

TEACHING COMPETENCY OF ENGLISH TEACHERS IN RELATION TO DIGITAL LITERACY

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Abstract

The present investigation has been undertaken in order to study the English teaching in relation to Digital literacy. Teaching Competency Scale of English Language Teachers (TCSELT) constructed and standardized by Dr.R. Mahalakshmi (2013) and Digital Literacy Questionnaire (DLQ) constructed and validated by the Investigator (2018) have been administrated to a cluster sampling technique sample of 310 English teachers working in Cuddalore District in Tamilnadu, India. The statistical techniques adopted to analyse the collected data were descriptive, differential and correlation analysis. Findings revealed that the Teaching competency of English teachers is high and Digital literacy is average. It is found that English teachers differ significantly in teaching competency in respect of Gender, Professional qualification and they do not differ significantly in teaching competence in respect of type of school management. It is found that English teachers significantly differ in digital literacy in respect of Gender, Type of school management and they do not differ significantly in digital literacy in respect of professional qualification. It is found that there is a positive and significant relationship between teaching competency and digital literacy of English teachers.

Keywords: Teaching Competency, Digital Literacy, Gender, Type of School Management, Professional Qualification, English Teachers.

1. Introduction

Teachers are the architects of a nation. The progress and development of each nation is highly depended upon the competence and quality of its teachers. Teachers are undoubtedly the most significant contributors of educational development of a nation. Flourishing national development and a society truly prosperous with advanced skills and knowledge all begins from its teachers.

Teaching of English as a foreign language is now one of the most important subjects in most of the countries for non-native learners. The implementation of English has brought along the need to establish clear objectives that are different to the ones traditionally assigned to secondary level. While in secondary schools are remaining as a teaching based in the formal aspects of the language teaching.

Digital literacy is a series of communication competencies, including the ability to access, analyze, evaluate and communicate information in a variety of forms, including print and non-print messages. It is the ability to encode and decode the symbols transmitted via media and the ability to synthesize, analyze and produce mediated messages. Digital literacy education in the educational field dedicated to teaching the skills associated with media literacy. Digital literacy refers to the ability to access, analyze, evaluate and create digital messages of all kinds.

2. Need and Importance of the Study

The importance of the study was also felt because it will give an additional knowledge to the area of research about English language teachers and will reveal the prevailing competency levels of English language teachers so as it will help to conduct the pre-service and in-service programmes for the English language teachers. This study helps the teaching community to assess which independent variables are more closely related to the dependent variable Teaching competency. The findings of the study will direct the policy makers, curriculum planners, teacher educators and English language teachers to modify the teaching strategies of English language teaching to optimize English language learning.

3. Operational Definitions

Teaching Competency

Teaching competency refers to the ability of English language teachers to make use of their language proficiency, content knowledge, teaching skills, ICT competence and communicative competence in English Language learning environment, as perceived by them.

Digital Literacy

Digital literacy refers only to a person's ability to use modern technology, such as a smartphone or tablet, it's actually much more than that. It's also about using this new technology appropriately; knowing how to communicate with different people using different tools, searching for relevant information online, identifying reliable sources, having an awareness of online safety and more.

3. Objectives of the Study

1. To find out the level of teaching competency of English teachers.
2. To find out the level of digital literacy of English teachers.
3. To find out whether there is any significant difference in the teaching competency of English teachers in respect of the following sub-samples a) Gender, b) Type of school management and c) Professional qualification.
4. To find out whether there is any significant difference in the digital literacy of English teachers in respect of the following sub-samples a) Gender, b) Type of school management and c) Professional qualification.
5. To find out whether there is any significant relationship between teaching competency and digital literacy of English teachers.

4. Hypotheses of the Study

1. The level of teaching competency of English teachers is low.
2. The level of digital literacy of English teachers is low.
3. There is no significant difference in the teaching competency of English teachers in respect of the following sub-samples a) Gender, b) Type of school management and c) Professional qualification.
4. There is no significant difference in the digital literacy of English teachers in respect of the following sub-samples a) Gender, b) Type of school management and c) Professional qualification.

5. There is no significant relationship between teaching competency and digital literacy of English teachers.

5. 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, Type of school management, Professional qualification and independent variable Digital literacy on the dependent variable Teaching competency.

6. Sample of the Study

The present investigation has been confined to representative sample of 310 English teachers studying in secondary and higher secondary schools in Cuddalore District of Tamilnadu in India. Cluster sampling technique has been employed for the selection of the sample with randomness and representativeness.

7. Tools Used for the Study

The following tools have been administered in the study for the collection of data:

1. Teaching Competency Scale of English Language Teachers (TCSELT) Construct and Standardized by Dr.R.Mahalakashmi (2013).
2. Digital Literacy Questionnaire (DLQ) Construct and Validated by the Investigator (2018).

8. Scoring Procedure

Teaching competency scale has concluded that the high score is 205 & above, average score is 180-204 and low score is 179 & below. Digital literacy questionnaire has concluded that the high score is 29 and above, average score is 20-28 and low score is 19 and below.

9. Analysis and Interpretation Data

The analysis and interpretation are given the following tables

Descriptive Analysis

Hypothesis 1

The level of teaching competency of English teachers is low.

Table-1

Showing the Mean and Standard Deviation Scores of Teaching Competency of English Teachers

| Variable | N | M | SD |
|---------------------|-----|--------|-------|
| Teaching Competency | 310 | 234.24 | 20.86 |

It is evident from the Table 1, that the calculated mean score is found to be 234.24 and the standard deviation value is 20.86 respectively, which indicates that the mean score of the total sample is high value of 205 and above. Therefore hypothesis 1 is rejected and it is concluded that the level of teaching competency of English teachers is high.

Hypothesis 2

The level of digital literacy of English teachers is low.

Table-2

Showing the Mean and Standard Deviation Scores of Digital Literacy of English Teachers

| Variable | N | M | SD |
|------------------|-----|-------|------|
| Digital Literacy | 310 | 24.35 | 4.79 |

It is evident from the Table 2, that the calculated mean score is found to be 24.35 and the standard deviation value is 4.79 respectively, which indicates that the mean score of the total sample is average value of 20-28. Therefore hypothesis 2 is rejected and it is concluded that the level of digital literacy of English teachers is average.

Differential Analysis

Hypothesis 3

There is no significant difference in the teaching competency of English teachers in respect of their gender.

Table-3

Comparison of Mean Teaching Competency Scores of English Teachers with regard to Gender

| Variable | Gender | N | Mean | SD | 't' Value | Level of Significance at 0.05 Level |
|---------------------|--------|-----|--------|-------|-----------|-------------------------------------|
| Teaching Competency | Male | 95 | 233.51 | 20.12 | 4.29 | Significant |
| | Female | 215 | 237.11 | 22.17 | | |

It is evident from the Table 3, that the calculated 't' value is found to be 4.29 which is significant. Hence, the framed null hypothesis 3 is rejected and it is concluded that the English teachers differ significantly in teaching competency in respect of gender.

Hypothesis 4

There is no significant difference in the teaching competency of English teachers in respect of their type of school management.

Table-4

Comparison of Mean Teaching Competency Scores of English Teachers with regard to Type of School Management

| Variable | Type of School Management | N | Mean | SD | 't' Value | Level of Significance at 0.05 Level |
|---------------------|---------------------------|-----|--------|-------|-----------|-------------------------------------|
| Teaching Competency | Government | 135 | 235.00 | 20.07 | 1.16 | Not Significant |
| | Private | 175 | 234.61 | 20.31 | | |

It is evident from the Table 3, that the calculated 't' value is found to be 1.16 which is not significant. Hence, the framed null hypothesis 4 is accepted and it is concluded that the English teachers do not differ significantly in teaching competency in respect of type of school management.

Hypothesis 5

There is no significant difference in the teaching competency of English teachers in respect of their professional qualification.

Table-5

ANOVA results for Teaching Competency Scores of College Students with regard to Professional Qualification

| Variable | Source of Variation | Sum of Squares | df | Mean Square | 'F' Value | Level of Significance at 0.05 Level |
|---------------------|---------------------|----------------|-----|-------------|-----------|-------------------------------------|
| Teaching Competency | Between Groups | 1261.063 | 2 | 1259.063 | 4.01 | Significant |
| | Within Groups | 175152.71 | 307 | 333.221 | | |

| Variable | Source of Variation | Sum of Squares | df | Mean Square | 'F' Value | Level of Significance at 0.05 Level |
|---------------------|---------------------|----------------|-----|-------------|-----------|-------------------------------------|
| Teaching Competency | Between Groups | 1261.063 | 2 | 1259.063 | 4.01 | Significant |
| | Within Groups | 175152.71 | 307 | 333.221 | | |
| | Total | 176414.34 | 309 | | | |

From table 5, ANOVA results shows, this difference is significant [F_(2,307) = 4.01 > P at 0.05]. Hence, the framed null hypothesis 5 is rejected and it is concluded that there is a significant difference in the teaching competency of English teachers in respect of their professional qualification.

Hypothesis 6

There is no significant difference in the digital literacy of English teachers in respect of their gender.

Table-6
Comparison of Mean Digital Literacy Scores of English Teachers with regard to Gender

| Variable | Gender | N | Mean | SD | 't' Value | Level of Significance at 0.05 Level |
|------------------|--------|-----|-------|------|-----------|-------------------------------------|
| Digital Literacy | Male | 95 | 23.11 | 4.21 | 2.07 | Significant |
| | Female | 215 | 24.81 | 5.12 | | |

It is evident from the Table 6, that the calculated 't' value is found to be 2.07 which is significant. Hence, the framed null hypothesis 6 is rejected and it is concluded that the English teachers differ significantly in digital literacy in respect of gender.

Hypothesis 7

There is no significant difference in the digital literacy of English teachers in respect of their type of school management.

Table-7
Comparison of Mean Digital Literacy Scores of English Teachers with regard to Type of School Management

| Variable | Type of School Management | N | Mean | SD | 't' Value | Level of Significance at 0.05 Level |
|------------------|---------------------------|-----|-------|------|-----------|-------------------------------------|
| Digital Literacy | Government | 135 | 23.51 | 4.37 | 3.21 | Significant |
| | Private | 175 | 25.08 | 5.02 | | |

It is evident from the Table 7, that the calculated 't' value is found to be 3.21 which is significant. Hence, the framed null hypothesis 7 is rejected and it is concluded that the English teachers differ significantly in digital literacy in respect of type of school management.

Hypothesis 8

There is no significant difference in the digital literacy of English teachers in respect of their professional qualification.

Table-8

ANOVA results for Digital Literacy Scores of College Students with regard to Professional Qualification

| Variable | Source of Variation | Sum of Squares | df | Mean Square | 'F' Value | Level of Significance at 0.05 Level |
|------------------|---------------------|----------------|-----|-------------|-----------|-------------------------------------|
| Digital Literacy | Between Groups | 25.324 | 2 | 15.17 | 1.09 | Not Significant |
| | Within Groups | 23673.512 | 307 | 31.78 | | |
| | Total | 23698.836 | 309 | | | |

From table 8, ANOVA results shows, this difference is not significant [$F_{(2,307)} = 1.09 < P$ at 0.05]. Hence, the framed null hypothesis 8 is accepted and it is concluded that there is no significant difference in the digital literacy of English teachers in respect of their professional qualification.

Correlation Analysis

Hypothesis 9

There is no significant relationship between teaching competency and digital literacy of English teachers.

Table-9

Showing the Correlation Values between Teaching Competency and Digital Literacy of English Teachers

| Variables | N | 'r' Value | Level of Significance at 0.05 level |
|--|-----|-----------|-------------------------------------|
| Teaching Competency and Digital Literacy | 310 | 0.131 | Significant |

From table 9 shows, the calculated 'r' value is 0.131 which indicates that there is a positive correlation between teaching competency and digital literacy scores. Therefore hypothesis 9 is rejected and it is concluded that there is a positive and significant relationship between teaching competency and digital literacy of English teachers.

10. Findings of the Study

1. The level of teaching competency of English teachers is high.
2. The level of digital literacy of English teachers is average.
3. The English teachers differ significantly in teaching competency in respect of gender.
4. The English teachers do not differ significantly in teaching competency in respect of type of school management.
5. There is a significant difference in the teaching competency of English teachers in respect of their professional qualification.
6. The English teachers differ significantly in digital literacy in respect of gender.
7. The English teachers differ significantly in digital literacy in respect of type of school management.
8. There is no significant difference in the digital literacy of English teachers in respect of their professional qualification.
9. There is a positive and significant relationship between teaching competency and digital literacy of English teachers.

11. Conclusion

In the present study the English teachers teaching competency is high and digital literacy is average. It is believed that there is a positive and significant relationship between teaching competency and digital literacy of English teachers.

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