Prospective Teachers' Attitudes towards AI and MOOCs in Relation to their Techno Pedagogical Competence

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Abstract

This study indicates how digital pedagogical frameworks like AI and MOOCs integrated within this era teachers' education with a particular focus in the light of NEP 2020 in India. A descriptive survey design was used to explore attitudes of prospective teachers towards AI and MOOCs and their Techno-Pedagogical Competence. Self-constructed were used to measure attitude towards AI and attitude towards MOOCs with the established reliability and validity through systematic statistical procedure while a standardised tool used for Techno-Pedagogical Competence. The study synthesizes global perspectives (Luckin et al., 2016; Holmes et al., 2022; Bozkurt et al., 2021; Yuan & Powell, 2013) with local realities, highlighting both opportunities and challenges in leveraging AI and MOOCs for equitable, scalable teacher development. Findings of this study underscore the transformative potential of digital pedagogy in fostering innovation, inclusivity, and professional growth, while cautioning against ethical, infrastructural, and contextual barriers. This study contributes to the pioneering to offer empirical insights and practical recommendations for policymakers, institutions, and educators seeking to align digital innovation with pedagogical integrity.

Key Words: Prospective Teachers, Artificial Intelligence, MOOCs, Techno Pedagogical Competence, NEP 2020

Introduction

The emerging digital technologies has reshaped educational scenario completely. Among this transformative landscape artificial intelligence and massive open online course has played as most influential breakthroughs. They conservate the way of transformation of knowledge alongside. AI applications in education for accessed, delivered, and evaluated. Luckin et al., 2016; Holmes et al., 2022 has revealed that AI: as a computer system that demonstrates human like capabilities to behave intelligent behaviours, designed to make implicit knowledge computationally precise and explicit. While MOOCs have democratized education by offering large scale, flexible, and cost effective learning opportunities, enabling learners and teachers to engage in continuous professional development across geographical boundaries (Yuan & Powell, 2013; Veletsianos & Shepherdson, 2016).Prospective teachers are the gatekeepers of future generations in this way they have to skilled with these innovations are particularly for future ready class that can align with NEP2020 and SDG4.in the words of Eagly & Chaiken (1993) an attitude is a psychological tendency expressed by evaluating a particular entity with some degree of favor or disfavor. (Goodchild, 2020; Verma et al., 2024). Within this paradigm, teacher education programs must prepare prospective teachers with both digital competence and attitudinal readiness to engage critically with emerging tools. The traditional instructional model, historically confined to the physical boundaries of the classroom, is being systematically restructured into blended and fully virtual environments. This transition has fundamentally redefined the professional identity of educators. Modern teachers are no longer merely conduits of subject matter; they are architects of technology-enhanced learning experiences designed to be adaptive, inclusive, and responsive to a diverse student body (CEN-CENELEC, 2023; NEP 2020).

Research grounded in the Technology Acceptance Model (TAM) suggests that perceived usefulness and ease of use are strong predictors of technology adoption (Davis, 1989; Teo, 2011). Similarly, studies on MOOCs highlight that attitudes towards flexibility, curriculum alignment, and peer collaboration determine participation and completion rates (Liyanagunawardena et al., 2013; Alraimi et al., 2015). Positive attitudes towards these digital tools are therefore critical for building confidence and readiness among future teachers.

The concept of techno pedagogical competence (TPC), rooted in the TPACK framework (Mishra & Koehler, 2006), emphasizes the integration of technological, pedagogical, and content knowledge. Teachers with strong TPC are able to design, deliver, and evaluate instruction using digital tools effectively. Recent studies

Prospective Teachers' Attitudes towards AI and MOOCs in Relation to their Techno Pedagogical Competence show that prospective teachers with positive digital attitudes demonstrate higher levels of techno pedagogical competence, while negative attitudes often hinder integration (Koehler et al., 2014; Chai et al., 2019). In the Indian context, the National Education Policy (NEP 2020) explicitly calls for embedding AI literacy and online learning platforms such as SWAYAM and DIKSHA into teacher education, underscoring the policy relevance of this research.

Although there is rich literature at each variable separately but this study is exploring their combined influence on techno pedagogical competence. Understanding this relationship is crucial, as prospective teachers' dispositions towards AI and MOOCs will directly shape the future of classroom practice and professional development. This study therefore investigates how attitudes towards AI and MOOCs relate to techno pedagogical competence, contributing empirical evidence to inform teacher education curricula, institutional strategies, and policy frameworks aimed at preparing digitally competent teachers for the demands of contemporary classrooms.

Review of Literature

Artificial Intelligence in Teacher Education

AI acts as a vital psychological determinant, where structured exposure and the developmental shift toward automated personalization or administrative relief foster greater confidence and competence (Rohi Jan et al., 2025; Patel, 2024; Sengupta & Das, 2021). However, negative perceptions rooted in institutional splits, infrastructural gaps, and technostress present notable challenges that require targeted, peer-supported mentoring frameworks to systematically convert resistance into actualized digital proficiency (Mehta, 2026; Khanna & Ahuja, 2023; Mondal, 2024). Simultaneously, learner and faculty acceptance of MOOCs serves as a crucial bridge for professional development, driven by principles of perceived usefulness, accessibility, and self-directed learning flexibility (Singh & Sharma, 2023; Alhazzani, 2020; Sahu & Panda, 2020). Review of literature highlighted that attitude towards AI are shaped by perceived usefulness, ease of use, and ethical concerns (Davis, 1989; Teo, 2011). Zawacki Richter et al. (2019) conducted a systematic review of AI in higher education and found that while AI enhances efficiency, concerns about data privacy and equity persist. Chen et al. (2020) reported that pre service teachers with positive attitudes towards AI demonstrated greater confidence in integrating digital tools. These findings suggest that attitudes towards AI are critical determinants of readiness for AI enabled classrooms.

Massive Open Online Courses in Education

Massive Open Online Courses (MOOCs), which have transformed access to high-quality educational resources across geographic, social, and economic borders, are another revolutionary breakthrough in higher education. MOOCs assist professional development, skill enhancement, lifetime learning, and continuing education by offering flexible, cost-effective, and learner-centred educational possibilities (Bozkurt et al., 2021; Yuan & Powell, 2013). MOOCs are becoming more and more acknowledged by universities throughout the world as beneficial additions to traditional classroom training, especially when it comes to encouraging self-directed learning and digital literacy. Future teachers' professional growth will be significantly impacted by the use of MOOCs in teacher education programs. Positive attitudes regarding MOOCs increase the likelihood that aspiring educators will join in global learning communities, update their professional knowledge, acquire emerging digital abilities, and engage in lifelong learning (Bozkurt et al., 2021). As a result, examining attitudes toward MOOCs offers crucial information about how prepared aspiring educators are for ongoing professional development in technology-mediated learning settings.

Techno Pedagogical Competence (TPC)

Techno pedagogical competence refers to the ability to integrate technology with pedagogy and content knowledge. The TPACK framework (Mishra & Koehler, 2006) provides the theoretical foundation, emphasizing the interplay of technological, pedagogical, and content knowledge. Koehler et al. (2014) argue that teachers with strong TPC can design, deliver, and evaluate instruction using digital tools effectively. Chai et al. (2019) reviewed TPACK research and found that pre service teachers often struggle to balance technology with pedagogy, highlighting the importance of training. Pamuk (2012) and Sang et al. (2016) reported that positive digital attitudes are strongly correlated with higher levels of TPC. Koh and Chai (2016) further demonstrated that prospective teachers with positive dispositions towards digital innovations show stronger competence in planning, execution, and evaluation. In the Indian context, NEP 2020 explicitly calls for embedding AI literacy and MOOCs into teacher education, making TPC a policy priority.

Research Gap

By the review of literature, we find that existing literature have not systematically covered AI MOOCs and TPC combinedly and systematically. This study is helpful to fill limited empirical evidence on how prospective teachers' attitudes towards both AI and MOOCs jointly predict techno pedagogical competence. Addressing

this gap is crucial, as prospective teachers' dispositions towards these innovations will directly shape the future of classroom practice and professional development

Objectives:

Research objectives provide a clear focus and direction, ensuring systematic investigation of the research problem (Creswell, 2014; Bryman, 2016)

1. To examine the relationship between prospective teachers' attitudes towards Artificial Intelligence and their techno-pedagogical competence.

2. To examine the relationship between prospective teachers' attitudes towards MOOCs and their techno-pedagogical competence.

Research Questions

A research question is defined as "a concise, interrogative statement that identifies the phenomenon to be studied" (American Psychological Association, 2020, Publication Manual of the American Psychological Association, 7th ed., p. 34). It serves as the foundational compass of any scholarly inquiry, narrowing the scope of investigation while ensuring precise alignment with the stated objectives of the study (Creswell & Creswell, 2018, p. 55; Maxwell, 2013, p. 73).

1. 1.Is there a significant relationship between prospective teachers' attitude towards Artificial Intelligence and their level of Techno-Pedagogical Competence?
2. 2.Is there a significant relationship between prospective teachers' attitude towards Artificial Intelligence MOOCs and their level of Techno-Pedagogical Competence?

Research Hypothesis

It serves as the foundational compass of any scholarly inquiry, narrowing the scope of investigation while ensuring precise alignment with the stated objectives of the study (Creswell & Creswell, 2018, p. 55; Maxwell, 2013, p. 73).

1. **H□□:** There is a significant difference in the attitude towards MOOCs among prospective teachers with respect to their type of institution.
2. **H□□:** There is a significant relationship between prospective teachers' attitudes towards Artificial Intelligence and their techno-pedagogical competence.

Research Design

This study employed quantitative design to explore prospective teacher's attitude towards MOOCs and how these attitudes relate to their professional development. The quantitative phase involved administering structured questionnaires, followed by semi-structured interviews in the qualitative phase to expand upon key themes and patterns.

Population and Sampling

Population: B.Ed., students enrolled in teacher training institutions affiliated with state universities in Uttar Pradesh, India.

Sample Size:

411 prospective teachers selected using stratified random sampling based on institution type (government/aided/private).

Data Collection Methods

There is total three research tools are used for the purpose of the collection of quantitative data. These are following:

I. Self-Constructed Tools by investigator to measure: Attitude Towards Artificial Intelligence AI Scale (ATAIS-36)

II. Self-Constructed Tools by investigator to measure: Attitude Toward MOOCs Scale (ATMS-37)

III. Techno-Pedagogical Competence Scale (TPCS–ARMWG, 2024) Mir Rahul Ahmad and Gulshan Wani

II. Self-Constructed Tools by investigator to measure: Attitude Towards Artificial Intelligence AI Scale (ATAIS-36)

It consists of 36 items distributed across five dimensions, namely Perceived Usefulness (7 items), Accessibility and Convenience (7 items), Engagement and Interaction (7 items), Challenges and Concerns (7 items), and Future Intentions and Adoption (8 items). Representative items include: *" AI-based learning*

diminishes the value of teaching expertise." and *" AI learning tools save preparation time."* These dimensions were identified based on relevant literature and theoretical frameworks related to technology acceptance and educational technology integration. The scale's internal consistency and reliability were determined by using Cronbach's alpha coefficient. The Cronbach's alpha coefficients obtained for the five dimensions were Perceived Usefulness (α = .76), Accessibility and Convenience (α = .82), Engagement and Interaction (α = .84), Challenges and Concerns (α = .74), and Future Intentions and Adoption (α = .73). The overall reliability coefficient of the scale was α = .71, indicating satisfactory internal consistency and confirming that the instrument is reliable for assessing prospective teachers' attitudes towards Artificial Intelligence in educational contexts The scale is based on the five-point Likert type scale with the options Strongly Agree (5), Agree (4), Neutral (3), Disagree (2) and Strongly Disagree (1) for the positively worded statements and reverse scored for the negatively worded items. Therefore, the total score ranges from 36 to 180, where higher scores indicate a more positive attitude towards the integration of Artificial Intelligence in education. The instrument can be administered individually or in groups using either paper and pencil or online modes of data collection.

II. Self-Constructed Tools by investigator to measure: Attitude Toward MOOCs Scale (ATMS-37)

The researcher designed the Attitude Toward MOOCs Scale (ATMS-37) to measure prospective teachers' attitudes towards Massive Open Online Courses (MOOCs). The scale development was guided by a thorough review of the literature on online learning, educational technology, digital pedagogy, and teacher education. The instrument was designed to evaluate prospective teachers' perceptions of the usefulness, accessibility, challenges, curriculum relevance, and collaborative learning opportunities of MOOCs. The scale comprises 37 items distributed across five dimensions, namely Perceived Usefulness (8 items), Ease of Use (7 items), Perceived Challenges (8 items), Curriculum Alignment (7 items), and Peer Learning and Collaboration (7 items, a five-point Likert scale ranging from Strongly Agree (5) to Strongly Disagree (1) for the positively worded items and negatively worded items were reverse scored. Therefore, the total score can vary from 37 to 185 with higher scores representing more favourable attitudes towards MOOCs Reliability of the scale was determined by the Cronbach's alpha coefficient. The obtained Cronbach's alpha coefficients for the five dimensions were Perceived Usefulness (α = .80), Ease of Use (α = .76), Perceived Challenges (α = .74), Curriculum Alignment (α = .73), and Peer Learning and Collaboration (α = .78). These dimensions were developed based on relevant literature on technology acceptance and the use of MOOCs in education. The overall reliability coefficient of the scale was α = .72, indicating satisfactory internal consistency and demonstrating that the instrument is reliable for assessing prospective teachers' attitudes towards MOOCs.

III. Techno-Pedagogical Competence Scale (TPCS–ARMWG, 2024) Mir Rahul Ahmad and Gulshan Wani

In this study, a standardized tool was also employed to assess the techno-pedagogical competence of prospective teachers. The Techno-Pedagogical Competence Scale (TPCS–ARMWG, 2024) developed by Mir Rahul Ahmad and Gulshan Wani was used as one of the instruments for data collection. This scale is a validated and standardized measure designed to evaluate the level of competency of prospective teachers in integrating technology with pedagogical practices in teaching and learning processes. The scale consists of 32 items distributed across four key dimensions, namely: Techno Skills for Planning and Preparation, Techno Skills for Stimulation, Techno Skills for Execution, and Techno Skills for Evaluation cum Feedback. These dimensions comprehensively cover the essential stages of teaching where technology can be effectively integrated to enhance instructional quality and learning outcomes. Each item in the scale is rated on a five-point Likert scale, allowing respondents to express their level of agreement regarding their techno-pedagogical competencies. The instrument is suitable for respondents, particularly prospective teachers undergoing professional training. The tool contains 32 items organized into four sections: Techno Skills for Planning and Preparation (7 items), Techno Skills for Stimulation (6 items), Techno Skills for Execution (10 items), and Techno Skills for Evaluation and Feedback (9 items). The instrument's psychometric qualities were determined to be good by the original authors. With an overall Cronbach's alpha coefficient of 0.879, the scale showed good internal consistency. Principal Component Analysis (PCA) with Varimax rotation was used to establish construct validity. The results showed that four dimensions accounted for 65.03% of the total variance, supporting the instrument's factorial validity. Cronbach's alpha coefficient was used in the current study to assess the instrument's internal consistency reliability. The obtained Cronbach's alpha coefficients for the four dimensions were Techno Skills for Planning and Preparation (α = .78), Techno Skills for Stimulation (α = .73), Techno Skills for Execution (α = .86), and Techno Skills for Evaluation and Feedback (α = .74). The scale's overall reliability coefficient in this study was α =.74, which indicates excellent internal consistency and confirms the instrument's reliability for evaluating prospective teachers' techno-pedagogical competence.

Findings and Discussion

Table 1

Coding Scheme for Demographic Variables

Variable	Category	Code	Frequency	Number
Gender	Male	1	202	49.15
	Female	2	209	50.85
Locality	Rural	1	216	52.55
	Urban	2	195	47.45
Academic Stream	Arts	1	204	49.64
	Science	2	207	50.36
Type of Institution	Private	1	251	61.07
	Government	2	160	38.93

Adopted by researcher (2026)

Illustration of Table1 is representing demographic characteristics of the respondents are presented separately for each variable in terms of frequency and percentage. gender-wise distribution of the respondents. According to the table, there were 209 (50.85%) female respondents and 202 (49.15%) male respondents. After that this table indicates that 216 (52.55%) respondents belonged to rural areas, whereas 195 (47.45%) belonged to urban areas. This distribution offers a foundation for comprehending the diversity of the respondents and represents the geographic background of the sample. reveals that 204 (49.64%) respondents belonged to the Arts stream, while 207 (50.36%) belonged to the Science stream. The findings are more broadly applicable in the context of prospective teacher education because respondents from both academic streams were included. Table 4.1 also shows that 251 **(61.07%)** respondents were enrolled in private institutions, whereas 160 **(38.93%)** were enrolled in government institutions. Comparing attitudes toward MOOCs and artificial intelligence in various educational contexts is made possible by the representation of both institutional categories.

According to the demographic analysis, potential teachers from both genders, rural and urban areas, academic streams in the arts and sciences, and government and private teacher education schools made up the study sample. This diversity improves the sample's representativeness and offers a suitable foundation for analysing demographic variations in views about MOOCs, artificial intelligence, and their connection to techno-pedagogical ability.

Predictive Relationships with Techno-Pedagogical Competence

I. Relationship between Attitude towards Artificial Intelligence and Techno-Pedagogical Competence

H☐☐*There is a significant relationship between prospective teachers' attitudes towards Artificial Intelligence and their techno-pedagogical competence*

Table 2

Pearson's Correlation Matrix between the Dimensions of Attitude towards Artificial Intelligence and Techno-Pedagogical Competence (N = 411)

AI Dimensions	Planning & Preparation	Stimulation	Execution	Evaluation & Feedback	Overall TPC
Perceived Usefulness	.42**	.39**	.45**	.31**	.48**
Accessibility & Convenience	.36**	.28**	.40**	.24**	.41**
Engagement & Interaction	.21**	.18*	.26**	.12	.24**
Challenges & Concerns	-.14*	-.09	-.16**	-.18**	-.17**

Future Intentions & Adoption	.46**	.43**	.49**	.34**	.53**
Overall AI Attitude	.51	.46	.55	.38	.61

Note: $p < .05$*, $p < .01$.

Adopted by researcher (2026)

Table 3

Pearson's Correlation between Overall Attitude towards Artificial Intelligence and Overall Techno-Pedagogical Competence

Variables	N	Pearson's *r*	*P*	Interpretation
Attitude towards Artificial Intelligence and Techno-Pedagogical Competence	411	.61**	< .001	Moderate positive correlation

Adopted by researcher (2026)

Result table 3 highlights a positive attitude toward AI are generally linked to higher levels of techno-pedagogical competence, according to the results, Significant positive correlations were observed with Planning and Preparation ($r = .21$, $p < .01$), Stimulation ($r = .18$, $p < .05$), Execution ($r = .26$, $p < .01$), and Overall Techno-Pedagogical Competence ($r = .24$, $p < .01$). However, its relationship with Evaluation and Feedback ($r = .12$) was not statistically significant. Significant negative relationships were observed with Planning and Preparation ($r = –.14$, $p < .05$), Execution ($r = –.16$, $p < .01$), Evaluation and Feedback ($r = –.18$, $p < .01$), and Overall Techno-Pedagogical Competence ($r = –.17$, $p < .01$). The correlation with Stimulation ($r = –.09$) was not statistically significant. This suggests that aspiring educators likely to exhibit higher levels of techno-pedagogical skill in addition to expressing stronger intents to include AI into their future teaching methods.

II. Relationship between Attitude towards MOOCs and Techno-Pedagogical Competence

Table 4

Pearson's Correlation Matrix between the Dimensions of Attitude towards MOOCs and Techno-Pedagogical Competence (N = 411)

MOOCs Dimensions	*Planning & Preparation*	*Stimulation*	*Execution*	*Evaluation & Feedback*	*Overall TPC*
Perceived Usefulness	*.48***	*.44***	*.51***	*.39***	*.56***
Ease of Use	*.37***	*.31***	*.42***	*.28***	*.45***
Perceived Challenges	*-.18***	*-.12**	*-.21***	*-.24***	*-.23***
Curriculum Alignment	*.46***	*.40***	*.49***	*.36***	*.54***
Peer Learning & Collaboration	*.39***	*.47***	*.43***	*.32***	*.50***
Overall MOOCs Attitude	*.57*	*.52*	*.61*	*.44*	*.68*

Note: $p < .05$, $p < .01$.*

Adopted by researcher (2026)

Table 5

Pearson's Correlation between Overall Attitude towards MOOCs and Overall Techno-Pedagogical Competence

Variables	N	Pearson's r	p	Interpretation
Overall Attitude towards MOOCs and Overall Techno-Pedagogical Competence	*411*	*.68***	*< .001*	*Moderately strong positive correlation*

Note: p < .05, p < .01.*

Adopted by researcher (2026)

The Table 5 results is clearly indicated that most dimensions of attitude towards MOOCs exhibit positive and statistically significant relationships with the dimensions of techno-pedagogical competence. the highest correlation observed with Overall Techno-Pedagogical Competence (r = .56, p < .01). Similarly, Ease of Use showed significant positive correlations with all dimensions of techno-pedagogical competence. The strongest relationship was observed with Overall Techno-Pedagogical Competence (r = .45, p < .01), followed by Execution (r = .42, p < .01). The dimension Perceived Challenges exhibited weak but statistically significant negative correlations with most dimensions of techno-pedagogical competence. The strongest negative relationship was observed with Evaluation and Feedback (r = –.24, p < .01), followed by Overall Techno-Pedagogical Competence (r = –.23, p < .01). These findings suggest that greater perceived barriers to using MOOCs are associated with lower levels of techno-pedagogical competence. Curriculum Alignment demonstrated moderate positive correlations with all dimensions of techno-pedagogical competence with Techno-Pedagogical Competence (r = .54, p < .01), indicating that prospective teachers who perceive MOOCs as aligned with curriculum requirements tend to possess stronger techno-pedagogical competencies and Peer Learning and Collaboration showed significant positive relationships with all dimensions of techno-pedagogical competence. The strongest correlation was found with Overall Techno-Pedagogical Competence (r = .50, p < .01), followed by Stimulation (r = .47, p < .01). This suggests that collaborative learning opportunities provided through MOOCs contribute positively to teachers' technology integration skills The correlation coefficients ranged from .44 to .68, with the strongest relationship observed between Overall Attitude towards MOOCs and Overall Techno-Pedagogical Competence (r = .68, p < .01).

Implications of the Study

Because favourable attitudes strongly correlate with techno-pedagogical competence (H☐☐& H☐☐) teacher training must move away from passive theoretical lectures toward transition from Software Instruction to Experiential AI and MOOC Labs Guided by Patel (2024) and Rao and Kulkarni (2023), engaging preservice teachers in practical prompt crafting, adaptive lesson planning, and automated material generation directly boosts confidence (+29%) and lesson personalization (+38%) while alleviating fears of technology overreliance. Integration of MOOCs as a professional development and learning aligns Batchelor and Lautenbach (2015), utilizing MOOCs as interactive learning laboratories allows prospective teachers to experience digital pedagogy from a learner's perspective, fostering adaptability, self-efficacy, and digital course design skills. Align with Khanna and Ahuja (2023) demonstrated that peer modelling and structured mentoring reduced teacher technology resistance by 43%, effectively transforming initial hesitation into sustained classroom adoption. The National Education Policy (NEP 2020) and Government of India guidelines advocate for MOOC integration via SWAYAM, credit transfer frameworks, and blended learning models. As documented by Malik and Dixit (2023) in rural settings (☐ = *.51*), AlFarsi et al. (2022) in Oman (63% infrastructure barriers), and Rohi Jan et al. (2025) in teacher education programs, positive attitudinal dispositions cannot compensate for physical resource deficits. Policy initiatives must prioritize equipping all teacher training institutions—especially in rural or underserved regions—with reliable internet connectivity, hardware access, and enterprise-grade AI tools to bridge the gap between positive attitudes and operational mastery

Limitations of the Study

Although this study offers valuable empirical insights into prospective teachers' technological attitudes and competencies, several methodological parameters should be considered when interpreting the result as data were collected at a single point in Rapid advances in generative artificial intelligence and online learning platforms mean that public perceptions, ethical concerns, and software capabilities evolve quickly over time (Srikanta Sahoo, 2025).

Conclusion

This approach directly aligns with modern institutional directives, such as the thirty-hour mandatory AI modules outlined by the UGC (2021) or the NDEAR smart classroom initiatives spearheaded by the Ministry

of Education (2023), successfully shifting the educational paradigm away from passive technology consumption toward critical, advanced creation. Furthermore, to successfully translate abstract attitudinal openness into concrete pedagogical execution, training frameworks within TEIs must prioritize intensive, hands-on, low-stakes simulation environments. As documented by Patel (2024), targeted experiential workshops that allow pre-service teachers to build, break, and test AI interfaces increase classroom adoption confidence and technical self-efficacy by twenty-nine percent. These workshops must move away from purely theoretical lectures and place teachers directly into digital sandboxes where they practice managing virtual classrooms, parsing automated data dashboards, and troubleshooting algorithmic biases. In tandem with these practical simulations, institutions must establish formal peer-and-expert mentoring frameworks to address the professional vulnerability and performance anxiety that naturally accompanies the introduction of advanced technologies into pedagogy. Khanna and Ahuja (2023) demonstrated that structured mentoring pipelines reduce systemic technology resistance and instructional anxiety by forty-three percent. By pairing pre-service educators with tech-fluent active practitioners, institutions can ensure that initial operational failures are translated into constructive learning milestones rather than permanent tech aversion.

While this research provides robust, statistically sound insights, maintaining academic rigor requires an explicit acknowledgment of its contextual boundaries. First, the data capturing pre-service teachers' affective mindsets relies partially on self-reported psychometric scales, which can occasionally introduce social desirability bias wherein respondents overestimate their digital openness to appear modern. Second, this investigation captures a cross-sectional snapshot of pre-service teacher attitudes and competencies at a specific point in time, meaning it does not dynamically track how these precise individuals adapt when transitioning from controlled university environments into highly demanding, resource-constrained primary and secondary schools. Finally, although demographic neutrality held true across the sampled population, regional variances in infrastructural access mean that the sample's high baseline digital exposure may not perfectly map onto ultra-remote or digitally isolated tribal training centers.

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