



TECHNO PEDAGOGICAL SKILLS AMONG TEACHER EDUCATORS IN RELATION TO CERTAIN SELECT VARIABLES

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ABSTRACT

A survey was conducted to study the Techno Pedagogical Skills (TPS) of teacher educators in Cuddalore district. One hundred and fifty teacher educators were chosen randomly and used as sample for the present study. A 5-point Likert type of scale was prepared and standardized by the researchers and used as the tool for the study. The scale consists of 51 statements with five responses. The collected data were analyzed by using the SPSS package. The result revealed that TPS of teacher educators were high. But, the TPS of the teacher educators differ with respect to the gender, and those who attended computer course and usage of technology.

KEY WORD: Techno Pedagogical Skills (TPS), Teacher Educators, Background Variables.

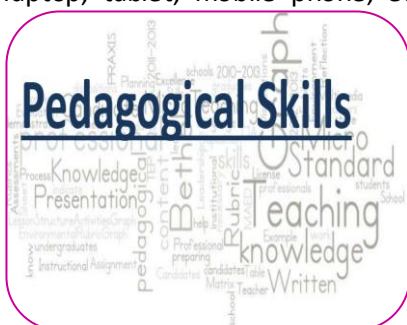
INTRODUCTION

Over the last few decades, technology made immense changes to human life. Now we move towards digital revolution. The students of this generation are technological learners. Technology enhances the relationship between teacher and student. It makes the teaching learning process more meaningful, interesting and attractive way. Here, the role of teacher is changed into mentor, coach, advisor, encourager, content expert, etc. Hence, it is a high time to utilize technology for all walks of life, especially for teaching and learning purposes.

Techno- Pedagogy refers to electronically mediated courses that integrate the technology in day today class room practices, especially teaching, learning and evaluation. Technology mediated class room provides opportunity to learn with the teacher rather by the teacher. Role of technology influences the teaching learning process such as, Technology as a tutor, Technology as a teaching tool and Technology as a learning tool.

NEED FOR THE STUDY

Technology enhanced class room provides ample opportunity to interact with teachers, peer group and experts in the concern field. It provides multitude of teaching learning resources such as, computer, laptop, tablet, mobile phone, etc. than the text book. Technology supports the learner to fulfill their individual needs and learn at their own pace. Integrating technology in to class room is an effective way to connect the students in active way of learning; hence learner plays an active role in class room practices. Technology provides ample opportunity to teacher educators, teachers and students to access the most up to date the information quicker and easier than ever before. Teacher should be mastery in various methods of teaching not slave of one, so the teacher educators should teach the student teachers how to choose right method of teaching in right time. It is indispensable to study the TPS of teacher educators as they going to



shape the future teachers. Hence, the researcher has chosen this topic, “A study on Techno Pedagogical Skills of teacher educators in Cuddalore district”.

OBJECTIVES OF THE STUDY

1. To study the level of techno pedagogical skills among teacher educators.
2. To find out any significant difference exist in the level of techno pedagogical skills among teacher educators with respect to gender, locality, teaching experience, computer course attended and usage of technology.

HYPHOTHESES OF THE STUDY

1. The level of techno pedagogical skills among teacher educator is moderate.
2. There exist no significant difference between the techno pedagogical skills of teacher educators with respect to gender, locality, teaching experience, computer course attended and usage of technology .

METHOD USED FOR THE STUDY

The normative survey method was adapted for the present study.

SAMPLE OF THE STUDY

150 teacher educators were chosen as a sample from sixteen College of Education in Cuddalore district through simple random sampling technique.

TOOL USED FOR THE STUDY

DESCRIPTION

TPS scale was constructed and standardized by the researcher (2017). The tool is of 5-point Likert scale. The tool consists of 51 statements with five responses, such as very little extent, little extent, some extent, great extent and very great extent. The tool consists of eleven dimensions of techno pedagogical skills. Each dimension, having four to five statements.

SCORING PROCEDURE

The tool consists of positive statements, hence the scoring procedure for the response as follows, 1mark for- very little extent, 2- little extent, 3- some extent, 4- great extent and 5 marks for- very great extent.

RELIABILITY AND VALIDITY OF THE SCALE

The Reliability of the TPS scale is 0.79 by Cronbach’s alpha coefficient method by using split-half test. High reliability value ensures high validity which was examined using Exploratory Factor Analysis.

DATA COLLECTION

The researcher approached the Principals of various Colleges of Education in Cuddalore district to collect the data. The objectives of the study were explained and the sample was instructed to answer all the questions without psychological threat. If the subject is not able to comprehend any question, necessary assistance was provided by the researcher.

STATISTICAL TECHNIQUES USED FOR THE STUDY

The collected data from the sample were analyzed statistically by using SPSS package.

RESULT ANALYSIS OF THE STUDY

Hypothesis - 1

The level of techno pedagogical skills among teacher educator is moderate.

TABLE - 1

Table 1 shows the teacher educators mean, median and standard deviation of TPS

N	Mean	Median	Standard Deviation
150	158.23	158.05	36.431

The above table revealed that the mean value of TPS among teacher educators is 158.23, median is 158.05, and standard deviation is 36.431. It is inferred that the mean value 158.23 falls under the category high level (153- 203) of techno pedagogical skills. Therefore, it is concluded that the level of techno pedagogical skills among teacher educator is high. Hence, the stated hypothesis is rejected.

Hypothesis - 2

There is no significant difference between the techno pedagogical skills of teacher educators with respect to the variables gender, locality, teaching experience, computer course attended and usage of technology.

Table - 2

Table 2 shows that mean, standard deviation and 't' - value of TPS among teacher educators with respect to the gender, locality, teaching experience, computer course attended and usage of technology.

Variables	Sub Variables	N	Mean	Standard Deviation	t-Value	Level of Significance at 0.05
Gender	Male	70	162.33	36.033	2.348	S
	Female	80	154.78	35.218		
Locality	Rural	63	157.21	35.965	1.139	NS
	Urban	87	158.12	36.786		
Teaching experience	Less than 5 years	71	157.65	36.149	1.458	NS
	Above 5 years	79	158.54	36.198		
Attended computer course	Yes	82	170.61	33.658	3.986	S
	No	68	145.98	38.968		
Technology usage	Rarely	65	148.32	33.134	5.639	S
	Frequently	85	168.14	39.548		

It is inferred from the above table, there is significant difference between the TPS of teacher educators with respect to gender; those who attended computer course and usage of technology. On the other hand, there is no significant difference between TPS of teacher educators with respect to locality and teaching experience.

MAJOR FINDINGS

1. The level of techno pedagogical skills among teacher educator is high.
2. Male teacher educators have more TPS than the female teacher educators. Those who attended computer course and teacher educators who use technology frequently have more TPS than their counterpart.

3. On the other hand, the variable such as the locality and teaching experience does not significantly differ in their TPS among teacher educators.

RECOMMENDATIONS

1. In order to equip techno pedagogical skills among teacher educators, they may undergo extensive training and workshop of the concern field.
2. Apart from that, they may attend refresher courses and faculty development program to enhance techno pedagogical skills.
3. Introducing technology alone may not bring success in teaching learning process, hence, teacher should be aware of when, where and how to adopt right method of teaching.
4. Teacher educational institutions should equip and upgrade their infrastructure and facilities to access and utilize technology for teaching learning process.

CONCLUSION

“We need technology in every class room, every student and teachers hand, because it is the pen and paper for our time, and it is the lens through which we experience much of our world”. - David Warlick. In order to utilize the technology in class room, the curriculum in teacher education and attitude of the teacher educators should be modified. When the teacher educators introduce educational technology through proper methods, it makes the student actively engaged; it makes the teaching learning joyful and evaluation easier.

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