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KEYWORDS	ABSTRACT
Pedagogy, Morgan's table, Teacher's Attitude, ICT	In this period of 21 st century, teachers have to use various tools and technique in their pedagogy but it is not easily possible without using technology. Use of technology in pedagogy is used by many teachers to make their teaching effective. The aim or objective of this study is to know perspective teacher's attitude and motivation towards techno-pedagogy. This study utilized the quantitative research in order get empirical data to know in depth the perceptions of pre-service teachers. The participants of the research study are 7 and 8 semester students (final year students) of B.Ed. moreover in this study correlation research design is adopted in which 80 participants have been selected for quantitative research (survey) based on Morgan's table of sample size. In addition, SPSS 23.0 is used for quantitative analysis. Furthermore, this study concludes that motivation and attitude both have strongly positive impact on techno-pedagogy. In addition, perspective teachers found techno-pedagogy interesting and effective to use. Moreover, this study help future educators to use ICT in their classroom to make their pedagogy more effective.
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Introduction

Technology had a significant impact on every part of life, including education (Asad et al., 2021). Educators are confronted with emerging approaches of teaching in the digital age, as well as how to successfully integrate technology into educational institutions (Fekete, 2022). However, ICT

involvement has a significant impact on perspective teachers, teachers and teacher education (Bates et al., 2007). It looks impressive that student teacher are being involved to integrate technology with pedagogical instruction in an effective learning environment (Jacobsen, 2001). Teacher competences have been evaluated, and new criteria have been proposed, taking into account ICT, pedagogy, and content knowledge as a whole (Hodge & Anderson, 2007). Since ICT was incorporated into the elementary school curricula in Cameroon, there hasn't been a lot of in-service training for teachers to help them use technology in teaching and learning (Inspectorate of Pedagogy in Charge of ICT, Annual Reports, 2009, 2010, 2011). For them to use the tools, they need a good professional development approach for integrating technology into classroom practices.

Technology and technological tools are very much connected to the teaching, even now a days in 21st centenary the technology is very much integrated to the education (Dwyer et al., 1991). The previous section's study of techno-pedagogy demonstrated how this combination of technology and pedagogy necessitates experience in several sectors of specialization as well as the capability to use various tools of computer. It emphasizes the importance of faculty education in educational technology. Most college and university professors are just experts in their fields of specialization and have no pedagogical training (Doering et al., 2003). Even those who are educated are not appropriately exposed to technological pedagogy. To use the technological tool is not enough for techno-pedagogy skills but to utilize the technological tools in teaching, learning and assessment is necessary for techno-pedagogy. Techno-pedagogy is utilized for understanding the rich context (Ekberg & Gao, 2018). The continuous, exceptional development of ICT, combined with the globalization of the economy, has made an immense test for education (Muslem & Juliana, 2017).

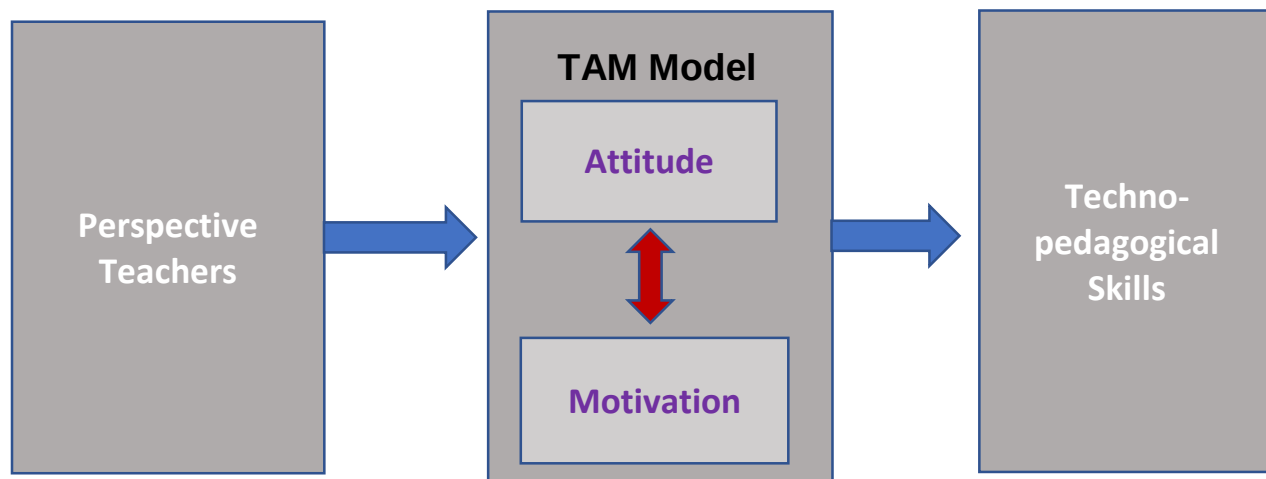
In order to maintain physical distance during the COVID19 pandemic, ICT systems that were initially developed and deployed for various distributed uses are repurposed to preserve social ties, offer distributed services, and for virtual schooling. The research in the topic Perspective Teacher's Attitude and Motivation towards Techno-Pedagogical skills is absence in the context of Pakistan. There is an overall development in field of technology; day to day up gradation in technology is also surging rapidly, but many teachers are not so motivated to adopt the technology in their teaching practices (Tomczyk et al. 2021). In Meanwhile, this research is to add contribution in the Pakistani context to develop the techno-pedagogical skills. Furthermore, the findings of the research would help the next perspective teachers of the department.

Conceptual framework

Model of Technology Acceptance

The Technology Acceptance Model (TAM) (Dalton, 1989), one of the most significant models of technology acceptance, asserts that two crucial factors affect a person's intention to use new technology: perceived usefulness and comfortable.

TAM Mode



It is believed that motivation or the positive attitude towards something has always remained a triggering force to be attached with that for long. These both help individual to use something at its fullest. Using this attitude, teachers would welcome the new techniques and strategies in their teaching field. In simple, they would be welcoming different pedagogical tools or techniques, which, on the other hand, are need of the time. The current period is the period of 21st century, in this period there have emerged numerous tools for making the teaching process more efficient and lifelong (Dalton, 1989).

Technological development has coined a great change in the current society. It had totally changed the society from every angle. It is found in different studies that technology in different fields made it possible to do every difficult work in just second or in a few time. As far as it is concerned with education, technology has really flipped whole the system of education into a different system so called the e-learning, in which learners and instructors are too flexible that they can do their work with their click. Technology has changed the traditional education system into a new form in which teachers can teach in easy and accessible way, while students have become more flexible to study and acquire different skills. But with this technological development many things have been affected so far (Nayar & Akmar, 2020). Just like the motivation and attitudes of educators have affected either positively or negatively so far. Studies show that traditional teachers have many challenges in using the technology in their teaching process. The traditional who even do not know about the lesson plan are really confused what to do and how to use different technological tools in their teaching. While, studies have found that a rapid change ICT in education system has affected the efficacy and learning paces. Teachers who are addicted with traditional pedagogical skills have faced really numerous challenges. Thus their attitude and motivation towards have negatively affected (Cherner & Curry, 2017).

The introduction of new technologies and pedagogical strategies has a considerable impact on instructors' roles and even raises questions about the practice of teaching itself. Similar to how the student profile has changed, the teaching profession has seen significant change in recent years,

including modifications to both methods and content. The instructors' decision to use a technological pedagogy is affected by a number of things (Koh et al., 2015). Techno—pedagogy concludes regardless of whether education media item is effective. Pedagogy alludes to the science or arts of educating. Techno got from Latin word 'texere' which signifies 'weave or then again build'. Schooling technology gives surmised planning learning circumstance, having in point of view the targets of the educating and picking up bring the prescribed procedures or methods for directions which impact on learning. The technological revolution has reached all segments of society and has made information available to all. While virtual learning environments are becoming more common, teachers continue to face significant challenges in integrating them into their classrooms, as they face numerous roadblocks (Chai et al., 2010). Even in the presence of classrooms with the most advanced technological equipment and teachers who have been trained to use such tools, the existence of ICT in schools does not guarantee its sensible use, and conventional teaching techniques often prevail. This growth poses numerous issues that necessitate modifications to the educational system, teaching techniques, and learning environment. However one of the research shows that Harper and Milman (2016) discovered a surprise conclusion regarding teachers' experiences with ICT training in Vietnam: just 31.1 percent of instructors profited from ICT training workshops. The bulk (89.2%) were self-taught, according to the university. their ICT abilities the authors emphasized the importance of ongoing and ongoing research. Updated professional development programs in dealing with a variety of issues. In-service instructors can benefit from technology.

The significance of acquainting ICTs in schools is with improve instructing and learning rehearses, as well as planning understudies for the work environment where ICTs are turning out to be to an ever increasing extent significant. Notwithstanding, the importance can be understood in the event that teachers are inspired to coordinate advances into homerooms. Coordination of ICTs in the educational program conveyance energizes helpful learning with the end goal that students' reasoning can be created in a more productive manner than conventional showing rehearses (Bowers & Stephens, 2011). Students create abilities like thinking, understanding and inventiveness. The fact that capabilities, for example, makes it battled perception and critical thinking are better gotten the hang of utilizing intelligent media, consequently requiring the mix of ICT into instructing and learning processes. ICT gives additional opportunities to educating callings (Bos, 2011). Research shows that ICT supports the arrangement of students by creating mental abilities, basic thinking abilities and data getting to, assessment and blending abilities. Worldwide examination on learning has shown that the new worldview (productive methodology) of instructing instead of the customary instructing learning paradigm is the most viable method for assisting students with fostering the higher request abilities (UNESCO, 2002). Beck and Wynn (1998) composing for the Western Australian Branch of Education, contended that ICT-upheld learning conditions could be really great for the constructivist educating approach. Quite possibly the main part of the constructivism hypothesis of learning is the idea of proximal realizing, which indicates that the student builds his/her own information for which platform is at first required. The framework could be given by a mentor or PC applications. Hence, the innovation is utilized to assist with making learning conditions and backing for discovering that are great; these were disregarded or were unthinkable before. ICT additionally gives quick and exact criticism to

students (Koehler & Mishra, 2009). Moreover it is showed that the utilization of ICTs in training could advance profound learning and permit schools to answer better to the necessities of various students. This must be accomplished in the event that teachers are truly incorporating the ICTs in their instructing.

In such research, prospective and in-service teachers were trained in a variety of ways, using a variety of technology tools and platforms, such as a twelve-week online synchronous learning course for Chinese in-service language teachers (Whyte, 2014), a one-year online project-based course. A ten-week training programme in Taiwan, a training course for teaching in 3D Virtual Worlds via situational learning general computing abilities in Canada in a fifteen-week period using the Learning Management Platform. In Korea (Archambault, 2016), you can take a blended learning course or use platforms. In a four-week online course, such as Edmodo, WizIQ, or Word Press the country of Turkey.

Perspective teacher's attitude

Attitude is a crucial notion in understanding human behavior. It is defined as a mental state that comprises thoughts, feelings, and beliefs (Bos, 2011). In terms of their relationship, one of the most prominent frameworks employed is attitude and behavior. The theory of reasoned action (TRA) is a concept in attitudinal research (Peeraer & Van Petegem, 2012). A pattern of beliefs acquired through time in a certain socio-cultural setting is referred to as attitude in educational psychology (Nayar & Akmar, 2020).

Attitude is a significant idea to get human conduct what's more is characterized as a psychological express that incorporates convictions and sentiments (Cherner & Curry, 2017). As to connection between mentality and conduct, perhaps the most persuasive system utilized in attitudinal investigations is the hypothesis of contemplated activity (Peeraer & Van Petegem, 2012), which was at first proposed by Nayar & Akmar (2020). As indicated by the TRA, a conduct or an activity is either straightforwardly or in a roundabout way affected by an individual's disposition (Chai et al., 2010). From the instructive brain research point of view, mentality alludes to an example of convictions created after some time in a given socio-social setting. These convictions assume an urgent part in the learning process. No matter what the exploration foci and techniques, there is general agreement that there is a bidirectional connection between students' disposition and learning results (Harper & Milman, 2016). In the study hall setting, perspectives create inside a casing of reference like dialects, educators, classes, and books. As such, spurred and de-motivated understudies hold changing discernments about their instructor, class, what's more educational plan. Since mentalities are situational, it very well may be summed up rather than being followed as a state-like component.

Moreover, it can be defined as a passionate response towards someone or something. It alludes to a way of acting inclination, believing that shows one's attitude; assessment or mental set (Peeraer & Van Petegem, 2012). Additionally, it is really an individual reaction to an item, created through experience which can call ideal or horrible. Mentality might be towards concrete or dynamics things. Attitude might be viewed as a part of character. They are firmly connected with sentiments

and feelings. It could be considered a reaction design or a propensity to think or act with specific goal in mind under a given situation (Valantinaitė & Sederevičiūtė-Pačiauskienė, 2020). Attitudes are verifiably an obtained demeanor and hence molded by learning or procurement of encounter. It is a speculative develop that address on individual level of like or abhorrence for a thing. Attitudes are by and large sure or pessimistic perspectives on an individual, spot, thing, or occasion. This is frequently alluded as the demeanor object. Showing attitude alludes educators' convictions, demeanors and feelings in regards to the utilization of innovation in the system of education (Tomczyk et al., 2021).

Additionally, involving innovation in teaching is viewed as a moderately new instructional method to coordinate innovation into educational programs. Instructors, who become the primary concentration during the most common way of coordinating these advances into the educational program, face a few obstructions while attempting to coordinate innovation into their educational plans. Many school areas are pushing advances across all degrees of training (Koh et al., 2015). Ongoing investigations show that, the effective execution of the instructive advances depends generally on the mentalities of the instructors. Many exploration calls attention to that, an instructor's disposition or conviction is one of the few significant human elements which fundamentally affects the Techno-teaching method and the execution of the innovation in study hall (Cherner & Curry, 2017). The demeanor of instructors is a significant empowering/debilitating element in the reception of the innovation. The educators with positive perspectives towards the innovation feel greater while utilizing it and them generally fuse it into their educating exercises. The educators' negative perspectives towards innovation changed later preparing about innovation use (Nayar & Akmar, 2020).

These beliefs are extremely important in the learning process. Regardless of the research focus and techniques used, there is widespread agreement that there is a bidirectional relationship between students' learning and their performance. Attitudes develop in the classroom within a frame of reference that includes languages, teachers, classes, and literature (Chigona et al., 2014). There is a lot of evidence that attitude has an impact on students' learning outcomes. In reality, positive attitudes and feelings are required to increase pupils' productivity in the classroom. Moreover in terms of learning the pedagogical skills, it is very much important to have the positive attitude towards learning the techno-pedagogy skills. Studies show that the utilization of innovative offices in learning environments acquired significance in India. So the instructors should see the utilization of innovation as a characteristic piece of their calling all together to have the option to conjoin the speculations for improving the learning of understudies. The educators need to coordinate data and correspondence advancements with educating and learning processes. In addition, the educators ought not just point out how they use ICT at their instructing and learning conditions in their example plans, yet additionally utilize these innovations to help the understudy focused methodologies (Kadioglu & Çetin, 2021). Notwithstanding, coordinating innovation into educating can't be accomplished for the time being. A few analysts show that the instructors should beat a few phases. At first stages, the instructors will generally utilize the innovation practically not in the least, but later on; they consider the innovation as an instrument which necessities to be educated. As the utilization of innovation profoundly instructive theme (Doering & Veletsianos,

2008). After the innovation utilization abilities of science instructors have been expanded and they figured out how to incorporate the innovation with the learning conditions. A Techno-instructive expertise must execute in educator schooling program. Likewise it should be educated for the in-administration instructors alongside proficient advancement program.

Perspective teacher's Motivation

Teachers in various developing nations are urged to involve ICT in inventive ways of improving the growth opportunity across the educational plan. The advantages of such advancement can possibly be understood assuming that teachers are really incorporating advances in their instructional method. Once more, the coordination would guarantee that students are presented to advances, along these lines acquiring the abilities they might require while joining the labor force, thus amplifying the profit from the venture of the advancements. This is reverberated in both nearby and global writing (Chigona et al., 2014) that shows that the utilization of new advances in educational plan conveyance has both immediate and circuitous effect on the social and monetary turn of events. The new advancements are seen as an impetus for change in instructing and learning styles, and admittance to data. The fact that the utilization of the makes it fought advancements in the typical subject-based classroom benefits the student as he/she can become familiar with the innovative expertise with genuine assignments (Watson, 2001). Notwithstanding, there are factors that can either rouse or de-motivate teachers from joining new advancements in their instructional method (Kadioglu & Cetin, 2021). Thus, it is basic to comprehend the motivation of the educators while putting the innovations in schools.

The characteristic that drives someone to act, carry out tasks, and achieve is motivation. When a person lacks inspiration to carry out an activity, that person either achieves no results or only fair results; nevertheless, when a person has inspiration, that person achieves amazing results and accomplishments (Chigona et al., 2014). Motivation might come from outside sources or it can come from within. External motivations, also known as cleanliness factors, are rewards for completing a task (such as compensations, unintended benefits, and employment stability), whereas internal motivations are rewards for the labour itself (for example self-confidence, feeling of achievement and self-awareness). According to Hennessy, Harrison, and Wamakote, (2010) innate rewards are extraordinarily rewarding and energizing. According to Brush et al. (2003), instructors are primarily motivated by intrinsic incentives like self-assurance, responsibility, and a sense of duty.

Not totally settled by what one intends to acquire and the likelihood of achieving it, according to past studies. This has to do with one's sense of self-adequacy, such as the feeling that one is capable of acting in a certain way to accomplish a particular goal (Doering & Veletsianos, 2008). Additionally, self-adequacy is the belief in one's capacity to generate specified levels of execution that activity impact on circumstances that influence one's existence. Brush et al. (2003) claimed that inspiration also influences a person's mental condition. Low self-esteem makes people believe that difficult tasks are beyond their capabilities, and they are also likely to lose faith in their own abilities. Watson (2001), who argues that teachers are generally motivated by innate factors, including one's sense of self-adequacy, agrees with this assertion.

However many studies demonstrate that in Pakistani context, most of the perspective teachers are not integrating technology in their lesson plan and also lack the techno-pedagogical skills. Many pre-service teachers in Pakistani context usually following the traditional method without involvement of ICT. Meanwhile many traditional school set up in Pakistani context don't allow the perspective teachers to integrate ICT in the class because of lack of digital trust, and they find technology not so flexible (Morehead & LaBeau, 2005).

Gaps identified

Many of the studies focus on particular areas such as the pedagogy and technology separately but few study focuses on techno-pedagogy. Additionally, perspective Teacher's Attitude and Motivation towards Techno-Pedagogical Competencies has not been explored to a great extent in Pakistan. However, no substantial amount of research has been conducted in Sindh that explores perspective teacher's attitude and motivation towards techno-pedagogy.

There are very few studies done in Pakistan, especially in Sindh that is based on that topic and most the studies are based on meta-analysis, very few there has not been any research conducted in quantitative. In simple, there have been very few studies conducted in Pakistan on measuring the Perspective Teacher's Attitude and Motivation towards Techno-Pedagogical Competencies. Not much studies have been conducted in Pakistan that find solutions to the problems associated with Perspective Teacher's Attitude and Motivation towards Techno-Pedagogical skills. Almost all of the studies have been done in the western context. More especially, no any study has been done in Sindh, regarding to this topic.

Methodology

Quantitative methodology is about numbers and figures, though qualitative methodology is about words and their understandings. Quantitative methodology permit you to quantify factors and test theories in an orderly manner (Creswell, 2013). Qualitative methodologies permit you to dive further into thoughts and encounters. Current study has quantifiable objectives and questions so it directly concerned to numbers and figures so this study is quantitative (Creswell & Poth, 2017). This research study focused on quantitative research method and correlational research design was adopted. This current study has selected the students of final year of B.Ed. of SIBA University, in Sindh Pakistan. Students of final year are bit aware of technology so it was more appropriate to select them for the topic Perspective Teacher's Attitude and Motivation towards Techno-Pedagogical skills.

Sampling in qualitative and quantitative research is fundamentally different because sampling provides a comprehensive insight of the topic being studied rather than generalizing the results (Creswell & Creswell, 2017). In quantitative research, random selection—or ensuring that each member of the research community has an equal chance of being chosen—receives far too much attention.

The sample was selected by utilizing the Morgan table of sample size (Morgan 2001). The total participants in this study consisted of 200 students from 3rd and final year of B. Ed Program,

department SIBA University. A survey questionnaire will be randomly distributed to the participants of the study. Moreover, data will be analyzed by using SPSS 27 and descriptive and inferential statistics will be applied, such as mean, standard deviation and Pearson correlation.

It is critical to first analyze one's own preconceptions about the nature of knowledge and the universe, as well as how, as a researcher, I represent or interpret reality, in order to comprehend Perspective Teacher's Attitude and Motivation toward Techno-Pedagogical Competencies in issue. 'What is knowledge?' and 'How is it acquired?' were among the first questions asked during the interview. The search for answers led to the discovery of epistemology. According to Creswell (2013), epistemology aims to answer fundamental issues such as "what distinguishes real (sufficient) knowledge from incorrect (inadequate) knowledge?" In this proposed study quantitative methods will be used. Whereas, the target population consists of students from final year of B.Ed. Program department SIBA University. In this study random sampling will be used and the sample size would be selected by utilizing Morgan table size. The total participants in this study consisted of 200 students from 3rd and final year student of B. Ed Program, SIBA University.

Reliability and validity

As per Creswell and Poth (2017) reliability is characterized as the degree to which results are steady over the long haul and give a precise image of the general populace being scrutinized, and assuming the consequences of a review can be recreated utilizing practically identical strategy, the examination instrument is thought of as trustworthy. Validity assess whether the examination precisely gauges what it was intended to quantify or regardless of whether the exploration discoveries are exact (Creswell, 2013). As per Creswell (2013) the best meaning of legitimacy is "are we estimating what we think we're estimating," and "legitimacy alludes to the degree to which an exact measure sufficiently mirrors the genuine significance of the subject under assessment," as per (Creswell & Creswell, 2017). The reliability and validity of the information in this review will be guaranteed by utilizing SPSS programming and all that composed will be cross checked by manager. Reliability and validity have been checked through the piloting the study first, along with testing of Cronbach's alpha which was 0.84 (Under Good Range). Content and construct validity have been checked by ICT in Education and language expert respectively.

Ethical consideration

To keep up with classification, this review clung to moral rules. In the first place, in the wake of choosing the members, assent structures were dispersed to the college organization office and the members. Following that, assent structures were dispersed to students to illuminate them about the review's goals and strategies. The members were likewise educated that information assortment would incorporate just examiner. Members were guaranteed that their names would be kept unknown or that nom de plumes be relegated to them. The participants in a research study should not suffer any kind of harm.

- Researcher should prioritize respecting the dignity of participants.
- Before the study begins, full consent must be obtained from the participants.

- Participants' privacy should be protected.
- Data confidentiality needs to be ensured to an adequate level.
- Participating individuals and organizations must remain anonymous.
- Research objectives and goals must not be deceived or exaggerated.
- Transparency and honesty are key to all communications regarding the research.
- Response should be encouraged to participate in the study voluntarily. Furthermore, study participants have the right to withdraw at any time.
- Questions in a questionnaire, interview, or focus group should not contain offensive or discriminatory language.
- Maintaining the highest degree of objectivity throughout the research process.

Table no. 01 Normality of data

Constructs	Sig
Techno-Pedagogical Competencies	0.567
Motivation	0.454
Attitude	0.879

For analyzing the relationship between the perspective teacher's motivation and attitude towards the techno-pedagogical competencies Pearson correlation test was used. For Pearson correlation there is an assumption of normality of data, for the normality analysis Shapiro-Wilk test was applied, which indicates that if the significance of the constructs is greater than 0.05 it will be considered as the normal distribution of data.

Whereas, the data of this study were normally distributed, as shown in given Table

Results and Findings

Table no : 02 Table of Mean of Specification

TABLE OF MEAN SPECIFICATION	
Mean Range	Interpretation
1.00-1.49	Very Low
1.50-2.49	Low
2.50-3.49	Moderate
3.50-5.00	High

Findings of Research Question 1

Perspective Teachers Level of Motivation and Attitude towards Techno-Pedagogical Competencies

Table 4.2: Perspective Teachers attitude towards Techno-Pedagogical Competencies

Statement	Mean	Std. Deviation
The teaching and learning process is exciting with techno-pedagogy.	4.30	.555
Use of e learning can make teaching and learning process interesting.	4.35	.485
Use of techno-pedagogy increase students' motivation towards learning.	4.29	.632
Use of techno-pedagogy can foster positive attitudes of students towards learning.	4.21	.660
Use of technology in pedagogy makes classroom environment more interesting and enjoyable.	4.31	.676
Use of technology in pedagogy will enable students to become active students.	4.30	.597
Use of techno-pedagogy can create various learning activities.	4.36	.573
The use of pedagogy with technology is more effective than traditional method.	4.32	.624
The use of technology in pedagogy is quite easy and is not troublesome.	3.96	.870

This table perspective teacher's attitude towards techno-pedagogical competencies shows strongly positive response and all items have positive mean and standard deviation. One of the item that "Use of techno-pedagogy can create various learning activities" have the highest value among all items in this construct. And another item that 'the use of technology in pedagogy is quite easy and is not troublesome have also positive mean but little low mean than other items in construct.

Table no. 03 Perspective Teachers motivation towards Techno-Pedagogical Competencies

Statement	Mean	Std. Deviation
I am able to use the different tools of ICT in my teaching practice.	4.21	.660
I have certain strategies to solve problems and obstacles with the use of techno-pedagogy.	4.17	.774
I am sure that I can continue integrate technology in my teaching practice in the future	4.35	.570

The use of techno-pedagogy can facilitate student centered learning.	4.24	.652
The use of techno-pedagogy provides an opportunity to improve the quality of my teaching practice.	4.32	.584

The table number two has five items and each item shows the motivation of pre-service teachers towards the techno-pedagogy skills. Furthermore, the mean of most of the items is more than 4 out of 5, whereas, the standard deviation of most of the items is above 0.5 out of 1 and from this it is very much clear that pre-service have strongly positive motivation towards the techno-pedagogy skills. However, the strongest value is 4.35 that is result of the item I am sure that I can continue integrate technology in my teaching practice in the future Another item that is I have certain strategies to solve problems and obstacles with the use of techno-pedagogy have the mean value 4.17 that is also positive but it have little low positive mean than other items in this construct.

Findings of Research Question 2

Relationship between Perspective Teachers Attitude and Motivation towards Techno-Pedagogical Competencies

For analyzing the relationship between the perspective teacher's motivation and attitude towards the techno-pedagogical competencies Pearson correlation test was used. For Pearson correlation there is an assumption of normality of data, for the normality analysis Shapiro-Wilk test was applied, which indicates that if the significance of the constructs is greater than 0.05 it will be considered as the normal distribution of data. Whereas, the data of this study were normally distributed, as shown in Table 04

Table no. 04 Results of Shapiro-Wilk Test

Constructs	Sig
Techno-Pedagogical Competencies	0.567
Motivation	0.454
Attitude	0.879

Correlations between Techno-Pedagogy of Attitude

The findings of this study have also associated with the hypothesis of this study. According to Table 4.5, the value of Pearson correlation is 0.821 which indicates that there is a strong and positive correlation relationship between perspective teachers' attitude and techno-pedagogical competencies. Therefore, it supports that H_0 is rejected and H_a is accepted.

Table no. 05 Results of Pearson Correlations of Attitude

Results of Pearson Correlations of Attitude			
Attitude	Pearson Correlation	Attitude	Techno-pedagogy skills
	Sig. (2-tailed)	1	.821 ^{**}
	N	84	.000
Techno-Pedagogical	Pearson Correlation	.821 ^{**}	1
	Sig. (2-tailed)	.000	
	N	84	84

Correlations between Techno-Pedagogy and Motivation

Similarly, Table 4.6 indicates the co-relational results, the value of Pearson correlation is 0.700 which shows that there is a strong and positive correlation relationship between perspective teachers' motivation and techno-pedagogical competencies. Therefore, it supports that H_0 is rejected and H_a is accepted.

Table no. 06 Results of Pearson Correlations of Motivation

Results of Pearson Correlations of Motivation			
Motivation	Pearson Correlation	Motivation	Techno-pedagogy skill
	Sig. (2-tailed)	1	.700 ^{**}
	N	84	.000
Tecnopedskill	Pearson Correlation	.700 ^{**}	1
	Sig. (2-tailed)	.000	
	N	84	84

Hypothesis Testing

The aim of this study is to analyze the relationship of techno-pedagogy with attitude of pre-service teacher and the correlation of techno-pedagogy skill with the motivation of pre service teachers. Leading to our study we targeted two important hypothesis i.e. null hypothesis as well as alternative hypothesis. Based on the results of this study one of the below hypothesis will be accepted:

H_0 : There is no relationship between perspective teachers' attitude and motivation towards techno-pedagogical competencies

H_a : There is relationship between perspective teachers' attitude and motivation towards techno-pedagogical competencies

In order to achieve the aim of this study we obtained three construct, techno pedagogy, attitude, and motivation. The SPSS 27.0 software was utilized and run-in order to draw out the relationship between perspective teachers' attitude and motivation towards techno-pedagogical competencies and relationship between perspective teachers' attitude and motivation towards techno-pedagogical competencies. The hypothesis results revealed that there is a strong and positive correlation between Techno-pedagogical competencies, motivation and attitude of perspective teachers and the both null hypotheses are rejected.

Discussion

The aim of present study is to check the perceptions of pre-service teacher, their attitude and motivation towards the techno-pedagogy, this study showed that pre-service teacher have string positive motivation towards the techno-pedagogy. Moreover, the findings of current study also showed that they have strong positive attitude for utilizing techno-pedagogy in their teaching or learning process. Whereas, the findings of previous studies had showed the similar results. Techno-pedagogy is such a method which helps them to engage the students, in addition, it has unique properties which attract students towards their effective learning. Moreover, studies also suggest that techno-pedagogy inspires learners towards the active participation in the classroom activities(Asad et al., 2021).

Moreover, literature suggests that motivation or attitude could be triggering factor to be attached with something for long term. These two contributors, i.e. motivation and attitude, support pupil to utilize anything at its fullest (Adnan & Tondeur, 2018). Using this attitude, teachers would welcome the new techniques and strategies in their teaching field. In simple, they would be welcoming different pedagogical tools or techniques, which, on the other hand, are need of the time. Additionally, technological development has brought a great change in present society. The current period is the period of 21st century, in this period there have emerged numerous tools for making the teaching process more efficient and lifelong(Nurfuadi, 2020). So techno-pedagogy has more chances to help educators to improve teaching or learning process.

However, much of the literature supports the findings of this study the data of current study revealed that both motivation and attitude of pre-service teacher have strong positive relation with the techno-pedagogy (AbuJarour, Krasnova, & Hoffmeier, 2018). As the findings of current have association with hypothesis, and it indicates that there is strong positive correlation between techno-pedagogy and attitude of pre-service teachers. On the other hand, motivation also has a strong positive correlation with techno-pedagogy. The findings of current study proves that the H_0 is rejected while the H_a is accepted in both the cases either the correlation between attitude and techno-pedagogy or between the motivation and techno-pedagogy. In simple the findings of present study are somehow similar to the previously conducted studies.

Conclusion

This research was conducted in the context of Sukkur, Sindh Pakistan, while the main objective was to check the perceptions of pre-service teacher, their attitude and motivation towards the techno-pedagogy, this study showed that pre-service teacher have string positive motivation towards the

techno-pedagogy. The findings of this study showed that attitude or motivation of pre service teachers are two triggering contributors for utilizing techno pedagogy in their teaching or learning process. Moreover, this study also exposed that attitude of teachers has strong positive relation with techno pedagogy, because attitude shows the willingness of teachers for utilizing the technology in their teaching or learning process.

Moreover, it is also found through the empirical data in this study that motivation of pre service teachers has strongly positive relation with techno pedagogy, which shows that motivation is very important for utilizing the technology in their teaching or learning process. Furthermore, this study concluded that Ho “there is no any relation of motivation of pre service teachers towards techno pedagogy” of this study is rejected while the Ha “there is relationship between the motivation and techno pedagogy of pre service teachers” is accepted, while, the Ho “there is no any relation between attitude of pre service teachers and techno pedagogy” of this is rejected, on the contrary Ha “there is relationship between attitude of pre service teachers and techno pedagogy” of this study is accepted. However, in simple this study concluded by rejecting the Ho and accepting the Ha.

Limitation and delimitation of study:

This study couldn't be generalized for all students because it is only limited for Sukkur IBA University students. Other limitation is data collection tool, as it only utilized semi-structured interviews, and focused group interviews as data collecting tool. Study area deals specifically with SIBA University. This means that any analysis or findings of the study pertain specific to the target area. Study is confined to only education department of university. The conclusions and recommendations are therefore limited to the motivation, attitude of perspective teachers towards techno-pedagogy. This research study will be focused on quantitative research method and correlational research design will be adopted.

Recommendations

The use of techno pedagogy should be given more focus in order to increase the motivation of perspective teachers. Different trainings and workshops should be initiated so that the techno pedagogy literacy could increase among perspective teachers. Infrastructure of classroom should in such a way that supports the techno pedagogy for teaching and learning process.

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