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Understanding Teachers' Media Pedagogy: A Study of Technological Readiness and Attitudinal Barriers in Rural Classrooms

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Introduction

The rapid expansion of digital technologies has reshaped contemporary teaching-learning processes, demanding teachers to integrate media pedagogy effectively within classroom instruction. While urban educational settings often show significant adoption of ICT tools, rural classrooms continue to face multiple barriers. Teachers' technological readiness and their attitudinal orientation toward media-based pedagogy significantly determine whether digital tools can enhance learning outcomes. This study seeks to analyse these determinants within rural districts, identifying the extent to which readiness and attitudinal barriers influence media pedagogy practices.

Theoretical Background

Media pedagogy draws from theories such as Technological Pedagogical Content Knowledge (TPACK), the Theory of Planned Behavior, and the Technology Acceptance Model (TAM). Together, these frameworks explain how teachers' technological competence, perceived usefulness, perceived ease of use, and attitudinal dispositions shape the integration of media in instructional settings.

Significance of the Study

The study holds relevance for policymakers, teacher educators, and curriculum planners. Understanding rural teachers' technological readiness and attitudinal barriers can support the design of capacity-building programs, digital infrastructure planning, and media-integrated pedagogy frameworks. The findings will enable targeted interventions aimed at bridging the rural-urban digital divide.

Statement of the Problem

Despite national initiatives promoting ICT-enhanced teaching, rural teachers frequently struggle to adopt media pedagogy. Limited digital skills, infrastructural shortcomings, and negative or apprehensive attitudes hinder effective implementation. Therefore, the study investigates key determinants influencing teachers' media pedagogy, focusing on technological readiness and attitudinal barriers.

Operational Definitions of Key Terms

- **Media Pedagogy:** Instructional approaches that incorporate digital, audiovisual, and multimedia tools to facilitate learning.
- **Technological Readiness:** The extent to which teachers possess the skills, confidence, and resources to use technology for instructional purposes.
- **Attitudinal Barriers:** Psychological, affective, and belief-based factors that obstruct teachers from adopting technology.
- **Rural Classrooms:** Schools located in geographically rural or semi-rural areas with limited technological infrastructure.

Variables of the Study

- Independent Variables- Technological readiness, Attitudinal barriers
- Dependent Variable- Teachers' media pedagogy adoption

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Objectives of the Study

1. To assess the level of technological readiness among rural teachers.
2. To examine attitudinal barriers that affect the adoption of media pedagogy.
3. To determine the relationship between technological readiness and media pedagogy adoption.
4. To explore the predictive value of attitudinal barriers on teachers' media pedagogy behaviour.

Research Questions

1. What is the current level of technological readiness among teachers in rural classrooms?
2. What attitudinal barriers hinder teachers from adopting media-based pedagogy?
3. How does technological readiness influence media pedagogy adoption?
4. To what extent do attitudinal factors predict actual usage of media pedagogy?

Scope of the Study

The study focuses on government and aided rural schools, examining teachers across various subject domains. It covers technological readiness, attitudes, and pedagogical adaptation patterns.

Delimitations of the Study

- The study is limited to rural schools only.
- Only teachers currently in service are included.
- Media pedagogy is studied exclusively through technological and attitudinal determinants.

Review of Related Literature

1. **Johnson & Kumar (2020)** found that teachers' digital literacy significantly shapes their willingness to integrate media resources. Rural teachers lag due to inadequate ICT exposure.
2. **Banerjee (2019)** showed that media pedagogy adoption is correlated with institutional support and personal confidence in technology.
3. **Rahman & Singh (2021)** emphasised attitudinal barriers, such as anxiety and resistance to change, as key impediments in low-resource schools.
4. **Mukherjee (2022)** demonstrated that teachers' training positively influences their perceived usefulness of digital tools.
5. **Thomas (2018)** argued that infrastructural constraints create substantial disparities between rural and urban technology adoption.

Research Gap

While prior studies have explored ICT adoption in general, few have specifically analysed the interplay between **technological readiness, attitudinal barriers,** and **media pedagogy** within rural contexts. This study addresses this gap through an integrative, determinant-based approach.

Research Methodology

- Research Design- A descriptive, correlational research design is used to examine relationships between variables.
- Population- All teachers working in rural secondary schools of the selected district(s).
- Sample- A sample of approximately 200 teachers representing different subject areas.
- Sampling Technique- Stratified random sampling based on school type, teaching experience, and subject stream.
- Sources of Data
  - Primary data: Survey questionnaire
  - Secondary data: Reports, policy documents, academic studies

Research Tools

- Technological Readiness Scale (self-constructed)

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- Attitudinal Barrier Inventory
- Media Pedagogy Adoption Scale Each instrument will be validated through expert review and pilot testing.

Data Collection Procedure

Data will be collected through offline and online survey modes, maintaining confidentiality and voluntary participation.

Statistical Techniques

- Descriptive statistics (mean, SD)
- Correlation analysis
- Regression analysis to determine predictive relationships

Tabulation and Interpretation

Data will be systematically tabulated in frequency tables, cross-tabulations, and comparative charts to interpret trends.

Testing of Hypotheses

Hypotheses regarding the relationship and predictive power of technological readiness and attitudinal barriers will be tested using correlation and regression statistics.

Findings

- Technological readiness is expected to be moderate to low among rural teachers.
- Attitudinal barriers, especially anxiety and low confidence, significantly hinder adoption.
- Both technological readiness and attitudes are likely strong predictors of media pedagogy usage.

Summary, Conclusion, and Recommendations

The study concludes that enhancing digital competence and reducing attitudinal barriers are essential for strengthening media pedagogy in rural classrooms. Recommendations include digital training workshops, peer-learning models, infrastructure enhancement, and supportive administrative policies.

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