

COMPETENCY TO ICT AMONG TEACHERS IN DIGITAL LEARNING

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Abstract

In the emerging countries, ICTs are used largely to increase access and to improve the relevance and quality of education. ICTs have validated prospective to increase the options, access, participation, and success for all students. Digital learning refers to the variety of literacies related with the use of new technologies. Digital learning is an essential life skill in today's knowledge increased the information of the world. Digital learning establishes new practices relatively than new instances of established practices. Expertise in digital literacy discusses to the capability to read and write using online sources, and includes the aptitude to select sources related to the task, produce information into a logical message, and communicate the message with an audience defined digital learning as the ability to find and evaluate information by using ICT.

Keywords: ICT, Digital learning, teaching learning process, competency,

I. INTRODUCTION

ICTs in the emerging world have the possible to improve the education experience for children who:

- live in rural and remote-rural places
- have special learning requirements
- have physical disabilities limiting their access to schools
- have released out and have kept themselves out of school for various explanations
- aim for superiority and fail to get fulfilled in the modern system

Teachers and learners in the emergent world are no longer exclusively reliant on physical media such as printed textbooks which are repeatedly times outdated. Present technology, has the ability to access professionals, specialists, and leaders in their fields of interest, around the domain at any specified time.

Digital literacy

Digital literacy should be implicit to mean the basic skill or ability to use a computer definitely, safely and successfully. With, the capability to use office software such as word processors, email and presentation software, the talent to create and edit images, audio and video, and the capacity to use a web browser and internet search engines. These are the skills the teachers of other subjects at secondary school should be competent to adopt that their students have, as an equivalent of creature able to read and write.

Digital skills include the ability to achievement the opportunities offered by ICT, and use them critically and creatively in education and work. Digital skills also include the aptitude to be critical to sources and assess satisfied. Use of digital tools is a skills the individual must obtain preserve and frequently develop. Digital competence that is the skills, concepts, methods and approaches. Digital usage that denotes to the application of digital competence within a specific framework such as a school; and Digital transformation which includes creativity and modernisation in the digital domain.

ICTs can be used in digital literacy education to improve administrative efficiency. To disseminate teaching and learning materials to teachers and students. To improve the ICT skills of teachers and students and allow teachers and students access to sources of information from around the world to share ideas on education and learning , collaborate on joint projects and conduct lessons from a remote location.

Though, the use of information and communication technologies in the education development has been divided into two broad types: ICTs for Education and ICTs in Education. ICTs for education suggest the growth of information and communications technology explicitly for teaching and learning purposes, while the ICTs in Education implicates the implementation of general components of information and communication technologies in the teaching learning process.

ICT Competency

Competency is the skill of an individual to do a job well or execute perfectly. A competency is a set of defined activities that provide a structured guide facilitating the identification, assessment and development of the behaviours in individual.

Hence, Competence is defined as “the ability to combine and apply relevant attributes to particular tasks in particular contexts. These attributes consist of high levels of knowledge, values, skill, personal outlooks, understandings and proficiencies, and the ability to put those combinations into practice in an suitable way”

An ICT competency defines what a teacher should know to be competent to use technology in his/her professional exercise. These consist of competency in creating personal use of ICT .Mastery of a range of educational hypotheses that make use of ICT; Making use of ICT as concentrations tools. Using ICT as tool for teaching Learning a range of assessment patterns which contains use of ICT, and Accepting the policy scopes of the use of ICT for teaching and learning.

II. REVIEW OF LITERATURE

Albirini (2016) who stated that technology competence includes not only technology knowledge but also the skills and experience important to put them into use. Technology competency agrees the teachers to turn into most effective individuals in distributing with daily tasks such as to communicate with the student’s parents; to keep records; to do research in their possibility domain; and to prepare performances.

According to Albirini (2016), computer competence refers to educators beliefs about their computer knowledge and skills. Computers are an essential part of many work places and employers need both men and women with computers skills.

Aidatun Tasir, et al, (2012), examined the study on “Relationship between Teachers’ ICT Competency, Confidence Level, and Satisfaction toward ICT Training Programmes: A Case

Study Among Postgraduate Students”. The study aimed to find out the relationship among teachers’ ICT competency, teachers’ confidence level in using ICT and teachers’ satisfaction on ICT training programmes.

III. METHODOLOGY

Research problem

The title of the present study is “Competency towards Information and Communication Technology among teachers in digital literacy”

Objectives of the study

- To evaluate the level of competency towards Information and Communication Technology among teachers in Thanjavur District.
- To study the variance in the level of competency towards Information and Communication Technology among teachers between the groups regarding gender, age group, educational qualification, school type and school Location.

Hypothesis

1. There is no significant difference between male and female Secondary school teachers’ Competency towards Information and Communication Technology.
2. There is no significant difference between below 40 and above 40 age groups in Secondary school teachers’ Competency towards Information and Communication Technology.
3. There is no significant difference between Under Graduate and Post Graduate Secondary school teachers’ Competency towards Information and Communication Technology.
4. There is no significant difference between Aided and Un-Aided Secondary school teachers’ Competency towards Information and Communication Technology.
5. There is no significant difference between Rural and Urban area Secondary school teachers’ Competency towards Information and Communication Technology.

Research methodology

Normative survey technique has been applied in present study.

Sample size

The sample contains of 350 teachers from both Aided and Un-Aided schools, Thanjavur District.

Tools

Competency towards Information and Communication Technology questionnaire was designed and standardized by O.Yusuf & R Balogun (2011) Nigerian used for the study.

Variable of the study

The normal variables are used in this study. These study determines to explore this variable with respect to gender, age, educational qualification, types of schools and locality of teachers.

Statistical techniques used

The data collected by the investigator from the sample were evaluated statistically. That the variables were examined by using Descriptive Analysis (Mean, SD) and Differential Analysis ('t' test) to be used.

IV. DATA ANALYSIS AND INTERPRETATION

a. Descriptive Analysis

TABLE 1:
Mean and standard Deviation of competency towards ICT among Teachers in Digital Literacy

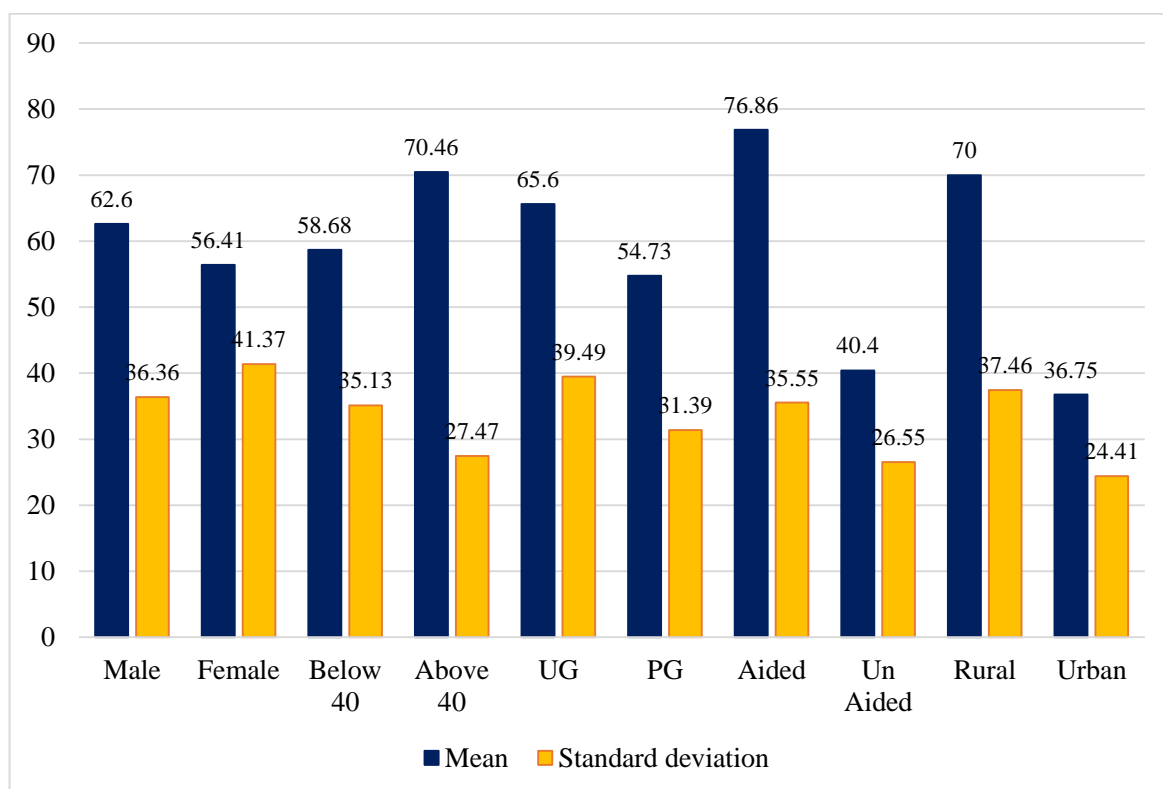
Variable	No.	Mean(\bar{X})	Standard deviation(σ)
Competency in ICT	350	63.68	38.54

TABLE 2:
Mean and Standard Deviation of Competency towards with respect to demographic variables ICT among Teachers in Digital literacy

Variable	No.	Mean(\bar{X})	Standard deviation(σ)
Gender			
Male	230	62.60	36.36
Female	120	56.41	41.37
Variable	No.	Mean(\bar{X})	Standard deviation(σ)
Age			
Below 40	220	58.68	35.13
Above 40	130	70.46	27.47
Educational qualification			

UG	200	65.60	39.49
PG	150	54.73	31.39
School Type			
Aided	150	76.86	35.55
Un Aided	200	40.40	26.55
Locality			
Rural	230	70.00	37.46
Urban	120	36.75	24.41

Figure shows the Mean and Standard Deviation of competency towards ICT among teachers in Digital Literacy



b. Differential Analysis :**TABLE 3: Shows Mean, SD and 't' Value of competency in ICT among Teachers in digital literacy**

Variable	No.	Mean (\bar{X})	Standard deviation (σ)	't' test	Signification @ 5% level
Gender					
Male	230	62.60	36.36	0.67	NS
Female	120	56.41	41.37		
Age					
Below 40	220	58.68	35.13	0.29	NS
Above 40	130	70.46	27.47		
Educational qualification					
UG	200	65.60	39.49	0.38	NS
PG	150	54.73	31.39		
School Type					
Aided	150	76.86	37.46	0.003	NS
Un Aided	200	40.40	24.41		
Locality					
Rural	230	70.00	4.44	0.004	NS
Urban	120	36.75	3.30		

Findings

- There is no significant difference between male and female secondary school teachers with respect to Competency towards Information Communication Technology.
- There is no significant difference between below 40 and above 40 age groups in secondary school teachers with respect to Competency towards Information Communication Technology.
- There is no significant difference between Under Graduate and Post Graduate in secondary school teachers with respect to Competency towards Information Communication Technology.
- There is no significant difference between Under Aided and Un-Aided secondary school teachers with respect to Competency towards Information Communication Technology.
- There is no significant difference between Rural and Urban area secondary school teachers with respect to Competency towards Information Communication Technology.

SUGGESSTIONS FOR FURTHER STUDY

- This study can be extended to higher secondary school teachers, arts and science college lectures and professional college professors.
- This study is limited only to the selected secondary school teachers in Thanjavur revenue district only and it to be extended to all types of schools and colleges.
- The present study was carried out during the short period of time with limited samples. The findings and conclusion are need to be verified larger group size of the samples.

CONCLUSION

Digital literacy this become a perquisite for creativity, innovation and entrepreneurship and without it citizens can neither participate fully is society nor acquire the skills and knowledge necessary to live in the 21st century. The skills required to achieve digital competence. It is supported by basic abilities in ICT and the use of computers to retrieve, assess, store, produce, present and interchange information, and to communicate and share in collaborative networks via the internet. However, both correlation coefficients between teachers ICT competency and teachers' confidence level in using ICT with teachers' satisfaction toward ICT training programmes were moderate. Students want to be able to solve difficult complications in real time. Students must to be able to consider differently and creatively in both digital and non-digital environments to create new and useful resolutions. This consist of both the skill to use new ICT tools and the media knowledge skills to handle the torrent of images, text and Audio visual content that continuously transfer across the global networks.

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