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# COMPETITION FORUM

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Professors' Performance Using ICT in a College in Guadalajara, Mexico

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EXECUTIVE SUMMARY

The purpose of this research is to identify whether using information technology increases the competitiveness of professors in the field of education. The research shows that knowledge of automated resources and interconnection achieved through ICT improves competitiveness and diversity in the educational process.

Key words: Information and Communications Technology (ICT), competitiveness, resources.

INTRODUCTION

Throughout history, society has changed with the development of different improved technologies (Cabero, Lorente, & Román, 2007). There is a large body of research which discusses the pros and cons of using different information technologies and communication (ICT) in the field of education. Some authors mention that using ICT determines the didactic potential of professors (Tejedor, García-Valcárcel, & Prada, 2009).

LITERATURE REVIEW

Information technology and communication are considered technology tools and are used as resources to communicate, create, disseminate, and manage information. Communication and information are at the heart of the educational process; consequently, the use of ICT in the education has a long history (Blerton, 1999).

In the last years, interest has emerged about how computers and the Internet can be harnessed to improve the efficiency and effectiveness of education at all levels and in formal and informal stages (Tinio, 2003).

For some, the use of technology in education has become a problem, especially when it is sold in "instructional package (program/software) and not in construction projects through change and solidarity. Individualizing trends on NICT makes difficult community use. Information is not knowledge, and less, wisdom, technological transmission not resolve by themself inherent difficulties at knowledge process not guarantee formation of citizen" (Sanz, 2006).

After reviewing all the definitions given by experts, we determine that through the use of various strategies there is increased interest in using ICT, which improves the competitiveness of professors at a College in Guadalajara.

JUSTIFICATION

Most countries in the world in higher education have adopted ICT. However, the use of ICT to increase access and achieve a more inclusive education, improve pedagogy, and increase both the number of teachers and their capacity, remains weak.
ICT should reach people of all ages, all linguistic and cultural groups, and in all circumstances. The focus should be primarily on teachers, in the broadest sense; that is, all the people who can facilitate and expand learning opportunities for all.

Because of current barriers, according to Segura (2011), the use of ICT in the educational landscape advances slowly, especially in countries with few resources. As such, a new educational landscape is emerging that schematically is characterized by:

- The need for continuous updating of knowledge, skills, and approaches (learning throughout life).
- The most important domain of cognitive and metacognitive processes and strategies against the content (learning to learn).
- The concept of literacy that has changed and expanded to new areas, such as mediated communication, multimedia network, or new screens. Literacy is now recognized as a complex and evolving concept in time; as a process of learning that lasts a lifetime and whose domain and applications are constantly being revised.
- The use of Information and Communication Technologies (ICT) means that education does not have to be conditioned by time and space and provides the methods of individual learning, group learning, and then community learning, where knowledge is socially constructed.
- The need to change roles of teachers and students. The teacher should stop being a speaker or instructor who dominates knowledge to become a consultant, counselor, facilitator, and mediator of the teaching-learning process. The professional profiles of teachers include the power to know the capabilities of their students, design interventions focused on activity and participation of students, evaluate resources and materials and, if possible, create their own teaching aids or, at least, adapt existing ones from the perspective of the actual diversity of their students.

AN ACTUAL SITUATION IN THE TECHNOLOGY EDUCATIONAL FIELD

Amador (2008) talks about a new high educational paradigm and a possibility range that is open to optimized professors to make strategic use of technology at the organizational level. Much work needs to be done in the research field to deal better with the ICT challenge.

To Area (2001), these technologies should be available to people of all ages, all linguistic groups, cultural, and all circumstances. However, attention should be primarily on professors and education, so that these technologies can facilitate and extend learning opportunities to everyone.

Current barriers, as Segura (2011) states, are that the use of ICT is a slow evolution, especially in those cities with fewer resources. However, a new educational view is emerging characterized by:

- Need of permanent knowledge upgrade, abilities, and judgment (knowledge through the years)
- The more relevant processes and cognitive strategies and metacognitive versus content (learn to learn)
- Literacy concept has changed and is expanded into new fields like mediated communication, multimedia on the net, or new screens. Literacy is now accepted as a complex concept and inconstant through time; a learning process that is lifelong
- Practically all colleges in the world have a web page and, some cases, there are available thousands of pages, most of them informative
- There are colleges that use ICT like communicative instruments almost in real time

RESEARCH QUESTIONS

Professors need to have the knowledge and didactic experience to use the techniques and instruments that are required for handling ICT.
OBJECTIVES

To identify the relationship of automated resources and interconnection achieved through ICT tools and diverse use of ICT tools in the learning and educative process used by teachers.

METHODOLOGY

According to Zorrilla and Torres (1992), "Methodology represents how to organize the process of research, monitor their performance and present possible solutions to a problem that involves decision-making."

TYPE OF SELECTED RESEARCH

• Exploratory research. It is performed when the objective is to examine a topic or research problem which has been little studied, of which there are many questions that have not been addressed. That is, when the review of the literature reveals that there are only non-subject guides and vague ideas related with the study problem, or, if we inquire into a subject and areas from a new perspectives (Hernandez, Fernandez, & Baptista, 2011).
• Descriptive research. The search to specify the properties, characteristics, and profiles of individuals, groups, communities, processes, objects or any other phenomenon that is subject to analysis (Hernandez et al., 2010).
• Correlational research. Its purpose is to know the degree of association or relationship that exists between two or more concepts, categories or variables in a particular context (Hernandez et al., 2010).
• Statistical Model ANOVA: Analysis of Variance (ANOVA) will be applied to test the hypothesis of linear dependence between the dependent and independent variables, comparing the variance explained by the model and the residual variance. A significance level of 5% will be used.

• The analysis of variance (ANOVA) was used as a test of means for two or more populations. The null hypothesis usually states that all means are equal.
• The analysis of variance of one factor only includes a categorical variable or factor. The differences in the preference of frequent, intermediate, sporadic users, and non-users can be examined with one-way ANOVA of a factor.
• Measuring instrument: The scaling method, Likert type, consists of a set of items presented as statements or judgments where subjects choose one of the five points of the scale. Each point is assigned a numerical value. Thus, the subject will get a total score by summing the scores obtained in relation to all claims. Data collection must perform the following activities: selecting a tool or method of collection, apply the selected instrument and prepare comments, records, and measurement results (Hernandez et al., 2006).

HYPOTHESIS

The implementation of automated resources, interconnection achieved through the ICT tools and diverse use of ICT tools is related positively to the learning and educative processes used by teachers.

Independent variables: Automation (automated knowledge resources).

Interconnection (achieved through ICT tools).
SAMPLE DESIGNED

The surveys were applied to 27 professors.

Statistic Model Anova: The review of the Variance (anova) was applied to check the lineal hypothesis between the dependent variable and the independent, comparing the variable exposed of the model and the residual variable. It had a significance level of 95%.

The review of the (ANOVA) was used as test measurement for two or more populations. The null hypothesis generally states that all the measurements are equals.

ANALYSIS AND DISCUSSION

Chart 1 shows the variable review of a factor only includes a categorical variable or factor. The differences in the preferences of frequent users, intermediate, sporadic, and non-users can be evaluated with an ANOVA of a factor.

The results show that there exists a dependence lineal between (dependent variable) the applied educational process by teachers and the next independent variables:

1. Automatization (automatization source knowledge). Shows a significance 4.0%, however, only 25.9% of the teachers of the Department of Marketing and International Business at the University of Guadalajara use ICT for the learning process.
2. Interconnection (achieved through ICT tolls). Show a significance of 4.8.

### CHART 1: RESEARCH ANOVA

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
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<tbody>
<tr>
<td>A7.1 Between groups</td>
<td>20.938</td>
<td>4</td>
<td>5.234</td>
<td>3.011</td>
<td>.040</td>
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<tr>
<td>Within groups</td>
<td>38.248</td>
<td>22</td>
<td>1.739</td>
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<td>Total</td>
<td>59.185</td>
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<tr>
<td>A7.2 Between groups</td>
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<td>4</td>
<td>3.415</td>
<td>2.844</td>
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<td>Within groups</td>
<td>26.414</td>
<td>22</td>
<td>1.201</td>
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<td>Total</td>
<td>40.074</td>
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<tr>
<td>A7.9 Between groups</td>
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<td>4</td>
<td>4.240</td>
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<td>Within groups</td>
<td>24.890</td>
<td>22</td>
<td>1.131</td>
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<td>Total</td>
<td>41.852</td>
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LIMITATIONS

This research was conducted only with full-time professors and with only one area. We should consider other areas for future research and in the future to do a comparative analysis of professors using ICT.
CONCLUSIONS

The paper described using exploring techniques, descriptive, and correlational.

In the investigation, it was confirmed that there is a positive significance between dependent variables in the educational process:

Automation (automated knowledge resources)
Interconnection (achieved through ICT tools)

REFERENCES