

Technological Pedagogical and Content Knowledge (TPACK) of English Teachers at Prince of Songkhla University Campuses, Southern Thailand

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Abstract

Technology is becoming more crucial in education, but many teachers need more knowledge and skills to use it effectively. The TPACK framework can help teachers understand how to integrate technology into their teaching. This study examined teachers' TPACK at Prince of Songkhla University in Thailand. The findings revealed that the teachers have high levels of TPACK, which means they have a deep understanding of integrating technology into their teaching. The study also found a significant relationship between teachers' TPACK and their demographic factors, such as age, educational attainment, and years of teaching experience. The study found that TPK and TCK were the most important predictors of teachers' TPACK performance. This means that teachers with a strong understanding of how to use technology to support their pedagogy and content knowledge are more likely to be effective in their teaching. The study's findings have implications for teacher education and professional development. These programs should focus on helping teachers develop their TPACK to use technology more effectively in their teaching.

Keywords: Technological Pedagogical and Content Knowledge (TPACK), teacher education, faculty development program, Thailand