



# TECHNOLOGICAL COMPETENCY OF SCHOOL TEACHERS IN TINDIVANAM DISTRICT

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## Abstract

*The present investigation has been undertaken in order to study the technological competency of school students in Tindivanam District. Technological Competency Scale (TECS) are constructed and validated by the Investigator (2020) have been administered to a stratified random sampling technique sample of 120 primary and middle school teachers working in Tindivanam District of Tamilnadu State, India. The statistical techniques adopted to analyse the collected data were descriptive and differential analysis. Findings revealed that the level of technological competency is average of school teachers. It is found that school teachers differ significantly in technological competency with respect to gender and professional qualification.*

**Keywords:** *Technological Competency, Gender, Professional Qualification and School Teachers.*

## Introduction

The teachers consider a broad and integrated set of knowledge and techniques, which planning to revise these aspect of the competence of a teachers so, to competence what expected of a teacher understanding about using technical advancement should be answered in the context of the different sets of knowledge and skills that effective teachers possess. The research in teacher's knowledge, skills and standards suggests that teacher change with the passage of time and develop skills like planning, designing, assessment techniques, helping student reflective teaching, professional commitment, effective feedback and application of knowledge, what they have gained to improve instructions; The other aspect of teaching competency is ability in technological aids, which suggests that the teacher must possess knowledge and skill about proficiency in teaching aids.

In general Competency means the ability to do something successfully or efficiently. Competency is defined as “adequate for the purpose, suitable, sufficient or as legally qualified, admissible or as capable”. The synonyms of competency are capability, ability, proficiency, expertise, skill etc. Just as other professionals utilize specific technologies as tools to enhance their work, teachers must likewise become adapt in putting technology to use as the field of educational software evolves with the various academic disciplines. Technology can support teachers in numerous professional activities first and foremost in stimulating learning beyond the classroom and also develop our knowledge about working with technology, tools and resources and working with technology can apply to all technology tools and resources.

### **Need and Importance of the Study**

In today’s conditions where societies have changed from industrial to information and where knowledge has become one of the most important values, education has not remained far from this change. The universities that train teachers have been making great effort to train teachers that are capable of using information technologies and transferring this capability to the teaching environment. The Ministry of National Education has also taken an important step with the “Movement of Enhancing Opportunities and Improving Technology”.

The most important decisive in the use of information technologies in the educational environment is teachers’ information and communication technologies competency. It is necessary for teachers to use information technologies; however, this is not adequate; it is also important for teachers to transfer these skills into the educational environment.

It is important for teachers to have a positive attitude towards technology assisted education to get away from traditional teaching and to transfer information technologies to the educational environment. The positive attitude towards using technologies in education is seen as an important factor to determine the use of technology in lessons. As their competency level increases, the using technology in lessons increases.

### **Statement of the Problem**

The problem chosen for the present study is entitled as “*Technological Competency of School Teachers in Tindivanam District*”.

### **Objectives of the Study**

1. To find out the level of Technological competency of school teachers.
2. To find out whether there is any significant difference in the technological competency of school teachers with respect to their gender.
3. To find out whether there is any significant difference in the technological competency of school teachers with respect to their professional qualification.

## Hypotheses of the Study

1. The level of Technological competency of school teachers is average.
2. There is no significant difference in the Technological competency of school teachers with respect to their gender.
3. There is no significant difference in the Technological competency of school teachers with respect to their professional qualification.

## Method of the Study

Normative survey method has been adopted for the present investigation. The present investigation is an attempt to find out the effect on sub-samples Gender, Professional qualification.

## Sample of the Study

A sample of 120 primary and middle school teaches working in Tindivanam District of Tamilnadu, India were selected. Random sampling technique has been employed for the selection of the sample with randomness and representativeness.

## Analysis of Data

The data collected were descriptively analyzed by employing the following statistical techniques:

Differential Analyses

## Differential Analysis

### Hypothesis - 1

1. The level of Technological competency of school teachers is average.

Table – 1

The level of Technological competency of school teachers is average.

Variable	Level	Frequency	Percentage
Technological Competency	Low	40	33.3%
	Average	64	53.3%
	High	16	13.3%

From the above table 1 it is inferred that the level of Technological Competency of school teachers is Average in Nature.

### Hypothesis - 2

There is no significant difference in the Technological competency of school teachers with respect to their gender.

**Table - 2**

**Mean Difference of Technological Competency Scores of School Teachers with regard to Gender**

Variable	Gender	Number	Mean	Standard Deviation	't' value	Level of significant
Technological Competency	Male	58	71.68	13.881	2.06	0.05
	Female	62	69.48	12.03		

It is seen from the above table that the 't' value calculated is 2.06, which is greater than the table value 1.96 at 0.05 level of significance. Hence, the hypothesis 1 is rejected and it is concluded that there is significant difference in the technological competency of school teachers with respect to their gender. It is also inferred that male teachers are having better technological competency than the female teachers.

### Hypothesis - 3

There is no significant difference in the technological competency of school teachers with respect to their professional qualification.

**Table - 3**

**Mean Difference of Technological Competency Scores of School Teachers with regard to Professional Qualification**

Variable	Professional Qualification	Number	Mean	Standard Deviation	't' value	Level of significant
Technological Competency	D.T.Ed.	46	66.71	11.08	3.93	0.01
	B.Ed.	74	70.69	13.871		

It is seen from the above table that the 't' value calculated is 3.93, which is greater than the table value 2.58 at 0.01 level of significance. Hence, the hypothesis 2 is rejected and it is concluded that there is significant difference in the technological competency of school teachers with respect to their professional qualification. It is also inferred that B.Ed. qualified teachers are having better technological competency than the D.T.Ed qualified teachers.

## Findings of the Study

1. The level of Technological competency of school teachers is average.
2. There is significant difference in the Technological competency of school teachers with respect to their gender.
3. There is significant difference in the Technological competency of school teachers with respect to their professional qualification.

## Suggestions of the study

The suggestions developed within the frame of the research findings are below:

- Technological infrastructure of schools should be improved.
- Materials and software about the area should be developed and offered to teachers for use.
- Courses on how to use technology in lessons should be designed for teachers.

## Conclusion

In the present study showed that there was a average-level technological competency of school teacher in Tindivanam District. Also, there is significant difference in the Technological competency of school teachers with respect to their gender and professional qualification.

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