The purpose of this investigation was to establish the relationship between the use of new technologies and their effect on the competitiveness of university teachers. As theoretical foundations studies took Núñez (1999), Gallego (1997), Porter (1991), Medrano (1993), Gisbert (1992), Mueller (1996), Milkovich (1991), Rodríguez and Ramírez (1997), among others. The research is descriptive and correlational field under a non-experimental design, we assumed a population of one hundred seventy-three (173) for Teachers College Dr. Rafael Belloso Chacín (CUNIBE) and three hundred fifty-one (351) teachers for the Instituto Universitario de Tecnología de Maracaibo (IUTM), where a sample was taken for CUNIBE sixty four (64) And IUTM seventy-eight (78). The population is stratified worked so careers in institutions mentioned above. Design is one (1) questionnaire consisting of fifty-eight (58) items divided as follows: thirty-six (36) for the variable new technologies and twenty-two (22) for the level of competitiveness, in terms of the variables and respective dimensions, with five response options to assess the use of new technologies and the competitiveness of university teachers. Content validity was determined by expert opinion, while reliability was calculated by the Cronbach coefficient estimated at rrt: 0.9522 for the variables of new technologies and competitive level. The data obtained were interpreted using descriptive statistics, we used the Pearson coefficient to establish the correlation between variables, which indicates the result of $r = 0.07021$, determining that there is a positive impact significant positive medium to new technologies regarding the level of competitiveness.

**Keywords**

New technologies, Competitiveness, University teachers.