

Comparative Study

Techno-Pedagogical Competence of Private and Government Secondary School Teachers of Kashmir-A Comparative Study

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ABSTRACT

The research article's purpose was to examine the Techno-Pedagogical Competence of Private and Government secondary school teachers of Kashmir. In this study, a descriptive-comparative survey research design via quantitative approach was used. 600 secondary school teachers (347 Private and 253 Government) was selected as sample. The sample was selected by using stratified proportionate random sampling technique from 85 secondary schools (45 Private and 40 Government) in 2 districts of Kashmir viz. Srinagar (Urban) and Baramulla (Rural). For data collection, Teacher's Techno-Pedagogical Competence Scale developed and standardized by Rajasekar and Sathiyaraj (2013) was used. The data analysis was done by using descriptive statistics viz. percentage, frequency, mean, S.D., and inferential statistics viz. Independent Sample's t-test. The study's findings showed that out of 347 Private secondary school teachers; 77(22.2%) have high level of Techno-Pedagogical Competence, 233(67.1%) have average level of Techno-Pedagogical Competence and 37(10.7%) have low level of Techno-Pedagogical Competence. Whereas, in case of Government secondary school teachers out of 253; 33(13%) have high level of Techno-Pedagogical Competence, 184(72.7%) have average level of Techno-Pedagogical Competence and 36(14.2%) have low level of Techno-Pedagogical Competence. The findings further revealed a significant difference was found between Private and Government secondary school teachers of Kashmir on Techno-Pedagogical Competence.

Keywords: *Techno-Pedagogical Competence, Secondary School Teachers, Private Schools, Government Schools*

The 21st century is characterized by rapid technological breakthroughs, which have an impact on global education systems as well. Today, all institutions and society are in need of instructors who can respond swiftly and successfully to new difficulties in line with the requirements of the educational system. In order to meet the demands of institutions and society in the twenty-first century, it is essential for teachers to adopt new approaches to instruction. The students of this generation are adept at using technology. The interaction between a teacher and student is improved by technology. Therefore, it is imperative that technology be used efficiently by teachers in pedagogy.

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According to Lee and Tsai (2010), “Techno-pedagogical competency is the art of integrating sound pedagogic principles of teaching/learning with the use of technology. It refers to weaving the techniques of the craft of teaching into the learning environment itself. Technology encompasses modern technologies such as computer, Internet, digital video and commonplace technologies including overhead projectors, blackboards, and books. Pedagogy describes the collected practices, processes, strategies, procedures, and methods of teaching and learning. It also includes knowledge about the aims of instruction, assessment, and student learning.”

According to Jeyaraj & Ramnath (2018), “Techno-pedagogy refers to the application of scientific principles and technological advancement in classroom practices, especially in teaching, learning and evaluation. Techno-pedagogical skills are the sum of multiple skills by which teachers integrate technology, pedagogy, and content matter as an effective method in classroom practices. Also, it can be said that for developing an effective teaching-learning process, the techno-pedagogical skill must be developed that includes planning, application, and assessment processes depending on technological, pedagogical, and content knowledge.”

Techno-Pedagogy is the term used to describe online courses that combine technology alongside strong pedagogical concepts for teaching and learning. It relies on how teachers employ technology, pedagogy and content effectively in their day-to-day classroom instruction. Teachers in technologically advanced classrooms need to be aware of their responsibilities (Thakur, 2015). The ability to effortlessly incorporate technology into instruction such that learning goes beyond simple presentation and communication to include creation, innovation and problem-solving is a skill that teachers must possess. According to Fullan (2012), “The integration of technology and pedagogy to maximize learning must meet four criteria. It must be irresistibly engaging; elegantly efficient (challenging but easy to use); technologically ubiquitous; and steeped in real life problem solving.”

Developing techno-pedagogical skills will make teaching and learning more enjoyable because it will relieve the teacher’s workload and allow the students to explore their subject matter in greater depth. The presence of Techno-Pedagogical Competency in instructors can be determined by looking at a variety of techno-pedagogical abilities, such as linguistic proficiency, ability to design instruction for multiple grades, the ability to develop teaching and learning processes, the ability to plan specify pedagogy, the capacity to improve multi-based study materials, the ability to develop e-modules, etc.

In order to effectively use technology tools, teachers must have a positive attitude and strong self-efficacy beliefs (Milbrath & Kinzie, 2000). In their study, Beaudin & Hadden (2004) found that instructor’s use of ICT fosters student’s continued development, achievement of learning outcomes, and maintenance of the context for creating classroom based resources. Techno-pedagogy was therefore a crucial element of teacher training. In their study, Koehler and Mishra (2005) discovered that effective teaching required more than just the addition of technology; rather, it required growing awareness to the dynamic, transactional link among technology, pedagogy, content and knowledge. Indeed, a teacher is one of the key factors determining whether incorporating ICT into teaching and learning is successful or not (Lim & Khine, 2006).

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According to Lee and Tsai (2010), in order to employ ICT in the classroom effectively, teachers must combine technical affordances appropriate to the subject matter at hand. Technology- based pedagogical skills provide teachers with more than just a common competence; they also set up an effective teaching-learning process and promote successful communication between students and teachers (Thakur, 2015). So, rather than knowing pedagogy only, a teacher should be familiar with techno-pedagogy (Mishra & Koehler, 2008). For teachers to meet the needs of students in the current generation of learners, Rao & Jalajakshi (2021) emphasized the importance of updating teacher's techno-pedagogical skills. Similarly, Sathiyaraj & Rajasekar (2013) found that teachers need better training in Techno-Pedagogical Competency if they are to be prepared to deal with students who were born in the digital era and the difficulties of the modern classroom. Teachers can then successfully perform the teaching-learning process by applying techno-pedagogical skills.

Rationale/ Significance of the Study

The teaching-learning process has undergone significant change by the rapid growth of educational technology. It has given the traditional classroom a fresh look and fundamentally changed pedagogy. Therefore, it is necessary that teachers become familiar with the most recent technological concepts and tools in order to effectively use them in their instruction. As a result, it is urgent to examine the teacher's Techno-Pedagogical Competency level. The capacity of teachers to properly use technology into their lessons is known as their Techno-Pedagogical Competency. Due to the fact that secondary stage of education is seen as the feeder stage and the sole way for students to join higher education, therefore, in order to meet the demands of a hi-tech classroom, secondary school teachers must be techno-pedagogically competent. Consequently, the investigator has made an effort to investigate the Techno-Pedagogical Competence of secondary school teachers.

Technological gadgets have become a crucial and important part of our life. It is crucial that everyone involved in the educational enterprise, particularly the teacher, understands adequately the dynamics and mechanism of educational technology and provides the best possible education. The availability of teaching aids in the classroom and teacher's positive attitude about utilising modern technology in pedagogy are two factors that affect teacher's Techno-Pedagogical Competency. Numerous studies have been conducted on the teacher's Techno-Pedagogical Competency worldwide but not a single study has been conducted so far on the Techno-Pedagogical Competence of secondary schools teachers of Kashmir. This necessitates a survey of Techno-Pedagogical Competence of secondary school teachers of Kashmir. As a result, the current researcher has made efforts to explore the research problem **“Techno-Pedagogical Competence of Private and Government Secondary School Teachers of Kashmir –A Comparative Study”** while keeping this in mind.

Objectives

- To study Techno-pedagogical Competence of Private and Government secondary school teachers of Kashmir.
- To compare Techno-Pedagogical Competence of Private and Government secondary school teachers of Kashmir.

Hypothesis

There is significant difference between Techno-Pedagogical Competence of Private and Government secondary school teachers of Kashmir.

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Operational Definitions of Terms and Variables

- **Techno-Pedagogical Competence:** In the present study, Techno-Pedagogical Competence refers to the scores obtained by respondents on Teacher's Techno-Pedagogical Competence Scale (TTPCS) developed by Rajasekar and Sathiyaraj (2013).
- **Secondary School Teachers:** In the current study, secondary school teachers refer to those teachers who are teaching to 9th and 10th class students in either Private or Government secondary schools of Kashmir.
- **Private Schools:** Private schools refer to those schools which are run and supported by private individuals or a corporation rather than by a public or government agency.
- **Government Schools:** Government schools refer to those schools which are administered and funded by the local, state or national government.

Delimitations of the Study

The current study was delimited to only 2 districts of Kashmir viz. Srinagar and Baramulla.

The study was delimited to Private and Government secondary school teachers only.

It was delimited to only 600 secondary school teachers.

REVIEW OF RELATED LITERATURE

Sharma & Sharma (2021) conducted study on “Techno-pedagogical skills of teacher trainees belonging to arts and science academic streams.” The goal of this research was to determine the techno-pedagogical abilities of teacher trainees of science and arts streams. The study's findings confirm that teacher trainees in the arts have lower techno-pedagogical skills than science stream teacher trainees. **Anand, S. (2019)** conducted study on “Techno-pedagogical competency of faculty members: The present need of higher education.” The current study examines the techno-pedagogical abilities of faculty members who teach in higher education. According to the study's findings, faculty members had above-average techno-pedagogical competency. Also, there was no significant difference in Techno-pedagogical competency between male and female faculty members, as well as between social-science and science faculty members. According to the findings faculty members should use platforms such as SWAYAM and NPTEL to keep themselves and their students up to date. **Beri & Sharma (2019)** conducted “A study of technological -pedagogical and content knowledge among teacher- educators in Punjab region.” The purpose of this research was to assess the teacher-educator's techno-pedagogical and content (subject) knowledge abilities (competencies) at Punjab's teaching training colleges. The results demonstrated that Punjab region's teacher- educators have strong techno-pedagogical and content (subject) knowledge abilities (competencies). The study revealed statistically significant differences in teacher-educator techno-pedagogical and content (subject) knowledge abilities (competencies) based on gender, location of colleges, stream and types of colleges. **Bala, P., & Tao, I. (2018)** conducted study on “An examination of techno-pedagogical competence and anxiety towards the use of instructional aids in teaching among senior secondary school teachers.” The study's goal was to investigate the determinants of techno-pedagogical competence in teachers of senior secondary schools. The study's findings revealed that: 1) Six senior secondary school teachers showed low, 43 showed average, 51 showed high level of techno-pedagogical competency. 2) With respect to Anxiety towards the use of instructional aids, 27 senior secondary school teachers displayed an average level and the 73 remaining senior secondary school teachers displayed a low level and not a single senior secondary school teacher displayed a high level of anxiety

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towards the use of instructional aids. 3) With respect to techno-pedagogical competence and anxiety towards the use of instructional aids in teaching male and female teachers senior secondary school teachers didn't differ significantly. **Sibichen (2018)** conducted survey on "Techno-pedagogical skills of secondary teacher education students." The goal of this study was to evaluate secondary teacher education student's techno-pedagogical abilities. The findings also demonstrated that secondary teacher education students who have completed a computer course had significantly better evaluation, learning and techno-pedagogical skills than those who have not. **Prakash & Hooda (2018)** conducted "A study on techno-pedagogical competency among teachers of government and private schools of Haryana state." The study's goal was to determine the techno-pedagogical competency of teachers in Haryana's private and government schools. The findings demonstrated that teachers in private senior secondary schools have a higher techno-pedagogical competency than teachers in govt. senior secondary schools since private schools have better facilities than public schools. Male teachers of private and government senior secondary schools have higher techno-pedagogical competency than females. Teachers in urban private and government senior secondary schools have higher mean scores of techno-pedagogical competency than teachers in rural private and government senior secondary schools. **Sathiyaraj & Singaravelu (2013)** conducted study on "Techno-pedagogical competency of higher secondary school teachers in Cuddalore district." By using the normative survey method the investigators studied higher secondary school teacher's techno-pedagogical competency. According to the findings of the survey, teachers in most of the higher secondary schools have an average level of perceived techno-pedagogical competency. Furthermore, there is insignificant difference in perceived techno-pedagogical competency between (i) female and male school teachers, (ii) urban and rural school teachers, (iii) government & private school teachers, &(iv) married and unmarried teachers. **Gonzalo (2011)** studied "Training needs of teachers in ICT: training profiles and elements of complexity." This study intends to create teacher training profiles that can be linked to their ICT competencies and usage, as well as personal and personal aspects. The findings showed that teachers require more personal-professional training, as well as greater classroom teaching and ICT integration. There was a strong relationship between these training needs profiles and ICT abilities, particularly technology; as well as ICT use, primarily in the personal-professional realm. These profiles were also seen influenced by frequency of computer use and teacher's age.

METHODOLOGY

Sample:

The research was conducted on secondary school teachers of Kashmir. 600 secondary school teachers (347 Private and 253 Government) were selected as sample. The sample was selected by the use of stratified proportionate random sampling technique from 85 secondary schools (45 Private and 40 Government) in 2 districts of Kashmir viz. Srinagar (Urban) and Baramulla (Rural).

Design of the study:

Descriptive-comparative survey research design via quantitative approach was used in this study.

Tools Used: Teacher's Techno-Pedagogical Competence Scale developed and standardized by Rajasekar and Sathiyaraj (2013) was used to study the variable under investigation. The scale has 40 items.

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Statistical Treatment/ Data Analysis

The data analysis was done by using descriptive statistics viz. percentage, mean, and S.D., and inferential statistics viz. Independent Sample's t-test.

Analysis and Interpretation

Objective No. 1: "To study Techno-Pedagogical Competence of Private and Government secondary school teachers of Kashmir." To achieve this objective, data was analyzed with the help of descriptive statistics viz. percentage and the obtained results are shown in Table 4.1.

Table 4.1: Showing the Percentage-wise Techno-Pedagogical Competence Level of Private and Government secondary school teachers of Kashmir

Level of Techno-pedagogical Competence	Range of Raw Scores	Private secondary school teachers		Government secondary school teachers	
		Frequency	% age	Frequency	%age
High	129-200	77	22.2	33	13
Average	73-128	233	67.1	184	72.7
Low	40-72	37	10.7	36	14.2
Total		N=347	100.0	N=253	100.0

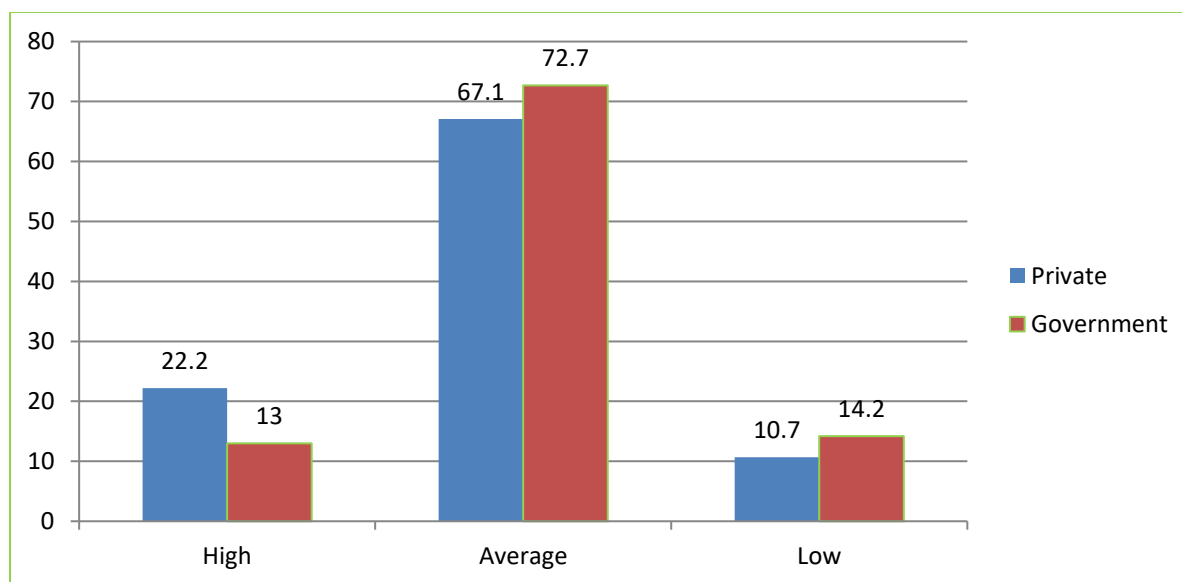


Fig. 4.1: Percentage-wise Techno-Pedagogical Competence Level of Private and Government secondary school teachers of Kashmir

The Table 4.1 shows that out of 347 Private secondary school teachers; 77 i.e., 22.2% have high level of Techno-Pedagogical Competence, 233(67.1%) have average level of Techno-Pedagogical Competence and 37(10.7%) have low level of Techno-Pedagogical Competence. Whereas, in case of Government secondary school teachers out of 253; 33(13%) have high level of Techno-Pedagogical Competence, 184(72.7%) have average level of Techno-Pedagogical Competence and 36(14.2%) have low level of Techno-Pedagogical Competence.

Objective No. 2: "To compare Techno-Pedagogical Competence of Private and Government secondary school teachers of Kashmir." To achieve this objective, data was analyzed with

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the help of descriptive statistics viz. mean and S.D. and inferential statistics viz. Independent Sample's t-test and the findings are shown in Table 4.2.

Table 4.2: Showing the mean comparison between Private and Government secondary school teachers of Kashmir on Techno-Pedagogical Competence

Criterion/Dependent Variable	Independent Groups	N	Mean	S. D	t-value	df	Critical t-value	Level of significance
Techno-pedagogical Competence	Private	347	108.70	23.41	3.48	598	2.58	Significant at 0.01 level
	Government	253	102.00	23.19				

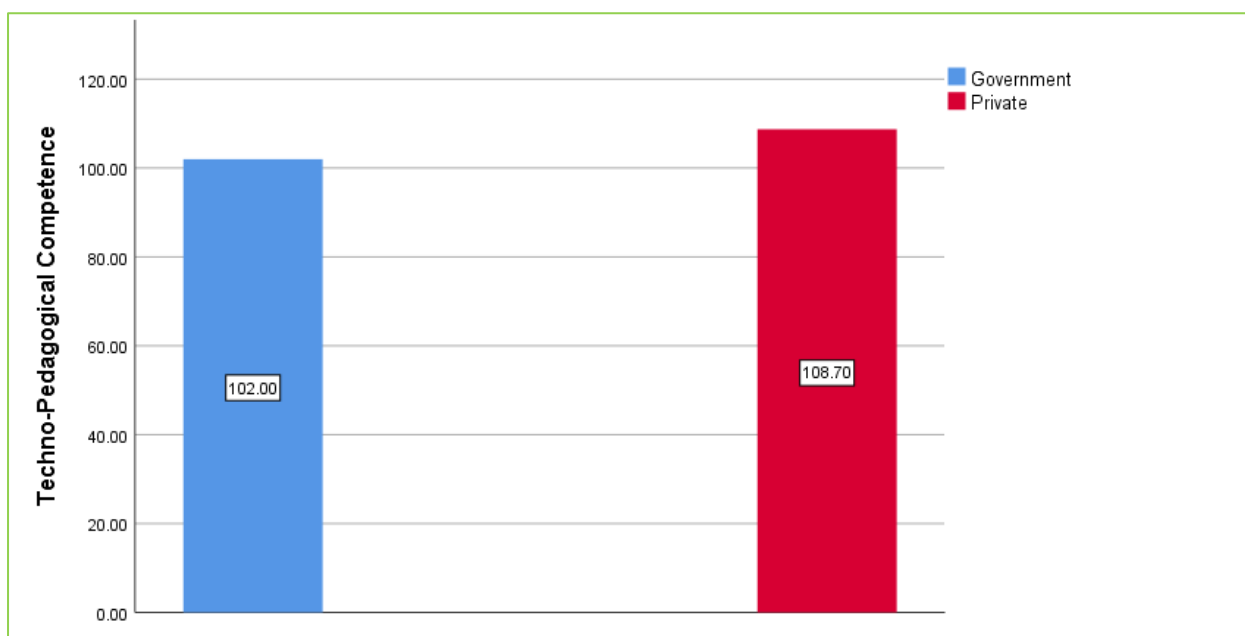


Fig. 4.2: Mean comparison between Private and Government secondary school teachers of Kashmir on Techno-Pedagogical Competence

From Table 4.2, it is evident that calculated t-value is 3.48 which is higher than critical t-value 2.58 at 0.01 level with df 598. It depicts that the mean scores of Techno-Pedagogical Competence between Private and Government secondary school teachers differ significantly. Thus, the alternate hypothesis that “There is significant difference between Techno-Pedagogical Competence of Private and Government secondary school teachers of Kashmir” stands accepted. Moreover, the mean value of Private secondary school teachers (M=108.70) is greater than the mean value of Government secondary school teachers (M=102.00) which means that Private secondary school teachers have higher Techno-Pedagogical Competence than Government secondary school teachers. This is because of the reason that facilities provided in Private schools are far better than Government schools and also Private secondary school teachers have positive and favorable attitude towards using new technology in pedagogy.

Major Findings

Out of 347 Private secondary school teachers; 77 i.e., 22.2% have high level of Techno-Pedagogical Competence, 233(67.1%) have average level of Techno-Pedagogical Competence and 37(10.7%) have low level of Techno-Pedagogical Competence. While, in

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case of Government secondary school teachers out of 253; 33(13%) have high level of Techno-Pedagogical Competence, 184(72.7%) have average level of Techno-Pedagogical Competence and 36(14.2%) have low level of Techno-Pedagogical Competence.

A significant difference was found between Private and Government secondary school teachers of Kashmir on Techno-Pedagogical Competence.

Educational Implications

- The active use of technology by teachers in the classroom will improve the learning environment and help students become accustomed to using it in other facets of their lives.
- This study has significance for educational administrators, decision or policy makers and teacher-training departments/programs.
- When developing policies, creating curricula, and putting ICT integration in schools into practice, it is important to take teacher's techno-pedagogical competency and usage of technologies in the classroom into account.
- Instead of merely receiving computer skills instruction, teachers also require pedagogical training on how to confidently prepare lessons and use computers successfully throughout the lesson.
- Government school teachers should be given chance to participate in co-curricular and extra-curricular activities like seminars, symposiums, workshops and other events to expand their knowledge of techno-pedagogy.
- Teachers can be suggested for faculty development projects to enhance their techno-pedagogical competency.
- Such orientation programs should be organized which will make teachers aware about the technological gadgets and their application in pedagogy.
- Teachers can be encouraged to go for online courses like MOOC's, NPTEL, and SWAYAM, etc. which will help in enhancing their techno-pedagogical competency.

Suggestions for further Research

This current study is conducted on the secondary school teachers of Kashmir only. Further studies can be conducted on the secondary school teachers of Jammu division, other states, UT's and worldwide also. Future research should be conducted on the comparative studies of techno-pedagogical competency of variables like Male/Female, Rural/Urban, etc. Further, studies should be conducted on the techno-pedagogical competency of elementary, senior secondary and higher education teachers. In addition, the current study used a quantitative survey approach; future studies could use a mixed approach, which would combine quantitative data from questionnaires with qualitative data from interviews and observations, to better understand the issues and challenges associated with using ICTs for teaching and learning. Other elements that can be taken into consideration in addition to techno-pedagogical competency include the physical characteristics of the school, changes in curriculum, organizational behavior of teachers, the increased responsibilities of the teachers and attitude towards the use of technology in pedagogy.

CONCLUSIONS

On the basis of findings of the study, it may be concluded that Private secondary school teachers are better than Government secondary school teachers in possessing Techno-Pedagogical Competence. This is because of the reason that facilities provided in Private

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secondary schools are far better than Government secondary schools. Also, Private secondary school teachers have positive attitude towards using new technology in pedagogy.

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Conflict of Interest

The author(s) declared no conflict of interest.

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