



Teacher Attitude Shifts Through Digital Literacy Training Programmes in Rural Malawi: An Insight into Teacher Perceptions

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Abstract

Digital literacy is essential for teachers in modern educational settings, particularly in rural areas where access to technology may be limited. A mixed-methods approach was employed, including pre- and post-training surveys ($N = 120$) \wedge *focus group discussions with teachers* ($n = 15$). Teachers showed a significant shift towards more positive attitudes about technology integration in physics lessons ($p < 0.05$; Cohen's $d = 0.89$). Digital literacy training programmes have the potential to enhance teacher confidence and enthusiasm for using technology, which is crucial for effective teaching. Schools should continue digital literacy initiatives as a regular part of professional development to maintain these gains in teacher attitudes. digital literacy, teacher attitudes, rural education, physics instruction, Malawi

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