Abstract

This study was aimed at describing the technical competencies of university teachers in terms of research. The study is classified as descriptive, with a nonexperimental, transversal field design. Research was supported theoretically by the contributions of Tobón (2007), Maldonado (2002) and Benavides (2002), among others. The total population consisted of 224 teachers at the L.U.Z. East Lake Coast Nucleus; a sample of 86 teachers was used. Data was collected using a Lickert scale type instrument, which was submitted to content validation using expert opinion; internal consistency was checked through the item-total correlation. Reliability was determined using the Alpha Cronbach method, resulting in a rtt of 0.9518 for the instrument that measures the variable technical competencies. Data were analyzed with descriptive statistics. It was concluded that in the knowledge dimension, teachers manifest the need to reinforce updating, have weaknesses in terms of experience in the area and in the dissemination and coordination of projects. As for skills, these are high for research proposals but weak in statistical aspects and constructing measuring instruments.

Keywords

Technical competencies, research skills, knowledge.