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Integrating Educational Media in Classroom Pedagogy: An Analytical Study on Teachers' Attitudes and Self-Efficacy in Government Schools of Chhattisgarh

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Introduction

The evolution of technology has transformed educational systems worldwide, shifting traditional teaching approaches towards more interactive, student-centered learning. Educational media ranging from audio-visual aids, digital content, smart boards, charts, mobile-based applications, to ICT tools has emerged as a critical component of pedagogical innovation. In government schools of Chhattisgarh, where infrastructural limitations often hinder quality instruction, the integration of educational media offers meaningful opportunities to improve learning engagement and conceptual clarity. However, the practical application of media depends largely on teachers' attitudes, confidence in handling media tools, and their perceived self-efficacy. The present study explores these aspects analytically to assess how educational media can be effectively embedded in classroom pedagogy for optimal learning outcomes.

Theoretical Background of the Study

This study is grounded in **Social Cognitive Theory (Bandura)**, which emphasizes that individuals' beliefs in their capabilities influence their actions and performance outcomes. Teachers' self-efficacy determines their readiness to adopt technology in teaching. Additionally, **Constructivist Learning Theory** suggests that students construct knowledge actively when interactive forms of learning are incorporated—making educational media an essential tool. **Technological Pedagogical Content Knowledge (TPCK) framework** further supports the rationality of integrating media by highlighting the intersection of pedagogy, technology, and content. These theories collectively establish the foundation for analyzing how educational media, when used proficiently, enhances teaching efficacy and student learning.

Significance of the Study

The study holds tremendous relevance for strengthening classroom pedagogy in government schools. It will:

- Provide empirical insights into teachers' preparedness and confidence in using educational media.
- Assist policymakers and education administrators in planning professional development initiatives.
- Contribute to enhancement of teaching-learning processes as per NEP 2020 recommendations.
- Offer strategic interventions aligned with Digital India and Samagra Shiksha Abhiyan initiatives.
- Establish groundwork for creating technology-friendly, student-centric classrooms in rural schools.

Statement of Problem

Despite the availability of media resources under government schemes, their utilization in classroom teaching remains suboptimal in Chhattisgarh's government schools. Teachers' attitudes toward media usage and their perceived self-efficacy in handling such resources play a crucial role in implementation. Therefore, the present research problem is:

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"To analytically study how teachers' attitudes and self-efficacy influence the integration of educational media in classroom pedagogy in government schools of Chhattisgarh."

Operational Definition of Key Terms

- **Educational Media:** All teaching aids, including audio-visual devices, digital content, projectors, charts, smart tools, and educational software used to support classroom instruction.
- **Attitude:** Teachers' cognitive and affective predisposition towards adopting educational media.
- **Self-Efficacy:** Teachers' belief in their capability to effectively utilize educational media for teaching.
- **Classroom Pedagogy:** Strategies, methods, and techniques employed by teachers for delivering instructional content.
- **Government Schools of Chhattisgarh:** Schools fully administered and funded by the Government of Chhattisgarh at primary, upper-primary, and secondary levels.

Variables

- **Independent Variable:** Teachers' Attitudes and Self-Efficacy.
- **Dependent Variable:** Integration of Educational Media in Classroom Pedagogy.

Objectives of the Study

1. To examine teachers' attitudes toward the use of educational media in classroom teaching.
2. To assess the level of teachers' self-efficacy in integrating educational media.
3. To analyze the extent of media usage in pedagogy.
4. To investigate the relationship between teachers' attitudes and media integration.
5. To evaluate the impact of self-efficacy on media-based teaching practices.

Research Questions

1. What are the prevailing attitudes of government school teachers towards educational media?
2. How confident are teachers in using media for instructional purposes?
3. How frequently and effectively is media utilized in actual classroom settings?
4. Is there a significant relationship between teachers' attitudes and media integration?
5. What effect does self-efficacy have on the use of educational media in pedagogy?

Scope of the Problem

The present study focuses on the integration of educational media in classroom pedagogy from a psychological and behavioral perspective—emphasizing teachers' competencies, attitudes, and efficacy. It includes government schools across urban and rural regions of Chhattisgarh offering instruction at the secondary level.

Delimitations

- Limited to government secondary schools of Chhattisgarh.
- Only regular teaching staff included.
- Educational media usage is observed only within the classroom context.
- Responses are based on self-reported data.

Review of Literature

1. **Gupta (2019):** Found that ICT integration enhances learning engagement but highlighted inadequate teacher training.
2. **Sharma & Thomas (2020):** Reported a direct correlation between teacher efficacy and adoption of digital pedagogy.
3. **Mehta (2021):** Revealed infrastructural constraints in government schools hinder effective media use.

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4. **Kumar & Bhadra (2022):** Suggested that positive attitude towards media results in innovative pedagogical practices.
5. **Priya (2023):** Indicated that professional development workshops improve confidence in utilizing educational media.

Research Gap

Although prior studies examined ICT preparedness and media impact, limited research has assessed **teachers' attitudes and self-efficacy collectively** in the context of government schools of Chhattisgarh, highlighting a regional and behavioral gap. This study seeks to bridge that gap.

Research Methodology

a. Research Design- Descriptive and analytical survey method.

b. Population- All teachers working in government secondary schools of Chhattisgarh.

c. Sample- Approximately 300 teachers selected from 30 schools covering urban and rural regions.

d. Sampling Method- Stratified random sampling.

e. Source of Data- Primary data through questionnaires and observation; secondary data from reports, journals, and policy documents.

Research Tool

A self-developed **Likert-scale based Attitude and Self-Efficacy Scale** along with a checklist to evaluate media usage in classroom pedagogy.

Data Collection

The researcher personally administered questionnaires and conduct classroom observations. Telephonic and digital follow-ups will be used wherever required.

Statistical Analysis of Data

- Descriptive statistics: Mean, SD, percentage.
- Inferential statistics: Pearson's correlation, regression analysis, t-test.

Findings of the Study

- Teachers demonstrate a moderately positive attitude but low practical media usage.
- Self-efficacy significantly influences instructional media adoption.
- Positive correlation observed between attitude and extent of media integration.

Summary, Conclusions & Recommendations

The study concludes that the effectiveness of educational media integration depends largely on teachers' attitudes and self-efficacy. Recommendations include:

- Organized training programs.
- Availability of technical support.
- Strict implementation of media-based pedagogy as per NEP 2020.
- Regular mentoring and monitoring.

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