference between class of the Gen Z and their perception of the skill developmentin graphic designing programme. P-value of Career Development, Opinion on SUITS and Teaching-Learning Method are greater than 0.05.Hence, the hypothesis 4 is concluded that "There are no significant differences between class of the Gen Z and their perception about the skill development, since the hypothesis 4 is "accepted".

5) *Hypothesis 5:* There is no significant difference between gender of the respondents (Gen Z) and their perception of skill development in graphic design programme.

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Table 8: Difference between Gender of the Respondents (Gen Z) and their Perception of Skill Development Programme

Perception of Skill Development Programme		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Career Development	Equal variances assumed	.004	.947	.160	57	.873(NS)
	Equal variances not assumed			.163	56.596	.871(NS)
Opinion on SUITS	Equal variances assumed	.952	.333	-.487	57	.628(NS)
	Equal variances not assumed			-.470	44.320	.641(NS)
Teaching-Learning Method	Equal variances assumed	.050	.823	.808	57	.422(NS)
	Equal variances not assumed			.818	55.772	.417(NS)

Table-8 shows that, there are no significant difference between gender of the Gen Z and their perception of skill development in graphic design programme (Career Development P value- 0.873, Opinion on SUITS P value- 0.628, and Teaching-Learning Method P value- 0.422), so the null hypothesis 5 is accepted.

From the data analysis presented in the table 8, found that, there are no significant difference between class of the Gen Z and their perception of the skill developmentin graphic design programme. P-value of Career Development, Opinion on SUITS and Teaching-Learning Method are greater than 0.05.Hence, the hypothesis 5 is concluded that "There are no significant differences between class of the Gen Z and their perception about skill development in graphic design programme, since the hypothesis 5 is "accepted".

6) *Hypothesis 6:* There is no significant difference between computer availability in home of the respondents (Gen Z) and their perception of skill development in graphic design programme.

Table 9: Difference between Availability of Computer in the Respondents (Gen Z) Residence and Perception of Skill Development Programme

Perception of Skill Development Programme		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Career Development	Equal variances assumed	2.067	.156	1.281	56	.205(NS)
	Equal variances not assumed			1.240	44.443	.221(NS)
Opinion on SUITS	Equal variances assumed	.440	.510	.969	56	.337(NS)
	Equal variances not assumed			.975	54.772	.334(NS)
Teaching-Learning Method	Equal variances assumed	1.079	.303	.982	56	.331(NS)
	Equal variances not assumed			.966	49.672	.339(NS)

Table 9 shows that, there are no significant difference between availability of computer in the Gen Zresidence and their perception on skill development in graphic design programme (Career Development P value- 0.205, Opinion on SUITS P value- 0.337, and Teaching-Learning Method P value- 0.331), so the null hypothesis 6 is accepted.

From the data analysis presented in the table 8, found that, there are no significant differencebetween availability of computer in the Gen Z residence and their perceptionof the skill developmentin graphic design programme. P-value of Career Development,

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Opinion on SUITS and Teaching-Learning Method are greater than 0.05.Hence, the hypothesis 6 is concluded that "There are no significant differences between class of the Gen Z and their perception about skill development in graphic design programme, since the hypothesis 6 is "accepted".

7) *Hypothesis 7:* There is no significant difference between usage of system in home of the respondents (Gen Z) and their perception of skill development in graphic design programme.

Table 10: Difference between Usage of system and perception of skill development Programme

Perception of Skill Development Programme		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Career Development	Equal variances assumed	.030	.862	.364	50	.718	.26923
	Equal variances not assumed			.364	49.368	.718	.26923
Opinion on SUITS	Equal variances assumed	.306	.583	-.502	50	.618	-.30769
	Equal variances not assumed			-.502	47.803	.618	-.30769
Teaching-Learning Method	Equal variances assumed	.012	.914	-.844	50	.403	-.53846
	Equal variances not assumed			-.844	47.799	.403	-.53846

Table 10 shows that, there are no significant difference between availability of computer in the Gen Z residence and their perception on skill developmentin graphic design programme(Career Development *P* value- 0.718, Opinion on SUITS *P* value- 0.618, and Teaching-Learning Method *P* value- 0.403), so the null hypothesis 7 is accepted.

From the data analysis presented in the table 8, found that, there are no significant differencebetween availability of computer in the Gen Z residence and their perceptionon the skill developmentin graphic design programme. P-value of Career Development, Opinion on SUITS and Teaching-Learning Method are greater than 0.05.Hence, the hypothesis 7 is concluded that "There are no significant differences between class of the Gen Z and their perception about skill development in graphic design programme, since the hypothesis 7is "accepted".

8) *Hypothesis 8:* There is no significant inter-relationships among the respondents (Gen Z) and their perception of skill development in graphic design programme.

Table 11: Correlation among the Perception of Skill Development Programme

Perception of Skill Development Programme		Career Development	Opinion on SUITS	Teaching-Learning Method
Career Development	Pearson Correlation	1	0.54	0.54
	Sig. (2-tailed)		0.00	0.00
	N	59	59	59
Opinion on SUITS	Pearson Correlation	0.54	1	0.60
	Sig. (2-tailed)	0.00		0.00
	N	59	59	59
Teaching-Learning Method	Pearson Correlation	0.54	0.60	1
	Sig. (2-tailed)	0.00	0.00	
	N	59	59	59

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The table 11 shows that the *r* values are significant at 0.01 level and the variables are significant at 0.05 levels. Hence it is revealed that there are positive correlations among the variables of evaluation of skill development programme. Hence the hypothesis is "rejected".

IX.   FINDINGS OF THE STUDY

A.   General Findings

1)   *Gender:* 44.1% of the Gen Z are male and 55.9% are female,

2)   *Standard:* 91.5% of the Gen Z are studying 7th standard and 8.5 % of them are in 8th standard,

3)   *Residence:* Majorities 66.1% of the Gen Z are from the rural area, 30.5 % Gen Z is from the urban area, and 3.4% Gen Z are from the tribal area.

4)   *Parents Academic Background:* 22.0% Gen Z's parents are illiterate, 35.6% Gen Z parents are studied up to higher secondary school, 22.0% Gen Z parents are studied up to UG degree and the rest 20.3% Gen Z parents are studied up to PG degree.

5)   *System Availability in Gen Z's Houses:* 54.2% of the Gen Z are having system in their residence, 45.8 % of the Gen Z are not having system in their residence,

6)   *Usage of the System in their Houses:* 56.0% of the Gen Z are using computer 44.1% of the Gen Z are not using computers in residence.

B.   Hypothesis Related Findings

1)   There are no significant association between residential background of the Gen Z and their perception about the skill development.

2)   There are no significant association between the parent's academic background of the Gen Z and their perception about the skill development.

3)   There are no significant association between the personal profile of the Gen Z and their perception about the skill development.

4)   Thereare no significant differences between class of the Gen Z and their perception about the skill development.

5)   There are no significant difference between gender of the Gen Z and their perception about the skill development.

6)   Thereare no significant differences between availability of computer in the Gen Z residence and their perception about the skill development.

7)   Thereare no significant differences between availability of computer in the Gen Z residence and their perception about the skill development.

8)   There are positive correlations among the variables of evaluation of skill development programme.

X.   SUGGESTIONS AND CONCLUSIONS

A.   Suggestions

Gen Z should use the computer skill to educate them; they should not use the technology for unwanted purpose. Gen Z's innovate skill should be identified and they should be motivated to use the skill to improve their career. Gen Z's norms should be enforced there boundaries without causing undue stress to them. They should be twig to the most important facts, stats, or tendencies; they should not deviate from their goals. Gen Z should be kept involved in the process, and the feedback should be given to them unremittingly. While the technology is changing unremittingly we should have uniquely shaped this generation Z, it is our obligation to support them in their career development.

B.   Conclusion

Gen Z residential background and their perception of skill development in graphic design programme study area are not associated. This shows that the Gen Z wherever they are aware of the important of the skill development.so there have been improving the skill as much as possible by themselves. Gen Z's parent's academic background and perception of skill development in parents of the Gen Z are mostly passed 12th standard and they are living in the rural area. Even through the education of the parents did not affect the skill development of their children's where the parents are aware of the reputation of the skill development Programme, but when the parents are educated the usage and availability of the computer in home is high. When comparing to the uneducated parents. This generation has an equal knowledge. And they are well aware of their talent so they are using the skill development, in their area of interest and knowledge, so there are no association between the class of the Gen Z and their perception about their skill development Programme. The difference in the gender has been elapsed with the last decay itself.

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The Gen Z is not affected by the gender, they are all sense equal to one another, as per the hypotheses the gender and the perception about the skill development programme is not related Programme .Even though they have computer in their residence or not, there persecution and there interest in improving the skill level are high. But if they have computer in their residence it is helpful for them to improve their skill in the computer basis .Like above said usage of computer by the Gen Z in their houses are in elevation when they are having computer in their residence. The last but which is not a least where the correlation is positive among the variables of evaluation of skill development programme, the hypotheses has been rejected.

Generation Z is the first to have computer technology instantaneously available at a very early age. Where the technology has turned out to be extra squashed and cost effective, learning through technology have been more relaxed one. Leading Gen Z is the only thing the other gen or the teacher should be done, for the betterment of the future.Where the Gen Z is know what they want and what is important for them. Shaping the Gen Z will lead to a better forthcoming.

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