



Manoeuvring Digital Competency of Secondary School Teachers for Future Education

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ABSTRACT

This paper examined the digital competence of secondary school teachers, working in government and private institutions. For this study 80 teachers comprising of male and female were randomly selected from secondary school teachers from government and private. For data collection Digital competence Assessment Questionnaire constructed and standardized by Shipra Shrivastava and Kiran Lata Dangwal was used. From the study it was found that there was significant differences in digital competencies between government and private secondary school teachers. On the contrary the findings of the study also revealed that there was no significant difference between male and female secondary school teachers. Technology plays a critical role in education and teachers are responsible for integrating technology into teaching and learning process therefore it has become vital for teachers to have digital competencies and skill the government should provide in service trainings to the teachers specially in government show that the become well equipped with essential technological competencies which can come handy when incorporating technology into classroom practices.

Keywords: Digital competence, Education, Private School, Government School, Secondary school Teachers

INTRODUCTION-

Reforms in the higher education is the need of hour. Digitalization of the higher education by integrating ICT (Information and communication Technology) and other technologies will help the governing bodies to plan the necessary courses to match up the needs of the job market. Acquiring computer related and other digital skills by teachers will empower them in enhancing their skills, abilities and knowledge. Digital courses can be successful only in enabling digital environment. Handling of digital tools will help educational administration by bettering the teaching learning process, evaluation,

research and extension activities. Social changes require better competencies approach in teaching learning processes. We are living in the age of globalization where information and educational content are digitized. So to acquire high quality education by remote learning the education system needs to be digitally comfortable in the digital ecosystem.

Digital competence is the word in vogue. It is defined as “the confident and critical use of information society Technology (IST) for work pleasure and communication” by the European parliament and council (2006). It is assisted by fundamental ICT abilities such

as ability to communicate and take part of collaborative networks online while using a computer in retrieving, evaluating, saving, producing, displaying and exchanging information. Digital competence has been identified as 1 of the 8 core competencies necessary for lifelong learning by the European union. The knowledge society has developed new conditions due to rapid advancement of ICT since 1990. Industrial era has been replaced by the knowledge era in many nations. A nation's economic growth depends on the development, production, processing and application of knowledge. Human epistemology and structure have been changed due to knowledge society. People use digital devices and the internet as their engagement of their life style. The living style of the people as well as their learning has changed. Covid19 pandemic has forced many institutions and groups to update their instructional techniques to give their students easy, secure and ambient learning environments (Schleicher,2020). Digital literacy and competency are so related that they are used interchangeably. Digital literacy studies are commonly taken up in English- speaking countries but other European nations barring UK are more interested in digital competencies studies (Spante, Hashemi, Lundin, & Algers, 2018). Teachers are mandated to use technology into their learning-teaching processes to suit to needs of their life and job in the market(Tondeur et al., 2017).

COVID-19 health exigencies led to rapid rise in the digital transformation (**Trust & Whalen, 2020**).

According to Cabero et al. (2020) it is important for citizens in general, and teachers in particular, to develop mastery in digital competence.

Spain's recent National Plan of Digital Competences (MINECO, 2021), advocates for acquisition of Teachers Digital Competencies (hence, TDC) at all educational levels, including the university to promote sustainable and inclusive economic growth.

The COVID-19 pandemic has instigated teachers to make necessary changes in their instructional methods to suit remote learners. The pandemic data shows that many teachers used opportunities provided by technology to conduct virtual activities and make use of many materials (**Cabero, 2020; Casado-Aranda et al , 2021; Usher et al., 2021**).

The research based on the DigComp framework showed pre-service teachers' digital capabilities in an elaborative manner **Napal-Fraile et al. (2018)** did study of 43 secondary school teachers in Spain having master's degrees reported on their perceptions about digital competence.

Krumsvik, Jones, fstegaard, and Eikeland (2016) tried to find out the correlation between the demographic's of 2477 instructors in Norway and their digital credentials.

Objectives

- 1.To find out the Digital competence of male and female teachers of Private secondary schools.
2. To study the Digital competence of male and female teachers of government secondary schools.
3. To compare the Digital competence of teachers of government and private secondary schools.

Hypothesis

The following hypothesis were formulated for this study.

1. There is no significant difference between Digital competence of male and female teachers of Private secondary schools.

2. There is no significant difference between Digital competence of male and female teachers of government secondary schools.

3. There is no significant difference between Digital competence of Teachers of government and private secondary schools.

PLAN AND PROCEDURE

METHOD OF THE STUDY

In this research survey method under the descriptive research was used.

POPULATION

All secondary school teachers of Prayagraj district were considered as population.

SAMPLE AND SAMPLING TECHNIQUE

The sample was selected by using stratified random sampling techniques. A sample of 40 government teachers of secondary schools (20 male and 20 female) and 40

private teachers of secondary schools (20 male and 20 female) were selected for the present study.

TOOL USED Digital competence Assessment Questionnaire constructed and standardized by Shipra Shrivastava and Kiran Lata Dangwal was used for the present study.

STASTICAL ANALYSIS USED

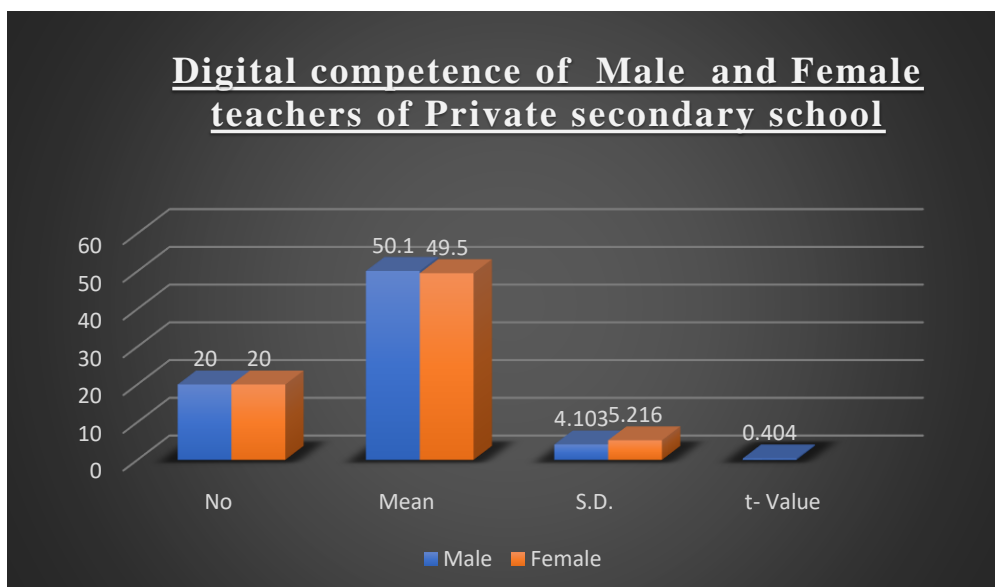
The analysis and interpretation of the data was done by calculating the mean, SD, t-value.

RESULT AND DISSCUSIOIN

OBJECTIVE-1 To compare the Digital competence of male and female teachers of Private secondary schools.

Table 1: Mean ,SD and T- ratio showing difference in Digital competence of male and female teachers of Private secondary schools.

| Gender | No | Mean | S.D. | t- Value |
|--------|----|------|-------|----------|
| Male | 20 | 50.1 | 4.103 | 0.404 |
| Female | 20 | 49.5 | 5.216 | |



From the Table-1 it is clear that the calculated value of t-ratio 0.404 is less than the table value of t-ratio at 0.1 level of

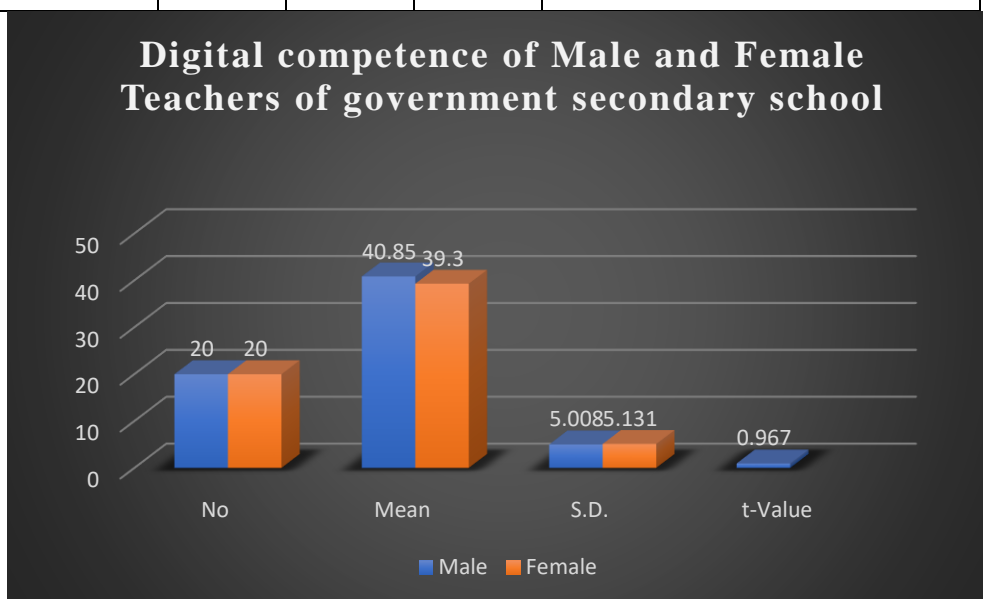
significance. Therefore, the research hypothesis is rejected that there is significant difference in digital competence

of male and female teachers of Private secondary schools and the null is accepted at 0.1 level of significance that there is no significant difference in digital competence of male and female teachers of Private secondary schools.

OBJECTIVE-2 To compare the Digital competence of male and female teachers of government secondary schools.

Table 2: Mean ,SD and T- ratio showing difference in Digital competence of male and female teachers of government secondary school.

| Gender | No | Mean | S.D. | t-Value |
|--------|----|-------|-------|---------|
| Male | 20 | 40.85 | 5.008 | 0.967 |
| Female | 20 | 39.3 | 5.131 | |



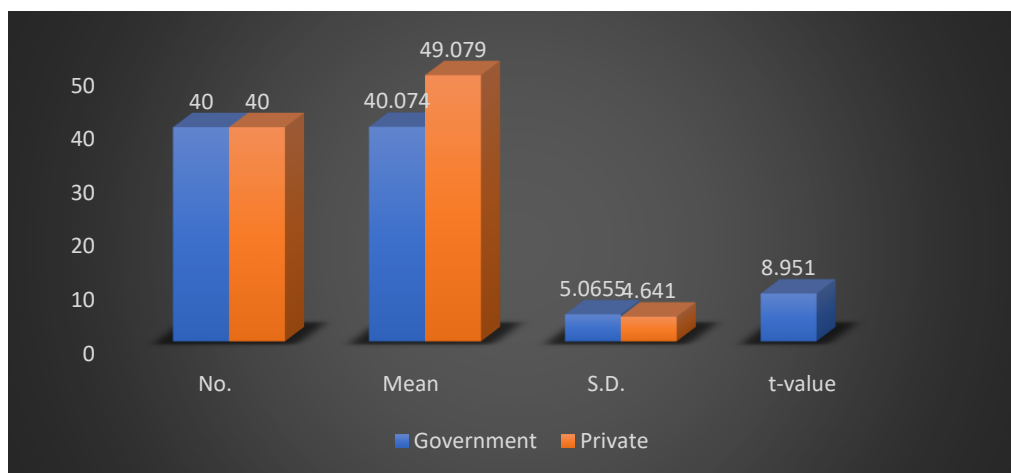
From the table-2 It is clear that the calculated value of t- ratio 0.967 which is less than the table value of t-ratio. therefore, the null hypothesis is accepted at 0.1 level of significance that there is no significant difference in digital competence of male and female teachers of government secondary school. Therefore, the research hypothesis is rejected that there is significant difference in digital competence of male and female teachers of government secondary school. Hence it is stated that there is no significant difference in digital competence male and female teachers of government secondary school. For the above result the following reasons may be

possible government male and female are similar in digital competence because they are similar in their knowledge, skill, education, social environment and background.

OBJECTIVE-3To find out the Digital competence of teachers of government and private secondary schools.

Table 3: Mean, SD and T- ratio showing difference in digital competence of teachers of government and private secondary schools.

| Institution | No. | Mean | S.D | t-value |
|-------------|-----|--------|--------|---------|
| Government | 40 | 40.074 | 5.0655 | 8.951 |
| Private | 40 | 49.079 | 4.641 | |



From the Table-3 it is clear that the calculated value of t-ratio 8.951 which is greater than the table value of t-ratio at 0.1 level of significance. Therefore, the null hypothesis is rejected at 0.1 level of significance that there is no significant difference in digital competence of teachers of government and private secondary school and hence the research hypothesis is accepted that there is significant difference in digital competence of teachers of government and private secondary school level.

It is observed from table-3 that the mean of digital competence of teachers of government secondary level is 40.074 and the mean of digital competence of teachers of Private secondary level is 49.079. It indicates that there exists significant difference in digital competence between teachers of government and Private secondary level. So, it is stated that teachers of Private secondary schools have better digital competence than teachers of government secondary schools.

CONCLUSION

There is no significant difference in the digital competence of male and female teachers of Private secondary schools. Similarly, there is no significant difference in the digital competence of male and female teachers of government secondary schools. On the contrary there is significant difference in digital competence of government and private teachers of secondary school. The findings exhibit that there is disparity between government and private schools regarding acquiring of digital skills. Private school teachers are more innovative with regard to adoption and use of digital contents. The paper highlights the collaboration between private and government school could provide better and faster learning of government school teachers and thus the gap between them could gradually reduce. Private school have better handling of digital space as they are more equipped. The paper points that better training of

government teachers can develop more innovation among them and inspire them to have better adoption owing to greater ease in handling digital ecosystem with appropriate help from private sector teachers. Technology plays a critical role in education and teachers are responsible for integrating technology into teaching and learning process therefore it has become vital for teachers to have greater digital competencies.

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