



Techno Pedagogical Skills Of Prospective Teachers

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ARTICLE INFO	ABSTRACT
	<p>The Techno-pedagogical skills will directly or indirectly assist teacher education programmes. Beyond personal technology usage skills, technological pedagogical content knowledge includes knowledge of how to integrate technology with subject matter and the technology itself. The present Study is an attempt to the level of techno pedagogical skills of prospective Tamil teachers and to find out if there is any significant difference in their level with respect to gender. Survey method was adopted to collect data from 450 samples of Prospective Teachers in Villupuram and Chengalpattu districts. The tools used for the present study is techno pedagogical scale, an investigator made and standardized scale. The findings of the present study revealed that there exists moderate level of techno pedagogical skill found among prospective Tamil teachers. There is a significant difference between the male and female prospective teachers in techno pedagogical skills.</p> <p>Keywords: Techno pedagogical skills, content knowledge Prospective teacher gender, survey method.</p>

INTRODUCTION

Technology promotes effective, user-centric, interdisciplinary, self-paced real-time teaching. It meets the needs of individual learners and is applicable to all learning methods. Therefore, it is widely used for teaching purposes in the education sector. Techno-pedagogical skills are those skills needed to use technology for pedagogical reasons and the competence to integrate technology into teaching. In the present study, techno-pedagogical skills include sub-skills such as: basic technological skills, technology usage skills for knowledge acquisition and personal development, technology usage skills for planning and preparing lesson plans. Technology can provide powerful environments eliciting modern views of learning. It depends on how teachers interpret the uses of tools and how they use them to transform the learning processes.

NEED AND SIGNIFICANCE OF THE STUDY

We are growing more and more reliant on new developments as technology advances. It not only makes our lives simpler but also more efficient. The digital transformation has significantly impacted the educational landscape by enhancing accessibility, interactivity, and effectiveness. With the increasing availability and accessibility of microcomputers, instruction that combines sound learning principles with the functionality of computers forms a potentially effective teaching method. Effective technology use includes such activities as linking curriculum outcomes with various technologies, establishing a learning context of discovery and process in the use of technology, collaborating with others both face -to-face and virtually to achieve learning outcomes, simulating real-world environments, and assessing outcomes. Teacher trainees can use technology to assist effectively and efficiently achieving curriculum objectives. Technology can provide powerful environments eliciting modern views of learning but may not change teachers' beliefs and practice. The main objective of the present study is to the level of techno pedagogical skills of prospective Tamil teachers and to find out if there is any significant difference in their level with respect to gender.

REVIEW OF LITERATURE

Sanjukta Bhuyan (2020) conducted a study on techno pedagogical skills of bachelor of education students of Odisha. The results of the study revealed that B.Ed students have positive and high techno-pedagogical skills in terms of learning, implementing instructional strategy and evaluation. Further, there is no significant difference found between male and female B.Ed students in techno- pedagogical skills and there is no significant difference found between male-arts and female-arts B.Ed students in their techno pedagogical skills but there is significant difference found between male-science and female science B.Ed students in their techno pedagogical skills.

Dominguez and Bezanilla, (2021) researched on “digital competence in the training of pre-service teachers: perceptions of students in the degrees of early childhood education and primary education”. The findings of the results revealed that there is no statistically significant difference regarding gender and type of university education degree.

OBJECTIVES OF THE STUDY

The following objectives were framed for the present investigation.

1. To find out the level of techno pedagogical skills among Tamil Prospective teachers.
2. To find out if there is any significant difference in the level of techno pedagogical skills among Tamil Prospective teachers with respect to Gender

HYPOTHESES

The following hypotheses were formulated based on the above objectives for the present investigation.

- i. The level of techno pedagogical skills among Tamil Prospective teachers is moderate.
- ii. There is no significant difference in the level of techno pedagogical skills among Tamil Prospective teachers with respect to Gender.

METHOD OF INVESTIGATION

Method used : Survey method was adopted to collect the data from the prospective teachers. The population of the study consists of all the prospective teachers in colleges of education in Chengalpattu and Villupuram districts. From the population, 450 representative samples were randomly selected from the selected colleges and used Simple Random sampling technique.

FINDINGS

Hypothesis 1

The level of techno pedagogical skills among Tamil Prospective teachers is moderate.

Table 1. Level of techno pedagogical skills among Tamil Prospective teachers

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Techno pedagogical skills	120	26.67	180	40.00	100	33.33

The above Table 1 reveals that, the higher level of level of techno pedagogical skills among prospective teachers is found to be 33.33%, moderate percentage is 40% and 26.67% is at low level. The highest score is found in moderate level and hence the hypothesis, “The level of techno pedagogical skills among Tamil Prospective teachers is moderate” is **accepted**.

Hypothesis 2

There is no significant difference in the techno pedagogical skills among Tamil Prospective teachers with respect to Gender.

Table 2. Significant difference in the techno pedagogical skills among Tamil Prospective teachers with respect to Gender

Gender	N	Mean	SD	t-value	Remark
Male	150	66.75	7.76	4.61	Significant
Female	300	64.75	6.11		

The above Table 2 reveals that, the calculated value is greater than the table value and hence the hypothesis, “There is no significant difference in the techno pedagogical skills among Tamil Prospective teachers with respect to Gender” is **rejected**.

INTERPRETATION & DISCUSSION

The results of the present study show that there exist moderate level of techno pedagogical skills among prospective teachers and also there is a significant difference in the techno pedagogical skills among Tamil Prospective teachers with respect to Gender. The mean score of male prospective teachers is greater than females. Nowadays, the majority of educational institutions have ICT facilities right inside their colleges. They are raising awareness of the value and usefulness of technology in the field of teacher education. Only those teacher training graduates who have been educated in a creative, inventive, and effective manner to apply techno-pedagogical abilities to nurture pupils in line with the demands of changing times may play an effective role.

CONCLUSION

The present study reveals that the Techno-pedagogical skills of prospective teachers are moderate and significance difference in gender. Modern education emphasizes technology-enhanced learning, a teacher's techno-pedagogical expertise aids in the selection of the most successful teaching techniques and instructional resources.

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