

How High And Low Techno-Pedagogical Competent Teachers Differs In Terms Of Cognitive Flexibility And Mindful Attention Awareness: A Discriminant Analysis

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Abstract

Possessing techno-pedagogical competence is a pre-requisite trait of the teachers of contemporary times for the success and survival of present and future educational system. It involves not just knowing how to use technology, but understanding how it interacts with both content and pedagogy, and being able to effectively integrate all three elements in the teaching-learning process. The prime objective of the present research paper is to identify discriminating variables in terms of cognitive flexibility and mindful attention awareness with reference to pre-service teachers with high and low level of techno-pedagogical competence. A descriptive survey approach was employed to collect the data from the stratified random sample of 345 pre-service teachers of Punjab. The Cognitive Flexibility Inventory by Denis and Vander (2010), the Mindful Attention Awareness scale by Brown and Ryan and Techno-pedagogical competence scale by Rajasekar and Sathiyaraj (2013) were used for data collection. SPSS 25.0 version is used for analysis of the data. Discriminant analysis disclosed that cognitive flexibility turned out to be significant discriminating variable discriminating high and low techno-pedagogical competent pre-service teachers of Punjab. Mindful attention awareness has no role in discriminating high and low techno-pedagogical competent pre-service teacher. The present study will suggest practical recommendations for revising the curricular aspects of teacher training institutions for fostering techno- pedagogical competencies of pre-service teachers.

Keywords: Pre-requisite trait; contemporary times; descriptive approach; random sampling; discriminant analysis