



## Professional Competence of Prospective Teachers in Media Selection

Dr. Ampili Aravind

Associate Professor, Department of Education, NSS Training College, Ottapalam, Palakkad

Sandhya Kumar

Guest Lecturer, Department of Education, NSS Training College, Ottapalam, Palakkad

### ABSTRACT

*The present day standard in curriculum transaction warrants the use of competent technical proficiency among the teachers. The teachers need to be well planned and well prepared in critically selecting the appropriate media for transacting the curriculum according to the technical knowhow of the 21st century children. The global trends in the teaching learning scenario must be considered and the best practices in it must be followed by the teachers to supplement their teaching styles. Technology is a very effective tool to communicate with present children but it must be used judiciously. Hence the present study addresses the professional competence of the prospective teachers in appropriate media selection to effectively transact the curriculum. The sample for the present study includes 740 prospective teachers studying in the government, aided, university centers and self financing institutions under University of Calicut. The statistical techniques include mean, standard deviation, t-test and ANOVA. The results reveal that the male prospective teachers significantly differ from the female prospective teachers in their professional competence in media selection. They also differ significantly based on the management type in which they study.*

**KEYWORDS :** Professional competence, media selection, prospective teachers

### INTRODUCTION

The present century teacher needs to be technologically literate since they are to deal with highly intelligent and competent children who can handle any gadgets of the modern developed world. The curriculum transaction will be efficient only if the teaching lessons are clubbed with appropriate media which can serve helpful in easy comprehension and easy retention among the learners. The latest media such as blogs, wikis, social networking sites etc. serve as the platforms for creating techno pedagogic materials. Hence the present teachers need to be well versed in the use of such highly useful technical medias which can be effectively included in the teaching learning process. The appropriate media must be selected by considering many aspects of the media such as its relevance in the particular curricular area, economic feasibility, time and such many other institution related factors. Student interest can be brought in through such technical medias that supplements traditional teaching. Hence the quality of teaching learning enhances to a very great extent. Thus the professional competence of teachers in the selection of appropriate media is very essential in this century teaching learning process.

### NEED AND SIGNIFICANCE OF THE STUDY

The present study is conducted on a sample of prospective teachers. They must get sufficient training and practice in this field of appropriate media selection according to the curricular demands. The economic feasibility and the curricular relevance of the technical medias useful for the curriculum transaction must be understood. The study mainly focuses on how the prospective teachers select the appropriate media for their curricular transaction and how they can effectively club the related pedagogical area with the latest technical medias. Thereby the study finds out the significant difference in the professional competence in media selection by the prospective teachers based on their gender and the type of management of their studying institution.

### RELATED LITERATURE

Alexander Fedorov (2011) published his research article entitled **Levels of Media Competence: Russian Approach** arrived at the conclusion that media literacy/competence of personality is the sum total of the individual's motives, knowledge, skills, and abilities to select, use, create, critically analyze, evaluate, and transfer media texts in various forms and genres and to analyze the complex processes of media functioning.

According to the definition given in the UNESCO documents, **Media Education**

- deals with all communication media and includes the printed word and graphics, the sound, the still as well as the moving image, delivered on any kind of technology;
- select appropriate media for communicating their own messages or stories and for reaching their intended audience; gain or demand access to media for both reception and production.

The related literature reviews explores the wide area of significance of the present study.

### STATEMENT OF THE PROBLEM

"PROFESSIONAL COMPETENCE OF PROSPECTIVE TEACHERS IN MEDIA SELECTION"

### OBJECTIVE OF THE STUDY

To investigate the professional competence of prospective teachers in media selection with respect to the sub-samples based on gender and type of management.

### HYPOTHESES OF THE STUDY

In order to achieve the above said objective of the study the investigators formulated the following hypotheses:

There exists no significant difference in the professional competence of the prospective teachers in the media selection with respect to the subsample based on the gender of the prospective teachers.

There exists no significant difference in the professional media competence of the prospective teachers in media selection with respect to the subsample based on the type of management of prospective teachers.

### METHODOLOGY

In the present study, survey method was employed in order to know the professional competence of the prospective teachers in the media selection for efficient curriculum transaction.

### POPULATION AND SAMPLE

The population for the present study consisted of prospective teachers studying in various colleges of teacher education in Kerala.

The total sample for the present study consists of 740 teacher trainees. To obtain sample representatives of population, the investigator follows simple random sampling technique on various teacher education colleges of Palakkad and Thrissur and Malappuram district in Kerala.

**TOOL: PROFESSIONAL MEDIA COMPETENCE SCALE**

The investigators constructed and standardized a professional media competence scale for measuring the effective integration of technology and technology enabled tools into curriculum by the prospective teachers. It is a five point scale with alternatives, Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree.

**STATISTICAL TECHNIQUES**

Mean, standard deviation, t-test, ANOVA

**DATA ANALYSIS**

**Hypothesis 1**

There exists no significant difference in the professional competence of the prospective teachers in media selection with respect to the subsample based on the gender of the prospective teachers.

The result of the analysis of significance of difference in the mean scores of professional media competence in the effective integration of technology into curriculum among male and female prospective teachers in government, self financing, university centre and aided training colleges with respect to their gender are presented in Table 1.

**Table 1**

Data and result of the significance of difference in the mean scores of professional media competence in the effective integration of technology into curriculum among male and female prospective teachers in government, university centre, self financing and aided training colleges based on the sub sample gender.

Variable	Gender	n	Mean	SD	t
Professional media competence	Male	34	59.41	8.097	3.998*
	Female	706	53.68	8.169	

**\* Indicates significance at 0.01 level**

From Table 1 it is found that the 't' value of the professional media competence in the effective integration of technology into curriculum among male and female prospective teachers in government, university centre, self financing and aided training colleges is 3.998 which is significant at 0.01 level of significance. It is also found that the boys are having a highest mean of 59.41.

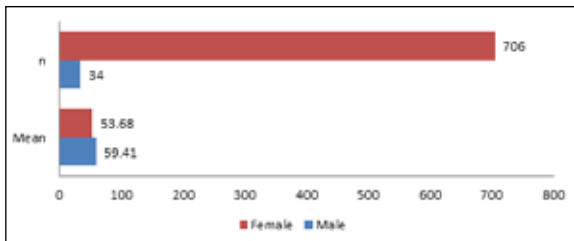


Figure 1 Bar diagram showing the significant difference in the professional media competence in media selection for effective curriculum transaction based on the sub sample gender.

Hence the hypothesis 1 "There exists no significant difference in the professional competence of the prospective teachers in media selection with respect to the subsample based on the gender of the prospective teachers." is rejected.

**Hypothesis 2:**

There exists no significant difference in the professional competence of the prospective teachers in media selection with respect to the subsample based on the type of management of prospective teachers.

The result of the analysis of significance of difference in the mean scores of professional media competence in the effective integration of media into curriculum among male and female prospective teachers in government, self financing, university centre and aided training colleges with respect to their type of management are presented in Table 2.

**Table 2:**

Data and result of the significance of difference in the mean scores of professional competence in the media selection for effective integration of technology into curriculum among male and female prospec-

tive teachers in government, university centre, self financing and aided training colleges based on the sub sample type of management.

Variable	Groups	Sum of squares	df	Mean squares	F	p
Professional media competence	Between groups	823.52	3	274.51	4.09	p< .05
	Within groups	49371.41	736	67.08		
	Total	50194.94	739			

The Table 2 shows that the calculated value of F in the professional media competence of technology integration in curriculum is 4.09 which is greater than the table value 2.62 at 0.05 level of significance. It means that there exists significant difference in the professional media competence of effective integration of technology into curriculum by prospective teachers studying in the aided, centre, government and self financing training colleges of Calicut University with respect to the type of management of their colleges. For knowing the difference in the competence of prospective teachers for the subsamples based on their institution's type of management, Scheffie post-hoc analysis was used.

**Table 3**

Data and results of multiple comparison of Scheffie post-hoc test

Sl.No:	Management types	Mean difference
1	Aided(M=54.12)/Centre	1.241
2	Aided/Government(M=53.55)	0.570
3	Aided/Self financing(M=51.50)	2.620*
4	Centre(M=52.88)/Government	0.671
5	Centre/Self financing	1.379
6	Government/Self financing	2.050

**\*Indicates the significance at 0.05 level**

This can be interpreted graphically as shown in the Figure 2

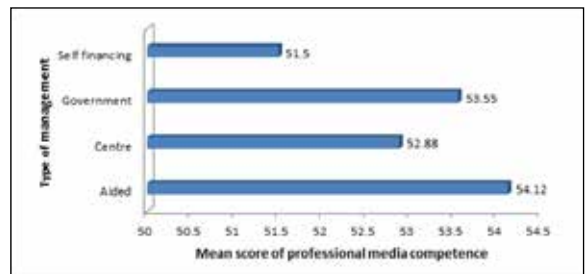


Figure 2 Bar diagram showing the significant difference of mean score in the professional media competence of prospective teachers in the effective integration of technology into curriculum based on the sub sample type of management.

From the Table 3, It can be seen that the professional competence of prospective teachers in the media selection and hence effective integration of technology for teaching purposes have a significant difference between aided/self financing management types with a value of 2.620. This result indicates that these management types are having a significant difference in this competence for the effective integration of technology enabled tools for teaching and educational purposes. Also this suggests that there exists no significant difference between all other groups. It is evident from the Table 3, that the aided management is having the highest mean of 54.12.

Hence the hypothesis 2 "There exists no significant difference in the professional competence of the prospective teachers in media selection for effective curriculum transaction with respect to the subsample based on the type of management of prospective teachers." is rejected.

**FINDINGS**

On the basis of results obtained after the data analysis and result interpretations, the following findings have been drawn:-

- There exists significant difference in the professional competence of the prospective teachers in media selection for effective curriculum transaction with respect to the subsample based on the gender of the prospective teachers.
- There exists significant difference in the professional competence of the prospective teachers in media selection for effective curriculum transaction with respect to the subsample based on the type of management of prospective teachers.

## CONCLUSION

The major findings of the study reveal the significance of effectively clubbing technology and technology enabled tools and media devices in the respective pedagogy of the prospective teachers. They thus get diverse opportunities to club the cognitive domain of their students which in turn leads to the subject mastery and interest of the students in the respective discipline.

Hence it is the need of the hour that the responsible authorities research upon this area to include more technologically proficient teachers to transact the curriculum in more efficient and creative methods.

## REFERENCES

1. Federov, A. (2011). Levels of media competence: Russian approach. <http://www.researchgate.net/publication/235908146> | 2. American Psychological Association APA sixth edition. Publication manual of the American Psychological Association. Washington, D C, United States of America: Author. | 3. American Psychological Association APA 2012. Your guide to APA 6th style referencing. University Library Sydney, Australia: Author. | 4. UNESCO. (1999). UNESCO Media Education. Paris: UNESCO |