

Technological Andragogy: Case of Computer Application Skills Development by Masters Students at a University of Technology in Zimbabwe

Emmanuel Chinamasa¹ and Cosmas Maphosa^{2*}

¹Chinhoyi University of Technology, Zimbabwe

²University of Venda, South Africa

KEYWORDS Technology Skills. Andragogy. Computers. Adult Learners

ABSTRACT This study sought ways of enhancing computer application skills among post graduate students at Masters level. It was motivated by three factors which were the observation that adult students faced challenges with computer applications traced to their formal education curriculum which did not include computers contrary to their employment demands for proficiency in computer applications, the need to contribute to limited literature on andragogy rather than pedagogy for Masters students in Zimbabwe and the fact that it is the university of technology's mandate to develop a computer literate population including adult students. The study adopted a descriptive survey design in which data were solicited from a stratified sample of 210 Masters students at a University of Technology. Observation, a self-reporting questionnaire and focus group discussions were utilized to collect data. Lecturer evaluation forms completed by students were also analysed for students' expectations of course content and instructional methodology. The study revealed that students had more computer theory than practical application demanded by their jobs. There was a gap between what the university offered and what students expected. Findings suggest that adults develop proficiency when content is applied and hence the importance of having computer skills to enable them to carry out research projects in the studies. Students expected more hands-on rather than theory. The study recommends that the development of computer application skills should be every lecturer's task. This may be achieved by embracing information and communication uses in every area of teaching and learning by both lecturers and students.