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## DEPENDANCE OF PERSONAL AND INTERVENIG VARIABLES ON PROFESSIONAL COMPETENCIES OF UNIVERSITY TEACHERS

Manju S.<sup>1</sup> and Dr. R. Venkateswaran<sup>2</sup>

<sup>1</sup>Ph.D. Research Scholar, Research & Development Centre, Bharathiar University, Coimbatore, Tamil Nadu.

<sup>2</sup>Principal, Periyar University Constituent College of Arts and Science, Idappadi, Salem, Tamil Nadu .

### ABSTRACT: -

**T**he present study is an attempt to investigate the association between professional competency on the personal and intervening variables among the selected university teachers. For this study, a sample of 279 university teachers from various faculties of different state,



central, aided and deemed universities from Tamil Nadu were collected and analyzed. Data was collected using survey monkey online portal. Thus the collected data were analyzed using chi-square test to find the association between professional competency on the personal and intervening variables among the selected

university teachers and the findings indicated that designation, locality and type of university among the personal variables and Online Learning Experience among the intervening variables have a very significant association with professional competency of the selected university teachers.

**KEYWORDS:** Professional Competency, Online Learning and Teaching Experience.

### INTRODUCTION :

In the age of a techno-scientific revolution, when the quantity of knowledge and information is expanding exponentially, and increasingly varied student population are burgeoning, the quality of training for teacher and the quality of teaching in higher education also have to be appropriate to the needs of learning to learn, learning to do, learning to be and learning to live together.

Learning how to work with the technology and take advantage of networking in learning are the key issues in the higher education. Therefore, ICT is seen as important milestone in the future of higher education.

The traditional transmission of knowledge from teacher to student is no longer adequate in technological age. Every profession demands certain specific skills and competence on the part of its practitioners. Teaching is a profession, one should demonstrate certain skills and competencies which can influence learning in the students and help them to achieve their goal of life.

### LITERATURE REVIEW

Mudasiru O. Yusuf et al. (2011) studied the importance of ICT in empowering teachers and learners, and enhancing teaching and students' achievement has been highlighted in several studies. Findings revealed that majority of the student-teachers have positive attitude towards the use of ICT and they are competent in the use of few basic ICT tools. Overall, no significant difference was established between male and female student-

teachers’ attitudes and use of ICT. The implication is that the student-teachers lacked the necessary competence in the full integration of ICT in the curriculum.

Kulkarni (2011) studied the teaching competency of D.Ed. trained teachers working in up-graded primary schools of Karnataka with regard to age, gender, localities, graduates and undergraduates, science and arts, 5 years and more than 5 years of teaching experiences. The findings of study reveals that the age group between 25-40 and above 41 years, male and female rural and urban teachers and 5 years and above 5 years of teaching experienced teachers differ significantly in respect of their teaching competency. However, arts and science teachers and graduate and undergraduate teachers do not differ significantly in respect of their teaching competency.

**RESEARCH DESIGN**

Since the objective of the present study is to find out the relationship on usage of internet on the personal and intervening variables among selected university teachers a non-experimental ex post facto survey method was adopted. The data were collected from 279 university teachers from various faculties of different state, central, aided and deemed universities from Tamil Nadu through an online survey using Survey Monkey portal with Teachers Professional Competency Scale and Personal Information sheet developed by the investigators. While quantitative data from Survey Monkey portal were analyzed using inferential statistical methods.

**NALYSIS AND INTERPRETATION**

**HYPOTHESIS: 1:** There will be no significant association between professional competency with personal and intervening variables among the selected university teachers.

Association of professional competency with personal and intervening variables of the respondents has been tested using Chi Square test. The personal variables used in this study are Designation, Sex, Locality, Marital Status, Age, Faculty, Type of University and the intervening variables such as Teaching Experience, Training on Computers, Refresher Courses, Social Networking, Online Teaching Experience, Online Learning Experience and Availability of Computer with Internet. The Chi Square analysis reveals that associations of professional competency with designation, locality, type of university and Online Learning Experience are significant. Results of Chi Square Test for professional competency with personal and intervening variables are presented in Table-1.

**TABLE 1: RESULTS OF CHI SQUARE TEST FOR PROFESSIONAL COMPETENCY WITH PERSONAL AND INTERVENING VARIABLES**

Category of Variables	Variables	Chi Square Value	df	Sig. p	5% Level of significance
Personal Variables	<b>Designation</b>	<b>17.374</b>	<b>9</b>	<b>.043</b>	<b>Significance</b>
	Sex	5.996	3	.112	No Significance
	<b>Locality</b>	<b>9.219</b>	<b>3</b>	<b>.027</b>	<b>Significance</b>
	Marital Status	3.561	3	.313	No Significance
	Age	12.002	6	.062	No Significance
	Faculty	7.968	6	.240	No Significance
	<b>Type of University</b>	<b>9.540</b>	<b>3</b>	<b>.023</b>	<b>Significance</b>
Intervening Variables	Teaching Experience	6.913	6	.329	Association is not significant
	Training on Computers Applications	1.799	3	.615	Association is not significant
	Refresher Courses	5.218	3	.156	No Significance
	Social Networking	5.812	3	.121	No Significance
	Online Teaching Experience	4.262	3	.235	No Significance
	<b>Online Learning Experience</b>	<b>9.544</b>	<b>3</b>	<b>.023</b>	<b>Significance</b>
	Availability of Computer with Internet	5.309	6	.505	No Significance

Table-1 shows that the association between professional competency with personal and intervening variables among the selected university teachers. According to the table Chi Square value is statistically significant only for the personal variables like designation, locality, and type of university and for intervening variable online Learning Experience are significant at 0.05 levels. However, Chi Square value is not significant for all the other personal and intervening variables used in the study. Hence the hypothesis-1 is accepted and inferred that that designation, locality and type of university among the personal variables and online Learning Experience among the intervening variables have a very significant association with professional competency of the selected university teachers.

### FINDINGS AND DISCUSSIONS

This study found that designation, locality and type of university among the personal variables and Online Learning Experience among the intervening variables have a very significant association with professional competency of the selected University Teachers.

### CONCLUSION

This study has revealed the association of professional competency between the personal and intervening variables of selected university teachers. Further, this study insists the university teachers to be advanced. Teachers must not fall behind and have to grow up with their students. In the content of being taught, there should be something new and learnable. When planning lesson, teachers must adapt course books by searching the internet to find more supplementary information. Introducing something new or breakthrough can make students more interested in the lesson and the teachers will be made more advanced in their thought and become more ambitious. This underscores the need to improve the ICT contents of teacher education programs in universities in developing nations.

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