Vol. 14, Sp. Issue: 1, December: 2025
ISSN: (P) 2347-5412 ISSN: (O) 2320-091X

Evaluating the Role of Media Literacy Training Programs in Enhancing Teacher Confidence and Pedagogical Innovation

Vintee Jajawara

Assistant Professor, Maa Bharti P.G. Kanya Mahavidyalaya

Kota, Rajasthan

Introduction

The rapid proliferation of digital media has transformed the educational landscape, compelling teachers to integrate media literacy into their pedagogical practices. Media literacy training programs equip educators with skills to critically analyze, create, and incorporate media content into the classroom, fostering innovative teaching methodologies. This study evaluates how such training programs influence teacher confidence and promote pedagogical innovation, addressing the challenges and opportunities of digital education.

Theoretical Background of the Study

This study is grounded in the Technology Acceptance Model (TAM) and Bandura's Self-Efficacy Theory. TAM explains teachers' adoption of media literacy skills based on perceived usefulness and ease of use. Self-Efficacy Theory posits that confidence in one's abilities influences motivation and innovative behavior. Together, these frameworks elucidate how media literacy training can enhance teachers' pedagogical practices and confidence.

Significance of the Study

Understanding the impact of media literacy training is crucial for curriculum developers, educational administrators, and teacher educators. The findings can guide professional development initiatives, inform policy decisions, and contribute to improving digital pedagogy and teacher self-efficacy in both urban and rural school contexts.

Statement of the Problem

Although media literacy is essential for contemporary teaching, many teachers feel unprepared to effectively integrate media into their instruction. There is a need to evaluate how structured media literacy training programs influence teacher confidence and facilitate pedagogical innovation in schools.

Operational Definition of Key Terms

- **Media Literacy Training Programs:** Structured professional development initiatives aimed at enhancing teachers' skills in using and interpreting digital media.
- **Teacher Confidence:** Educators' self-reported belief in their ability to effectively integrate media into teaching.
- **Pedagogical Innovation:** The adoption of novel teaching strategies, tools, or methods that enhance learning outcomes.

Variables

- **Independent Variable:** Participation in media literacy training programs
- **Dependent Variables:** Teacher confidence, pedagogical innovation

Objectives of the Study

1. To assess the current level of teacher confidence in integrating media into instruction.
2. To evaluate the extent to which media literacy training programs influence pedagogical innovation.
3. To examine the relationship between teacher confidence and adoption of innovative teaching strategies.

Vol. 14, Sp. Issue: 1, December: 2025
ISSN: (P) 2347-5412 ISSN: (O) 2320-091X

4. To identify challenges faced by teachers in implementing media-based pedagogical innovations.

Research Questions of the Study

1. What is the current level of teacher confidence in using media for teaching?
2. How do media literacy training programs impact teachers' pedagogical practices?
3. Is there a significant relationship between teacher confidence and pedagogical innovation?
4. What barriers hinder the effective integration of media into teaching practices?

Scope of the Problem

The study focuses on evaluating the perceived outcomes of media literacy training among school teachers, emphasizing confidence levels and pedagogical innovation. The geographical focus includes both urban and rural schools within selected districts.

Delimitation and Area

- Limited to teachers who have participated in formal media literacy training programs.
- Study includes primary and secondary school teachers.
- Focuses on self-reported confidence and observed pedagogical innovation.

Review of Literature

1. **Mishra & Koehler (2019):** Found that TPACK-aligned media literacy training enhances teacher confidence in using technology-integrated pedagogy.
2. **Hobbs (2020):** Reported that teachers who underwent media literacy training demonstrated higher engagement in developing innovative lesson plans.
3. **Lin & Tsai (2021):** Highlighted that professional development in digital media correlates with increased adoption of interactive teaching strategies.
4. **Gupta (2018):** Observed that rural teachers benefit significantly from structured media literacy programs, leading to improved classroom practices.
5. **Rodriguez & Perez (2022):** Indicated that ongoing media literacy support fosters sustained pedagogical innovation and digital resource integration.

Research Gap

While existing research establishes the value of media literacy in teacher education, there is limited empirical evidence specifically linking training programs to measurable improvements in teacher confidence and pedagogical innovation, especially in mixed urban-rural school settings.

Research Methodology

- Research Design- Descriptive and correlational research design.
- Population- All school teachers who have participated in media literacy training programs in selected districts.
- Sample- A stratified sample of 150 teachers from primary and secondary schools.
- Sampling Method- Stratified random sampling.
- Source of Data
  - **Primary Data:** Questionnaires, interviews, classroom observations.
  - **Secondary Data:** Training program records, previous research articles, policy documents.

Research Tool

- Teacher Confidence Scale (Likert-type)
- Pedagogical Innovation Inventory
- Semi-structured interview schedule for qualitative insights

Vol. 14, Sp. Issue: 1, December: 2025
ISSN: (P) 2347-5412 ISSN: (O) 2320-091X

Data Collection

Data will be collected through self-administered questionnaires, interviews with selected teachers, and classroom observation of pedagogical practices.

Statistical Analysis of Data

- Descriptive statistics (mean, standard deviation)
- Pearson correlation coefficient to determine relationships
- Regression analysis to predict influence of training on confidence and innovation

Findings of the Study

The study revealed that teachers who participated in media literacy training programs demonstrated a **moderate to high level of confidence** in integrating digital media into classroom instruction. Descriptive analysis showed that teachers reported increased comfort in selecting, analyzing, and using media resources for lesson delivery. Many acknowledged that the training enhanced their technical skills, improved lesson planning, and strengthened their ability to guide students in critical media consumption. Classroom observations further supported these trends, indicating that trained teachers were more likely to use multimedia presentations, digital storytelling tools, videos, and interactive online platforms. Overall, teachers from both urban and rural schools exhibited improved confidence levels, though rural teachers reported slightly more dependence on institutional support due to limited infrastructural resources.

The findings also demonstrated a **significant positive relationship** between teacher confidence and pedagogical innovation. Teachers who scored higher on confidence measures were consistently observed to adopt innovative teaching practices, such as blended learning, inquiry-based digital tasks, collaborative online activities, and student-generated media projects. Regression analysis indicated that participation in media literacy training was a strong predictor of pedagogical innovation, suggesting that well-designed professional development programs can meaningfully transform teachers' instructional approaches. Despite these positive outcomes, teachers identified several challenges, including inconsistent internet connectivity, lack of devices, limited administrative support, and difficulty managing time for planning media-rich lessons. Nevertheless, the overall results confirm that media literacy training programs substantially enhance both teacher confidence and innovative pedagogical practices, reinforcing their importance in contemporary digital education.

Summary, Conclusions, and Recommendations

The study concluded with evidence-based recommendations for teacher training programs, including strategies to enhance confidence, promote innovative pedagogy, and overcome barriers to media integration.

References

- *Gupta, R. (2018). Impact of media literacy programs on rural teachers.* Journal of Educational Technology, *15(2), 45–60.*
- *Hobbs, R. (2020). Media literacy in teacher professional development.* Digital Education Review, *25(1), 33–49.*
- *Lin, C., & Tsai, C. (2021). Digital media training and innovative teaching practices.* Computers & Education, *164, 104–122.*
- *Mishra, P., & Koehler, M. (2019). Technological pedagogical content knowledge and teacher confidence.* Journal of Technology and Teacher Education, *27(3), 201–220.*
- *Rodriguez, L., & Perez, F. (2022). Sustaining pedagogical innovation through media literacy support.* Education and Information Technologies, *27(4), 385–402.*