

MEDIA LITERACY AMONG HEAD TEACHERS:
A CASE OF COMMUNITY SCHOOLS IN KATHMANDU VALLEY

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DECLARATION

I hereby declare that this dissertation has not been submitted for the candidature of any other research degree to any university.

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DEDICATION

I dedicate this dissertation to my ever-loving grandmother and my dearest parents who have always been the source of inspiration for my continued academic endeavors. I am truly grateful for the hard work and honesty that I learned from them. Moreover, I am equally indebted to my beloved wife Manju along with our wonderful children Grishma and Grish who have been time and again motivating me to complete this work in such a refined form.

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Abstract Approved

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Media literacy in education seeks productivity in academic institutions that goes with the personal well-being of the headteacher, teachers, and other staff members. A thorough study was needed to measure the level of media literacy among the headteachers of community schools of Nepal and examine the relationship between their communication behavior and the media literacy they were aware of. In this regard, the major research question of the study was concerned to identifying (1) the level of media literacy of headteachers, (2) difference in media literacy across the headteachers' personal characteristics and school-related variables, and (3) media literacy of headteachers' contribution to their communication behaviour to the teachers and staff members. In this study, the demographic variables (gender, ethnicity, age, marital status, academic qualification, teaching experience, and training) were considered to achieve the expected outcomes.

The population of this study was all 295-secondary level headteachers of community schools of Kathmandu valley. The sample size was identified by using a

formula, and the questionnaires were distributed randomly to the sample of 100 head teachers from Kathmandu, 46 from Lalitpur, and 24 from Bhaktapur Districts. Before the distribution of the questionnaire, it was piloted. The collected data were analyzed by inferential statistics. Reliability, validity, and ethics were considered in each stage of research.

The findings of this study revealed that headteachers were not aware enough of the influence of Media on their job in general. There was a positive relationship between media literacy and communication behavior among them. Likewise, female head teachers felt themselves being recognized, and they had a good relationship with colleagues. Similarly, the more the age of headteachers was, the more they were not literate about media. It also came with findings that higher the qualification of head teachers, they were more literate with media. Similarly, trained head teachers were more communicative with the subordinates and students. Thus, headteachers' communication behavior was more influenced by media literacy.

The study suggests the headteachers to constructively engage in building their schools. They can develop a social network that can be an avenue to get recognition, which in turn, can communicate properly with schools' stakeholders including teachers, guardians, and students to learn from each other. The network interplays with autonomy in their decision-making process and supports the headteachers to carry out all job-related programs. Therefore, the study suggests that the stakeholders of the school can think over knowledge development and autonomy along with the media literacy of headteachers to explore any issue openly, engage them meaningfully, and to communicate effectively for quality improvement of community schools.

Keywords: media literacy, communication behavior, leadership, school, head teacher

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Govinda Dhital, Degree Candidate

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LIST OF TERMS AND ABBREVIATIONS

ANOVA	Analysis of Variance
CB	Communication Behavior
CS	Communication Style
DOE	Department of Education
HT	Head Teacher
MIL	Media and Information Literacy
ML	Media Literacy
MLS	Media Literacy Skill
MPhil	Master of Philosophy
PhD	Philosophy of Doctorate
SD	Standard Deviation
SI	Social Interaction
TI	Task of Interaction
TTU	Technical Task Uncertainty
USA	United State of America

CHAPTER I

INTRODUCTION

The overall school system in Nepal is taken as the process of producing educated human resources that ultimately plays a major role in the progressive development of the nation. In this regard, appropriate and updated leadership is vital in the pedagogical process of academic institutions (Nikolopoulou, 2020). The pillars of the future are being instructed by the teachers who are assumed to know, and they are taken as role models. Hence, the knowledge and behavior they impart in and around the classrooms have been followed by their students.

The growing pattern of media in the world is influencing our lifestyle day by day. The school system is a place where the impact of media can be seen very prominently. The bureaucracy of a school system is another part that influences the whole teaching-learning process in Nepalese community schools (Danai, 2021). Even the learning process and teaching methodology are becoming a part of information technology in the school system. Students in this context are always aware of the information provided by different media. The teacher and the management of the school system are also aware of the power of media. They construct the knowledge by utilizing the resources like audio-video, print, and online media (Kumi-Yeboah et al., 2020). Even social media like Face-book and others have ultimately influenced the teaching-learning process in both positive and negative ways.

According to policymakers and academics, media literacy is defined as "the ability to access, understand, and evaluate media-related dynamics and communicate adequately within these forms" (Bulger, 2012, p. 35). As per Schmidt (2012), media literacy in education has evolved as a movement to assist individuals of all ages in

acquiring the abilities required to communicate in the modern world. Media literacy is a concept and practice necessary to help citizens be informed and empowered in a world increasingly populated with diverse media and messages (Cho et al., 2022).

The head teachers of Nepalese community schools are not only the leaders of the particular school but also the change agent of the community by sharing the knowledge of education and every aspect of society. People are aware enough about the political situation and other social behavior but the teaching and learning process can only be dependent on the schools' system as they believe that the knowledge is only constructed in the educational institution. So, the schools' leaders are under social pressure to always be ready to disseminate the information and knowledge to the people.

The media has played a vital role to enhance knowledge and update the situation which is happening in society (Basheti, 2021). The part of disseminating the knowledge and information through students and other stakeholders of the schools' system depends on the strength of head teachers and their level of understanding of media. But, the school system has not accepted the power of media in most of the schools. This is all because of the leader's or manager's knowledge and different perception toward the media. Most of the school leaders are using media without knowing their impact on the students and society (Beemt, 2020). Few of the educational leaders are using media as a tool to collect students as if the media has no other role except informing them about their schools.

Research Problem

The mushrooming of various media in Nepal affects the total socio-economic and educational sector of the country. While teachers and children face a mix of real and virtual ties, may outrank the home environment. Given this situation, school

systems need to form habits for making judgments about media. Media literacy, in this context, helps headteachers in their independent thinking, leading to their personal development. They need to move to raise awareness through analysis and reflection before action. Media literacy in the school system aims to put them in the proper place so that media cannot be taken at face value. Media literacy talks about the creative techniques which are used to attract the attention of stakeholder of the school system. Similarly, the school system might have different ways of understanding media literacy. But the question is whether perception and practice of media literacy are functioning well or it is just like fashion to show others without having any theoretical backbone. These aspects of media literacy should be explored in a way that the school system will be benefited. Although the school system is suffering from the havoc disseminated via media, the knowledge and way of handling media should be developed through media literacy to all components in school.

Nowadays, the majority of people use the internet or other media including radio and television to be informed. To be literate is to be able to handle all forms of information gadgets, and people need computer skills in the workplace as well. Reading and writing are supplemented by understanding visual language and designing multimedia messages. Buying, selling, expressing opinions, and signing competitions increasingly require media interaction, and participation has gone digital. In this regard, the research problem consists of different variables like the school system itself, the management committee, and the head teacher as a leader of the school. Similarly, experiences of other teachers, students, and even the non-teaching staff have been taken as a part of research in this study.

Parola and Ranieri (2010) carried out the research on media literacy education and found that some of the nations have taken media literacy education as a

significant part of the curriculum, whereas in others, just a few occasional projects, if any, are implemented in schools. Researchers, policymakers and educators have argued that media literacy education has the potential to prepare young people so that they are capable of identifying, dismissing and addressing misinformation when they encounter it (Corser et al., 2021).

Several studies (e.g., Aufderheide, 1993; Botturi, 2019; Jones-Jang, Mortensen, & Liu, 2021) have been carried out on media literacy. However, they do not primarily focus on headteachers. No studies were found in the context of Nepal. A few studies (Acharya, & Sharma, 2022, Danai, 2021, & Dhital, 2016) linked media literacy related with journalism education. In case of Nepal, journalism education advanced rapidly in the 20th century. It provides opportunities for studying interactions of technological developments and disruptions, (inter) disciplinarily, and sociopolitical transformations (Acharya, & Sharma, 2022). This generates many questions in the area of media literacy- How is the status of media literacy in Nepal? How is level of media literacy among school stakeholders? How do stakeholders of schools perceive and understand about media literacy? Among several such questions, an area that enquires immediate attention is: How is the level of media literacy of the headteachers and how is it related to communication behavior?

Some studies on communication behavior (Penley & Hawkins, 1985; Tyler 2016; Perveen & Nawaz, 2021) carried out related with schools' stakeholders like headteachers, teachers and students. But these kinds of studies are not carried out in Nepal so far. Communication skills are the vital for head teachers of schools because they have to deal with so many people at a time. Good communication by school head teachers is imperious for better presentation, motivation, enthusiasm and conflict

resolution in all affairs of schools (Perveen & Nawaz, 2021). The successful school head teachers are frequently self-assured communicators and narrators.

Purpose of Study

The purpose of the study was to measure the level of media literacy of headteachers and to relate it with their communication behaviors. It was to differ media literacy across headteachers' personal characteristics.

This study also aimed to understand whether the head-teachers were aware of the influence of Media on their personal characteristics and see the relation between media literacy and communication behavior among themselves.

Research Questions

- i. What is the level of media literacy of headteachers?
- ii. To what extent does media literacy differ across the headteachers' personal characteristics?
- iii. How far does the media literacy of headteachers contribute to their communication behavior to the teachers and staff members?

Research Hypotheses

The hypotheses of my study are as follows:

- i. Media literacy of the head teachers is differed by principals' personal characteristics.
- ii. Media literacy of the HTs contributes to communication behavior.

Rationale and Significance of the Study

Studying media literacy and behavior is a good start to justify the way the media art assists to make work-life more comfortable. It is observed that media literacy education has increased due to people's increasing interest in the academic field (Yanarates, 2020). Asking school leaders and teachers to look critically at

various media and the behaviors of characters in media compared to their own behavior and that of the school system can cause them to think about the media they consume. Also, related to this concern is the question of the role that media plays in school leaders' lives, in terms of how much the media-related concerns they consume, and what impact the time they spent with media compared to the time spent in other areas of their lives such as household works, hobbies, and their interaction with friends and family members. The literature on media literacy emphasizes people's perceived beliefs about their ability to critically consume, question, and analyze information (Jones-Jang et al., 2021). A variety of case studies have demonstrated that schools can build digital media skills ranging from video editing to computer game development. It also highlights the advantages of such projects in terms of student learning outcomes and emotional confidence. Existing conceptions of media literacy may not reflect the full extent to which these distinct functions of social media may promote or hinder positive social change (Cho et al., 2022). Again, the study by Cho et al. (2022) also emphasized the need for a social media literacy framework for citizens, educators, researchers, and policymakers.

Different approaches, practice, concept, and research are brought together to assist teachers in planning and developing their own media initiatives in schools. It provides excellent suggestions on integrating media with school curriculum. Also, it proposes a progression model that demonstrates how learning can develop throughout the process. Some school leaders learn best by doing and depending on the resources available. Teachers and students may be able to create newspapers and magazines out of their contexts by using computers and cameras, television and radio shows. Together with mass media literacy, social media literacy comprises a more comprehensive framework of media literacy in the 21st century (Cho et al., 2022).

Going through the process of bringing these media creations to life can cause the school system to think about many different aspects of how they are made and what functions they serve. The results, so far, seem to speak positively for media literacy in school systems where leaders of schools who have experienced it moves from passive watching to active mental activity that includes discussing many techniques they observe during their everyday practices. Thus, this engagement sets up an equation for success, while ultimately, any media literacy program would work best when everyone, teachers, parents, and the students themselves is on board.

Organization of the Study

The study has six chapters. The first chapter introduces the research topic by explaining the notion of media literacy skills and communication behavior of head teachers in Kathmandu valley community schools. This chapter introduces the concepts pertinent to the research topic. Thereafter, it articulates statement of the problem and the objective of the research. The research topics and research hypotheses are then presented. This chapter also highlights and argues for the reason and significance of this study, and it concludes with a discussion of the limitations of my research work.

Chapter II includes a critical examination of the relevant literatures on the conception of media literacy, the aspects of media literacy, communication behavior, media literacy abilities, and practices in community schools. This chapter also comprises the theories related to media literacy and communication along with leadership. In the school system, the role of headteachers and their communication behavior affected by the knowledge of media literacy is also the component of this chapter. Related to the research topic, some empirical evidences, and conceptual framework are also included in this chapter.

Chapter III focuses on the methodological approaches developed for this investigation. It covers the research philosophy, research design, and instrument to data collection, as well as the selection of the study site, population, and sample. It also consists of some subheadings like pilot study and data collection. This chapter further explains the data analysis procedure and tools for reliability and validity test. Finally, this chapter adequately discusses the ethical considerations during the research period.

Chapter IV describes the process of designing and finalizing dimensions and items to assess media literacy abilities and communication behavior in community schools. I have used descriptive and inferential statistics for this study. It also comprises the practices and level of media literacy of head teachers concerning their demographic variables. This chapter finally explains the relation between media literacy and the communication behavior of head teachers by using test statistics.

Chapter V summarizes the findings and discusses them in connection to the ideas used in this study. It primarily focuses on how head teachers' media literacy influences their communication behavior and leadership role in Nepal's community school system. This chapter also provides the idea about the influence on head teachers' media literacy behavior and the contribution of media literacy to head-teachers concerning communication behavior.

Chapter VI describes the findings, conclusions, and examines the research's consequences. It emphasizes on how a researcher has paved the ground for ongoing research on media literacy abilities in the setting of Nepalese community schools. Finally, this chapter ends with the implications of this research for school leaders and further research.

CHAPTER II

LITERATURE REVIEW

This chapter revolves around appropriate, relevant literatures related to media literacy. The chapter also attempts to explore the clear concepts of leadership role and communication behaviors of the head teachers who can well represent themselves as an effective and informed medium of media-related activities in educational institutions. In similar regard, this chapter tries to observe the relationship of media literacy and communication behavior of head teachers while also explaining the empirical studies of media literacy in national and international educational contexts. Also, this chapter presents the conceptual framework of this research.

Media Literacy

Media literacy is the capacity of gathering, understanding, and evaluating resources disseminated by the media. The ability to critically access, analyze, evaluate, and create media messages is crucial in the process of becoming an informed and engaged citizen throughout life (Schilder, & Redmond, 2019). The modality of media literacy has gained wide popularity with the transition from the 20th to the 21st century. The concept of media literacy emphasizes its critical nature, and puts forward the skills required to access messages, critically understand them, and to actively use a variety of instruments and formats for generating original messages (Botturi, 2019). Media literacy also depends on the academic qualifications, abilities, and understanding of the audience (readers, listeners, viewers). The increasing trust in media also affects the evaluation and assessment of the resources served by them. It is not adequate for individuals working in the media industry to prepare content or

information, but it is equally imperative for them to analyze the possible impact on the audience as well.

According to Schilder and Redmond (2019), media literacy is a field of study with over fifty years of history in the United States. Yet it has only recently become a focus of national attention. Similarly, Media literacy is gradually increasing in Nepal. A survey conducted by Media Foundation Nepal (2012) reported that with the growth and expansion of media in Nepal, access is increasing (for example, an estimated 80% radio penetration, and 54.46% mobile penetration), suggesting that the basic conditions for media literacy are being set up.

The capacity of identifying the source is increasing among educated readers, viewers, and listeners. Responses and reactions to the content served by media are also increasing. The rapid development of information and communication technologies and the mass media system in the modern world makes fundamental changes in the general philosophy of education (Shcherbakova & Nikiforchuk, 2022). They further explained that the development of media sets new tasks and at the same time opens new horizons of psychological and pedagogical research in the sphere of media education. An increase in literacy translates to growth in the tendency of evaluating the content served by media. The concept of media literacy came into existence with the risk of abuse of media. We cannot ignore the fact that several countries of the world have already introduced and implemented cyber laws while considering the negative impact of the new media and the cyberspace on society.

According to Bachmair and Bazalgette (2007), in the European Charter of Media Literacy, media literacy is more about the use of media technology, connotation and language of the content and presentation, the foundation of a well-informed society, democratic rights, and public responsibilities. If we are to delve into

the historical background of media literacy, we have to assess the understanding of the traditional or historic literature. Reading, writing and understanding were the foundations of the interpretation of such documents. The era was then followed by the age of audio-visual literacy. The advent of technology with movies, radio, and television required the audience to understand images and sound.

Digital literacy then required the audience to understand computers and digital multimedia. UNESCO considers media literacy as the extended form of media education. In developed countries, information and content are presented only after the assessment of the impact and negative effect on the audience. This practice is also emulated by established media organizations in developing countries. The trend of prioritizing media literacy is practically witnessed in countries where media is established as a separate industry and boasts a higher literacy rate.

According to Thoman and Jolls (2004), media literacy is based on the set aspirations and opinions towards media. There are set regulations for creatively formulating media content. Based on the principle of social categorization of media, different segments of the audience perceive the content served by media in different ways as such segments have their own backgrounds and culture.

Many media content is created to generate power and profit. As media outlets exist to benefit society, social interest is of paramount significance. Media literacy gives a clear picture of the rights and responsibilities of the public and whether media are accountable to society or not. This does not just enable the public to understand and interpret the right to information; it also reduces the public trust towards media. Media literacy also increases the capacity of the readers, audience, and listeners to evaluate the performance of media and assess their contents. This is also why media literacy is important.

Media literacy is also dependent on an individual's capacity, academic background, training, economic and social background, the influence of culture and traditions among others. Awareness, knowledge, opinions, and behavior also create an impact. The presentation of media content also affects the quality of media literacy. Any media literate can understand if the content provided by any kind of media, whether print or online, serves a specific interest group or issue. In the Nepali context, no sector remains an exception to political intervention. In this aspect, the media industry cannot stand as an exception either. According to Baran and Davis (2016), media literacy is the capacity of analyzing the contents of media. They have interpreted media literacy as the means to grasp detailed information of cultures and societies as well.

In the current Nepali scenario of expanding the scope of the education for journalism and mass communication, media literacy is developing as a milestone achievement. Media foundation Nepal (2012) as cited in (Lohani et al., 1995) emphasized importance of media literacy in Nepal in terms of access, knowledge of media and their functions. Also, they emphasized analytical skills, active citizenry, awareness of the manipulative, negative powers of media, and difference between accuracy and inaccuracy. The trend of analyzing media content with further assessment and fact-checking is increasing recently. This implies that media literacy is gradually increasing in Nepal. The media need to operate by abiding to their social responsibilities and role for national prosperity. It has now become very important to internalize the revolution introduced by the development of digital means and the internet.

The meaning of media literacy should be more than the creation and evaluation of the content. Information and news should be more content-specific

without any form of biasness. Media literacy plays the role of evaluation of the content presented by the media. In nations that are built on the foundations of democratic practices, media literacy is not only the perception towards the media but also the foundation for their evaluation, assessment, and trust towards them as well. Hence, media literacy explains how the knowledge of media and its practices is being used in the professional life of an individual. The next section explains the media literacy practices in community schools.

Media Literacy: Its Development and International Practices

The fundamental pre-requisite for historical overview of media literacy in school education is to ensure the understanding of the concept of information and media-related awareness. This caters to students who are living in present, global community. In this regard, the media literacy, behavior, and leadership role of head-teachers of community schools ultimately empower and engage students according to the need of the present democratic context. This section provides the development of literacy from the very beginning as until the 1960s. Information technologies, distance learning, which cover networks of universities, schools, pre-schools, after-school activities, training and advanced training systems are used in the field of pedagogical information exchange (Bachmair & Bazalgette, 2007).

For decades, traditional literacy (reading-writing-understanding) has dominated and continues to play an important role in education. Audio-Visual Literacy has dominated the field, and is linked to electronic media since the 1960s. Film Clubs begin in schools. France, the United Kingdom, Italy, Germany, and Poland are among the major European countries involved. In the 1970s and early 1980s, television-based media education became game changer. The scenario was particularly influenced by the citizens' fascination with critical experiments such as

those conducted by Roland Barthes and Journal Communications. In the 1980s, television and video were given a lot of attention. In nations like France, Italy, and Spain, the trend is particularly strong. In the late 1980s and early 1990s, plenty of private television stations started appearing, with media education focusing on the content and influence of television shows. Digital Literacy dominated the methods of communication. It was linked with digital media since the mid-1990s. Recently, the Internet and the Web are allowing people to learn new skills in a variety of fields, including education. Now, the term "content" is used interchangeably with "technical skills" for managing modern digital tools. USA is dominating the new information society, while the European tradition of critical media literacy is abandoned. This emphasizes the importance of technology management. Since the early 2000s, Media Literacy has been used to describe what is happening when digital literacy and the heritage of audio-visual literacy collide. The distinction between digital and electronic media is being blurred by new communication platforms, multimedia, and mobile communication technology. In an information society, this occurs at a later stage of development.

The highest three levels of Bloom's Taxonomy (Jolls, 2012), which is used to create learning objectives for students are- analysis, synthesis, and evaluation. It considers analysis, evaluation, and creation to be the highest three levels. Evaluation is considered 'creation' in the previous classification, but it is now considered a level that comes before creation in the new classification. The UNESCO approach for achieving media literacy and ICT skills by 2020, on the other hand, distinguishes between two categories. First is evaluation, which includes synthesis; and the second is creativity (Lee et al., 2013). Media Information Literacy (MIL) is defined by the

UNESCO as the ability to access, retrieve, comprehend, use, and communicate information, as well as analyze, evaluate, and create it.

Thoman and Jolls (2005), under one umbrella term: media and information literacy, integrates two distinct domains, namely media literacy and information literacy. Many educators believe that media literacy skills are inextricably linked to democratic rights, active citizenship, and technical literacy (Wilson et al., 2011). Media literacy fosters a grasp of the media's role in society. Also, it fosters critical inquiry and self-expression as fundamental in democratic society.

Literacy is also about the ways we communicate in society. It concerns social behaviors and interactions, as well as knowledge, language, and culture. Literacy is taken for-granted by those who use it. People who cannot use it are isolated. The marginalized are the ones who can most understand the concept of "literacy as freedom" (UNESCO, 2003–2012). People's ability to exercise their fundamental human rights is enhanced by media and information literacy. Article 19 of the Universal Declaration of Human Rights stated, "Everyone has the right to freedom of thought and expression. This right encompasses the freedom to express oneself without fear of retaliation, as well as the freedom to seek, receive, and transmit information and ideas through any medium and across all borders." The UNESCO media and information literacy curriculum for teachers (2011) highlighted its benefits in teaching and learning. It provided better information to instructors to empower future citizens.

MIL fosters democracy and is supposed to carry out democratic functions effectively. Strengthening critical understandings, it also teaches basic skills for evaluating media and information providers' interest. Media literacy is most frequently defined as the ability to access, analyze, evaluate, produce, and transmit

information in a range of information and mediums (Ceulemans & Fauconnier, 1997, Schwarz, 2005; Silverblatt, 2008). Furthermore, media literacy entails both an appreciation and a critical eye for media and its message. This could assist people in questioning everything they read or hear in order to avoid being readily swayed by messages (Earp, 2012).

People who can critically evaluate media can likewise become analytical consumers, explaining their own purchasing decisions (Nam, 2005). MLE (media literacy education) is a highly context-specific action that exists in a variety of cultures and learning situations (Jacquinot, 2008). Jolls and Wilson (2014) further mention that media literacy is rarely institutionalized in educational settings and is rarely taught consistently, and that there is often little awareness of the basis and core principles of media literacy, as well as how these notions arose. Despite the fact that "media literacy is a part of the Partnership for 21st-Century Skills in education framework in the United States, it is still not explicitly recognized in education sectors, and it is rarely taught in teacher education programs" (Jolls & Wilson, 2014, p. 74). This isn't just a problem in the United States. Also in Canada, specialized teacher preparation programs that involve media literacy are limited (Andersen, 2011). The following section describes the evolution of media literacy in the Nepalese setting.

Development of Media Literacy in Nepalese Context

The rapidly changing media landscape in Nepal has a significant impact on how individuals express themselves. Students, instructors, professionals, policymakers, residents, and regular users face many cognitive and analytical hurdles in today's increasingly complex, mediated environment. Media literacy is rarely institutionalized in education systems and not taught consistently. There is often little

understanding of the foundation and basic concepts of media literacy and how these concepts evolved (Jolls & Wilson, 2014). The necessity for media education has been increasing. It has been the only way to ensure true freedom of expression and access to information, which is the cornerstone of any democratic society. Media education is defined as "the act of learning about media" and its consequences are critical for individuals and society to become media literate. It goes on to say that the media education process allows citizens to have a critical understanding of media and helps them participate more fully in their communities' political and cultural life.

Media literacy and education activities primarily focus on both formal and informal education. It covers traditional and digital literacy (media, news, information, ICT). Also, it covers learning skills, research, career, and online identities together with media skills and critical analysis of media texts. "Media literacy," according to the Media Foundation, is more of a consequence of "media education," or the learning process (academic or informal). This result includes abilities to comprehend media grammar and be aware of the process of mass communication in a variety of forms and formats. The relatively new field of "media literacy" in Nepal is centered on social activism programs. Citizens can be active media users who are proficient in making and receiving material. From there, citizens can understand the social, economic, and political contexts in which the media operate. Thus, the role of organizations like Media Foundation is seemingly great.

Media Literacy Practices in Community Schools

The process of teaching and learning about media has been defined as the process of enhancing learners' experiences with media (Buckingham, 2003). The National Association for Media Literacy Education (NAMLE, 2016) defines media literacy as a set of communication skills that include the ability to use all kinds of

communication. They are to access, analyze, evaluate, create, and act. As a result, media literacy can be seen of as a life skill that allows students to critically understand, analyze, use, and impact media components. Young people have evolved into producers and skilled media consumers in the twenty-first century. They have a media lifestyle (Westlund & Bjur, 2014). It is critical for kids to be media literate in order to become informed and self-reliant citizens. These skills enable them to access, analyze, evaluate, and present information in a number of formats, among other communication skills (NAMLE, 2016).

Leaders must have a broad understanding of developmental processes in order to promote and advance growth; leadership must be spread (Postholm, 2019). Further research on leaders' learning in terms of school-based growth might generate knowledge. It functions as a tool for reflection, informing leaders' activities in support of school-based evolution. There have been several core dimensions of leadership that lead to sustained school success. Encarnacion et al. (2014) assert that school leaders clearly articulate views on education and help their schools in setting up appropriate directions. The researchers also explained that the school leaders were all concerned with the professional development of teachers to enhance capacity and teacher leadership. They further added that majority of them were instructional leaders who actively influenced teaching and learning to make a visible difference.

The head teachers were also considered to have made a substantial contribution to their school's success. Their personal characteristics, beliefs, and ideals guided their practices, which improved their leadership. According to Gurr and Drysdale (2016), school leaders used professional development programs to improve the professional competence of teaching and non-teaching employees, resulting in the development of future leaders. They also emphasized the relationship, which resulted

in some fruitful collaboration on various stakeholders from both within and outside of the school community.

The International Successful School Principalship Project (ISSPP) gives the literature on successful school leadership in Asian context. To define how school leaders led their schools to attain educational excellence, a 6E model was developed. It focused to "Educate, Envision, Energize, Engage, Enable, and Embrace" (Gurr & Drysdale, 2016). Some of the findings found important intrapersonal elements that influenced principals' leadership behaviors over time in a positive way. It emphasized their physical, mental, and intellectual health; their levels of resiliency; and their ability to critically reflect on themselves (Notman, 2012). School leaders demonstrate behaviors and activities in a way that when combined with their passion, devotion, and commitment, results effective leadership. The demands for negotiations and effectiveness in leading schools and education for democracy and social justice are perceived as being met by school leaders (Pashiardis et al., 2012).

Researchers must explain why school leaders, as the figurehead and representative of the organization, demand higher skill to manage their schools in a changing environment. In this setting, research has shown that school leader' public identities and faces are multifaceted, subjectively produced, and overlap with public discourses. The leaders' commitment to creating more equitable learning environments has been a standout characteristic (Moller, 2012). Hence, the leadership capability of the individual headteacher becomes a decisive matter while forming a good team in any educational institution. The next section explains the communication behavior of headteachers and their role in the school leadership.

Communication Behaviour of Head Teachers and Their Role in School

Leadership

Communication or interaction at the workplace normally happens in a framework of authority and rule. In my own earlier research published in the Television Journal of Nepal, I have identified some unspoken or informal interaction which is influenced by the culture of an organization (Dhital, 2016). I have further explained the same matter that the communication in a workplace using different means, process and styles can be useful because it makes easier to interact as a group that shapes the organizational culture and behavior (Dhital, 2016). Disturbance and a negative working environment can come from a lack of good communication among school officials, teachers, and students (Odhiambo, 2005). School administrators should use three key communication channels (Barasa, 2007 as cited in Katua, 2019), including downward, upward, and lateral or horizontal communication. Katolo (2016) opines that effective communication enables principals to enhance sound school administration which motivates students' discipline and consequently leads to continuous improvement in quality learning.

However, school leaders are the ones who determine the success of a school by setting standards of appropriate communication tactics for managing student discipline and thereby facilitating the attainment of corporate goals. The findings revealed information regarding consistent communication practices among the leaders of these high-performing schools, as well as the learning of these skills through professional development and purposeful communication training (Tyler, 2016). Teachers contribute the most attention to the principles of communication, empathy, and initiative, which are the psychological attributes that administrators must adapt regardless of their preferred leadership style (Aslanargun, 2015). Aslanargun stated

that teachers expect principals to provide more value- and support-based administration to them. Teachers have placed a premium on psychological considerations and human behavior such as appreciation, cooperation, consultation, respect, fairness, confidence, and motivation. Because the concepts and topics are often focused on human interactions, school leaders' behavior should be impacted by leadership and communication considerations. According to Aravena (2019), leaders who are frequently labeled as destructive exhibit autocratic leadership, poor communication, inconsistent/erratic behavior, and poor strategic skills. The communication behavior of an individual is dealing with practices of communication attributes within the institution. The next section explores the relationship between media literacy and the communication behavior of headteachers.

Relationship between Media Literacy and Communication Behaviour of HT

A different perspective on media literacy considers is seen as a fundamental human right, on equal with other forms of literacy that examines some of the ethical issues that citizens are currently facing in the digital age. O'Neill (2010) contends that to overcome the challenges posed for media literacy instruction, a rights-based framework is required. On the one hand, critical media literacy facilitates the development of critical reading, and on the other, it fosters participatory and inclusive citizenship activities (Ranieri & Fabbro, 2016). On the other hand, Perveen and Nawaz, (2021) claimed that the good communication skills support to grow an improved thoughtful and trust between people that stimulates them to follow the principles and values that their leader wants to instill.

Regarding media literacy, Kellner and Share (2007) expressed that the term "critical media literacy" should always be used. This term provides a broader definition of media literacy to include other forms of mass communication. According

to Kellner and Share (2007), critical media literacy deepens the potential of education to critically analyze relationships between media and audiences, information and power. The researchers further emphasize the purpose of their study and concluded that the critical media literacy entails the promotion of skills in analyzing media codes and conventions, and abilities to criticize stereotypes. Not only the ability to analyze and criticize, the dominant values, ideologies, and competencies to interpret the multiple meanings and messages were also generated by media. In some nations, media literacy education is a significant part of the curriculum, whereas in others, just a few occasional projects, if any, are implemented in schools, or none at all (Parola & Ranieri, 2010).

In Italy, the Ministry of Education has no explicit or systematic laws governing media education in schools. Some scholars in universities, cultural groups, and/or school teachers have advocated for it (Aroldi & Murru, 2014). However, in the early twenty-first century, because of media convergence and consolidation of the information society, the two sources of inspiration, critique, and practice, were reunited and began to form a single discipline in which they combine critical thinking, promoting media literacy and creativity. The next section elaborates the empirical studies on media literacy, particularly in community schools.

Empirical Studies on Media Literacy in Community Schools

A significant number of empirical studies on media literacy in community schools have been visible in recent researches. Hobbs (2010) defines digital literacy as a set of life skills to participate in information-rich culture. Schwarz (2001) asserts it as an essential tool and an essential topic in the new millennium. The researcher talked about the urgency of media literacy to bring into the discussion. However, Chang et al. (2011) explain media literacy beyond encompassing any boundaries that

are entertained by the media. During the interview, one of the head-teachers has shared that education should include media literacy to make the students aware of the effects of social media on young people. Media literacy may also help to develop critical thinking skills (Chang et al., 2011). Although media has been around for a long time, many administrators and instructors are only now becoming aware of the relevance of media literacy. Our ability to understand the value of communication is very basic to education in the present age of information. According to Schwarz (2001), media literacy encourages critical thinking in a media-dominated age, both for young people and for their teachers. Therefore, it justifies the reason for making headteachers more aware of this subject.

Schwarz (2001) also formulated that headteachers play an important role to bring connections among students, between school and life, between educators and others. Therefore, making the head teachers aware of media literacy will have multiplying effect when the benefit spreads all around the stakeholders of the entire school community. Rady (2014) explained that acquiring the awareness comes from learning media literacy skills to deal with media messages that surround us everywhere at home, in work, and on the streets. The importance of media literacy for social connection cannot be overstated. UNESCO's model for gaining 2020 media literacy and ICT skills, according to Lee et al. (2013), distinguishes between synthesis and production. News media literacy abilities assist an individual in deeply analyzing news. From there, one can make better decisions and create conclusions based on a solid foundation of information processing (Rady, 2014). The study by Rady (2014) has underlined the importance of learning news media literacy and having a broad understanding of politics. It is also advised that policymakers focus on developing

courses at all educational levels that aid in the acquisition and development of media literacy abilities.

Although formal media literacy education projects and programs have been in secondary schools in the United Kingdom, Canada, Australia, and other countries for decades, the United States has just begun it (Stein & Prewett, 2009). People are taught to "decode, analyze, evaluate, and produce communication in a variety of ways" through media literacy education (Aufderheide & Firestone, 1993; Carnegie Council, 1995). Media literacy education is seen as a technique to limit the risk of ill habits promoted by the media in the protectionist approach. The learning of information and communication skills required for citizenship and job in a modern democratic society is referred to as preparation (Stein & Prewett, 2009). The capacity to participate in critical thinking and effective communication or self-expression is among the most valuable qualities that media literacy education can offer (Stein & Prewett, 2009).

Similar concepts to media literacy include ICT literacy, critical literacy, media management, and information literacy (Hobbs, 2008). Through reflexivity and critical thinking, it strengthens 'Digital citizenship', 'new media literacies,' and consumerism (Hobbs & Jensen, 2009). It simplifies the complicated interplay between the private and the public.

Within the school, headmasters have four key responsibilities: school management, instructional supervision, school-community interactions, and contact with the Ministry of Education (Chapman & Burchfield, 1994). In most nations, the fundamental job of headmasters is to manage the flow of inputs vital to student learning. Their failure to accomplish these tasks might hamper student achievement. The degree to which headmasters recognize the impact of their management activities on student accomplishment is largely determined by their own assumptions about how

kids learn. Furthermore, according to Chapman and Burchfield (1994), if the value of direct instructional time is not recognized, headmasters may not see the enforcement of teacher and student attendance requirements as contributing to academic achievement.

The role of the headmaster is to serve as a liaison between schools and the Ministry of Education. Their impact on the quality of education pupils receive can be felt in both directions (Chapman & Burchfield, 1994). Information flow from the ministry to the headmaster can have much more direct effects on student achievement. The efficacy beliefs of headmasters, in turn, mediate the actions they are willing to take to increase student learning. Efficacy is something that can be learned. The attitudes of headmasters about the usefulness of alternative approaches in boosting student achievement are heavily influenced by their job experience. Information flow from the ministry to the headmaster can have much more direct effects on student achievement (Chapman & Burchfield, 1994).

Much of the study on communication and leadership has been on the effective supervisor's communication conduct rather than communication as an observable leadership trait (Penley & Hawkins, 1985). Apart from that, Penley and Hawkins' (1985) stresses communication behavior rather than communication outcomes, such as formality, correctness, and satisfaction. They better grasp the relationship between communication and behavioral results. Much of the present study on leadership has focused on two aspects of leadership behavior: thoughtfulness and starting structure. Despite the fact that all leadership activities are communication behaviors, the communication literature has always showed concern for communication behavior in particular (Penley & Hawkins, 1985).

The ability of a citizen to access, analyze, [assess], and produce information for certain objectives is the finest definition of media literacy (Schwarz, 2001). Schwarz went on to say that media literacy encompasses a wide range of skills such as reading, writing, speaking, using a computer, and deciphering visual and even musical information presentations. He also stressed the importance of traditional literacy in terms of economic, political, and cultural empowerment. It enables one to ask question and think critically, and therefore, both for young people and their teachers, media literacy deserves a role in teacher education. It is more than downloading information from the Internet and touches many issues ranging from intellectual property rights to censorship (Schwarz, 2001).

Many people believe that the definition of literacy is changing (Hobbs & Frost, 2003). Students' ability to identify important concepts in written, auditory, and visual media improves with media literacy teaching. People with high levels of media are supposed to be able to take a stand, be able to draw their own conclusions, be able to distinguish fact from fiction, be less likely to follow trends, and be able to form better opinions and judgments on critical issues. Those with low levels of media literacy will be vulnerable, impacted, impressed, and conflicted when processing the information they receive (Carr, 2011). He went on to say that the pursuit of political literacy, which inevitably includes media literacy, is an important aspect of critical and engaged learning.

Critical media literacy encompasses various kinds of mass communication and popular culture (Kellner & Share, 2007). It entails the ability to critique stereotypes and uncritically rooted cultural values. According to Goksoy, the most important attributes are resourcefulness and intelligence, emotional strength, vitality (or willingness), and thoughtfulness (or friendly behaviors). In all fields and between all

people, communication is a daily process. It's a useful tool for interacting with a variety of people (Odhiambo, 2005). Effective communication is critical to every organization's sustainability. Leadership and communication behavior are clearly linked (Penley & Hawkins, 1985). Katolo (2016) discovered that principals' leadership styles have an impact on secondary school students' discipline.

Theories of Communication and Leadership

Communication theory is all about information and computants. It analyzes information in multiple fields of social sciences and human skills concerning to interpersonal and intrapersonal communication.

Effective organizations have leaders with certain desirable qualities. Less effective organizations lack such leaders. The qualities are either inherited or learned. There are unending debates on nature versus nurture that determine the emergence and effectiveness of leadership. According to Robbins et al., (2019), leaders are not born. Dedication, continuous efforts, empathy, ability, and willingness to take responsibilities and learning from own and others' experiences make a successful leader. Leaders of organizations with different hierarchies such as senior level, middle level, and junior level and leaders in different types of organization such as military, police, educational, government, social, and others types need different sets of skills and qualities to be successful. Most of these qualities are learned from lifetime engagement and taking leadership responsibilities seriously to achieve organizational goals. Jarvis (2012) named the lifetime learning phenomenon as 'Learning from everyday life'. Most of us either learn from educational institutions or from everyday life experiences.

Learning is a lifetime phenomenon through which people develop skills, build certain qualities and become more competent than before (Jarvis, 2012). Learning

from everyday life or activities is experiential learning, and people in different occupations and leadership positions learn many skills and required qualities when they perform tasks. According to Jarvis (2012), the content of body and mind and the experience of social situations transform an individual cognitively, emotionally, or practically. This concern is also supported by the four pillars education model developed UNESCO. The objective of education, according to the 4 pillars of learning is to "learn to know, learn to do, learn to live together, and learn to be". Only theoretical knowledge and memorizing facts and figures are not sufficient to develop the full potential of humans and to enhance leadership quality. Education that provides theoretical and practical/ vocational knowledge, which emphasizes developing social and communication skills, teamwork, innovation, critical thinking, understanding and appreciation of the diversity of the human race and values helps to develop a just and peaceful world (UNESCO, 1996; National Planning Commission & Asian Development Bank, 2016). Only classroom education is not sufficient to develop life skills and to be an effective leader.

Theories of media literacy

Media literacy theories talk about the skills and critical awareness to read, write, and use media and technology to empower civic participation and social transformation (Share, Mamikonyan, & Lopez, 2019). It is essential to develop a critical response to the new information communication technologies that are embedded in all aspects of society. Teachers should encourage students to be reading, viewing, listening to, interacting with, and creating a multitude of texts, from digital podcasts to multimedia productions.

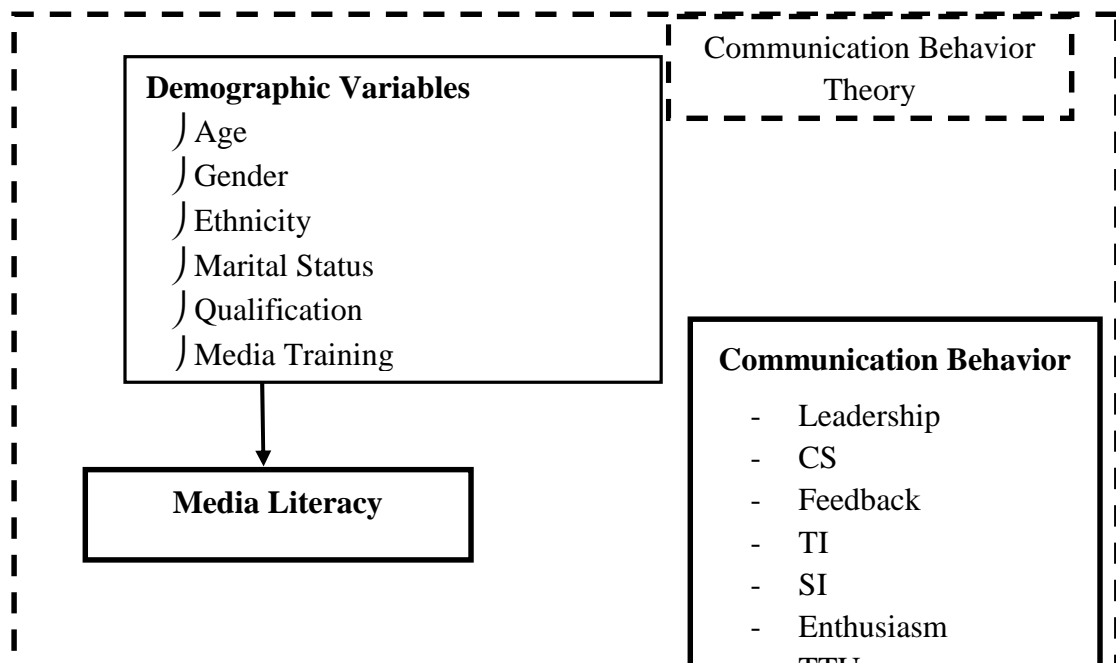
Cappello, Felini and Hobbs (2011) identified some points in order to summarize the main principles underlying the contemporary media literacy education

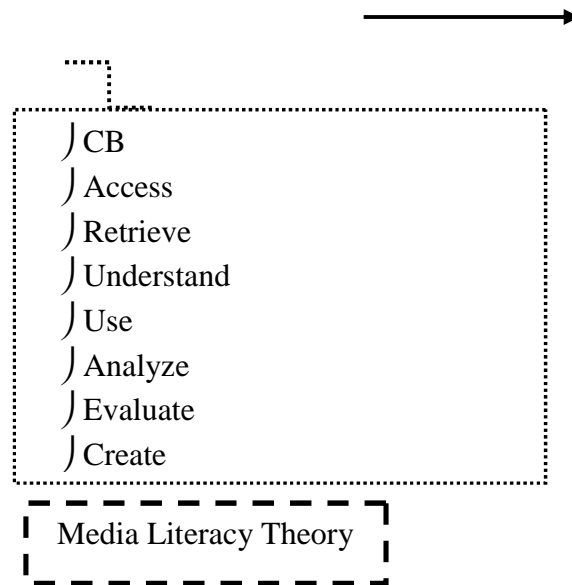
theory and practice. A more coherent perception of media technology as a dimension of the social environment is a good sign of development in the media literacy education field (Cappello, Felini, & Hobbs, 2011). Cappello, Felini and Hobbs (2011) agreed that people and communities really grow up in the media environment in which participatory cultures shape the set of skills and competencies that the people need.

Conceptual Framework

This study was carried out under the assumptions of communication behavior and media literacy theories. These two theories informed the researchers on the issues raised in this study, i.e. access, retrieve, understand, use, analyze, evaluate and create the media related content at individual levels; and the behaviourist approach as a communication system to enhance academic and leadership performance of headteachers. On the other hand, the communication behavior of headteacher comprised the issues like leadership, communication style, feedback, task-oriented interaction, social interaction, enthusiasm, and technical task uncertainty. Based on the ideas and concepts adopted by the previous study and gap analysis the conceptual framework was drawn. The conceptual framework for this study is presented in figure 1.

Figure 1. Conceptual Framework





CB = Communication Behavior, CS = Communication Style, TI = Task Oriented Interaction, SI = Social Interaction, TTU = Technical Task Uncertainty

The conceptual framework was developed based on the research question acquired for this study. This study suggests a Bloom's Taxonomy (Jolls, 2012)-based classification for media literacy skills, as well as UNESCO's suggested model for obtaining 2020 media literacy and ICT skills (Lee et al., 2013). There are seven degrees of media literacy skills. The seven abilities include 32 items for measuring the 3 levels of media literacy, which were reduced and concentrated using a sub-sample. Nine studies were used to create and alter the scale's items (Craft et al., 2013; Ashley et al., 2013; Gotoh & Ikuta, 2005; Literat, 2013; Burson, 2010; Real, 2008; Gonzales, 2012; Kurbanoglu et al., 2006; European Commission, DG Information Society & EAVI, 2011).

The media was chosen as the primary news source for the head teachers in this study, and the items on the headteachers new media literacy (HTNMLS) scales were customized to measure the skills by focusing on the various media. Different pedagogical strategies are required to effectively address the media literacy competencies of young children, teens, adults, parents, and older adults (Rasi, et al.,

2019). They also explained the relationship of media literacy with academic excellencies in old age as media literacy education may support cognitive functioning and social relationships and help people critically assess health-related information and services.

Individuals' ability to exercise their fundamental human rights is enhanced by media and information literacy. Article 19 of the Universal Declaration of Human Rights states: "Everyone has the right to freedom of opinion and expression, which includes the freedom to hold opinions without interference and the freedom to seek, receive, and impart information and ideas through any media and regardless of frontiers" (UNESCO, 2011). This framework further shows the relationship of the current study along with its demographic variables and the theories used in this study.

Chapter Summary

This chapter explored the importance of media literacy in community schools. It also explored how media literacy is being practiced by the head teacher of community schools. The idea of media literacy is that we are actively involved in how we perceive, discuss or consider the media we consume and the media we use in our lives (De Abreu, 2019). It discussed the media literacy and communication behaviour in detail, together with their relevance in the community school. Current conceptions of media literacy are frequently based on mass media, focusing on the analysis of common content and evaluation of the content using common values (Cho et al., 2022). Cho et al. (2022) further explain that the conceptions of media literacy, however, may be predicated on the operations of mass media, which differ from social media in various aspects.

This chapter also drew the relationship between media literacy and communication behavior. It also provided a conceptual framework for contemporary investigations focused on concepts, ideas, and the connections between theories to test hypotheses and findings. Along with that the chapter discussed about how the review of literature on this topic, both at home and abroad provided the knowledge gap for this study. Based on the same literature review, conceptual framework for this study was developed.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the research worldview. Based on it, the sub-sections propose the procedures for conducting and replicating this research. The chapter, thus, informs the appropriateness of the proposed methodology. It also deals with the study area, the overall process of research design, focusing on the way of data sampling. Also, it discusses how the researcher collected the data, and the ways the researcher ensured its reliability and validity.

Philosophical Considerations

The philosophical paradigm of this research is post-positivism. The phrase post-positivism refers to post-positivist philosophy that questions the traditional notion of absolute truth in knowing (Creswell, 2003). The post-positivist stance asserts that this technique of inquiry necessitates the ability to see the broader context, to take a step back and look at things from distance. It assumes that there exists an objective reality that can be detained by experimental and main practice procedures. During the procedures, the researcher is required to be detached from their subjectivity. We can use this concept to enhance the knowledge of headteachers by using the same media in different ways or the different media in different ways.

While positivism is based on the idea of objectivity, scientific method, and empiricism, in researching human behavior and activity, Creswell (2003) believes that we cannot be certain of our claims of knowledge. Research has to align what knowledge is (ontology), how we know it (epistemology), and how we study it (methodology).

Ontology is the nature of reality (Hudson & Ozanne, 1988). The present status of media literacy of headteachers and their use in the teaching-learning process is not established. It gives a clear idea on media literacy and use of media in the school leadership system. It is the branch of metaphysics that deals with the nature of being. It is the philosophical disciplines that ask what is and what does it mean to be. The philosophical consideration determines ontology. Since the research paradigm was post-positivism, the ontology of the present research was standard reality. There is a certain truth that can be known, that there must be no contradicting explanations, but there must be a junction on a single explanation.

Epistemology is concerned with the study of knowledge. It is the philosophy of knowledge- the study of how humans learn (Trochim, 2000). The increasing of media in the society pressurizes the whole system in society to understand them. The construction of knowledge through the existing reality or the present situation gives the broader idea to implement it at the macro level. The researcher was confident that the results he obtained had direct correspondence with the component of reality. The gap between the present situation and the suggestion of research had given significant idea about media literacy, its uses, and its impact on the school system.

Knowledge is the hard body of objective reality. However, there is always a possibility of error. Similarly, study leads to generalizations, which allow predictions and control of occurrences to be formed. Epistemology and ontology are inextricably linked in a way that ontology is concerned with 'what is real' and epistemology to 'how to know that reality'.

Research Design

The term "research design" refers to a plan and technique for conducting research. The survey method is conducted in this research where the headteachers of

secondary level public schools were selected as the respondents. Concerning the research problem, the researchers' personal experiences, and the study's target audience all influence the research design (Creswell, 2011). In this research, the philosophical assumptions and the use of a quantitative approach were involved. Media literacy of headteachers was observed by collecting quantitative data of public schools' headteachers.

In a general perspective, the research paradigm is a worldview that looks at how knowledge interacts. The research and investigation are guided by the core belief system or viewpoint (Guba & Lincoln, 1994). Here, the post-positivist approach of research was established upon the basic understanding of media literacy of headteachers. The level of understanding of media literacy was correlated with the skill and style of headteachers in schools.

Setting a knowledge claim implies that researchers begin a study with a preconceived notion of how they learnt and what they accomplished during the investigation. The knowledge of media and the implication status of knowledge to the school system open a new area for the researcher and policymakers while preparing the educational policy and curriculum. Therefore, these claims are the paradigm based on philosophical considerations. Willis (2007) claims that paradigm is thus a comprehensive belief system, worldview, or framework that guides research and practice in a field.

Instrument to Data Collection

Survey research is widely regarded as being inherently quantitative (deVaus, 2002). This method is suitable to collect a large amount of quantitative data from the field. Hence, I used this method to collect data for this study. Also, to make the findings rich, I interviewed a headteacher and two of the participants. The

questionnaire was used as a key tool for collecting the primary data. The research, therefore, was dominant of quantitative nature. With the help of the supervisor and subject experts, this research was structured in the context of school headteachers of Nepal.

The questionnaire was separated into three different sections. Section ‘A’ comprised the respondents' general information, including gender, age, marital status, academic qualification, ethnicity, teaching experience, as well as other personal factors used in the conceptual framework.

Section ‘B’ contained the aspects of level of media literacy. It was measured by 5 points Likert scale. Based on 5 points Likert scale, responses from the secondary level headteachers of community schools of Kathmandu valley were ranked as:

Table 3.1
Measurement Scale of Media Literacy Level

Literacy Level	Score
Highly Literate	5
Literate	4
Neutral	3
Illiterate	2
Highly illiterate	1

The required data were collected from public schools of Kathmandu valley of Nepal. The researcher conducted quantitative research. The quantitative data were collected by using questionnaire forms for different stakeholders of the school system. Mostly the questionnaire forms were provided to the school's leader, headmasters, principals, coordinators, and other teachers. The systematic questionnaire form was developed and distributed during the field visit.

Study Site, Population, and Sample

The access and impact of media are most prominent in urban areas but the rural areas of Nepal are still lacking access to media like television and the internet. Because of geological variation in Kathmandu valley, the access and uses of media in community schools are obviously varied.

The population of the study represented all secondary school head teachers working in community schools within Kathmandu Valley. According to the Flash I Report (Department of Education [DEO], 2015), approximately 295 head teachers are working at the secondary level in the Kathmandu valley of Nepal. To make the study easier from the access point of view, the study population was further limited to the headteachers working in the secondary level of community schools of the Kathmandu Valley (Kathmandu, Lalitpur, and Bhaktapur districts). The following table shows the population and sample by the district.

Table 3.2
Sample Size of the Study

	Number of public schools	Number of Head Teachers	Sample
District			
Kathmandu	173	173	100
Lalitpur	78	78	46
Bhaktpur	44	44	24
Total	295	295	170

(Source: DEO, 15)

The purpose of selecting a sample representative of the population is to generalize the sample to the population. Schools were assumed as the sources of sample and all the secondary level headteachers were the sample units. Sample size was determined to use the formula for proportion.

Yamane (1967) discovered a formula for determining sample size. As shown below, the formula was used to calculate the sample sizes. According to Glenn (1992), a 95% confidence level and $P = 0.5$ are assumed for equations.

Here, " $n = N / 1 + N (e)^2$ " where 'n' is the sample size, 'N' is the population size, and 'e' is the level of precision".

$$n = 295 / 1 + 295 (.05)^2 = 295 / 1.737 = 169.83 = 170$$

This study implemented a survey strategy to collect data from the field. According to Walliman (2001), "stratified random sampling techniques give the most reliable representation of the whole population" (p. 239). Hence the researcher chose to adopt the technique of random sampling. To select 170 samples from the population, the respondents stratified randomly based on the districts. The samples were selected by lottery method.

Pilot Study and Data Collection

For this study, a quantitative approach research design was used. For the quantitative study, close-ended questionnaires were designed. This set of questionnaires was distributed by visiting directly with respondents. But the clear instructions with a request letter were attached with the set of questionnaires. The relevancy and coherence of questionnaires was maintained. Even the time frame to fill up the questionnaires was considered as a maximum of half an hour. The bias and misleading questionnaires were omitted.

Data Analysis Procedure

The way of analyzing the quantitative data was completely statistical. To analyze the data, the systematic statistical procedures were adopted. For this, the SPSS software was used. After analyzing the data and testing the hypotheses, the result would or would not be substantiated to the population. If the null hypothesis

was rejected then the researcher's hypothesis i.e., alternative hypothesis would accept and we could say that the media literacy of headteachers in public schools makes the school system different and media literacy was the part of leader quality in the school system.

The three levels of media literacy were identified: low, medium, and high. I divided the mean score into three categories to represent the level of media literacy among faculty members: high, medium, and poor. The mean of media literacy was used to determine these levels, which were classified as Low (1.00-2.33), Moderate (2.34-3.66), and High (3.67-5.00) based on their mean scores. The following are the three levels of categorisation derived from Best's criteria:

$$\frac{\text{Higher score} - \text{Lower score}}{\text{Number of Levels}} = \frac{7 - 1}{3} = \frac{6}{3} = 2$$

To present the level of the ML of HT of the community school in Nepal, the researcher utilized percentage, mean, and standard deviation.

t-Test/ANOVA

Normality tests and the Shapiro-Wilk Normality Test were used to investigate the possibilities of parametric and non-parametric testing (Levin & Fox, 2000). Levine's equality of variances test was used to evaluate the equal variance assumption. Kruskal-Wallis tests were used instead of t-tests or analysis of variance (ANOVA), while Mann-Whitney tests were used for follow-up tests (comparing each pair of groups).

Correlation Analysis

Researchers in the social sciences endeavour to analyze and explain the nature of interactions between various dimensions, variables, and items while studying data.

Correlation analysis demonstrates the relationships between two or more variables. According to Sekaran (2003), the correlation analysis demonstrates three critical characteristics of data: significance, direction, and magnitude. The numbers of associated variables or dimensions were used to categorize basic forms of correlations or connections such as bivariate or multiple correlations between variables and dimensions. Bivariate correlations, also known as symmetric correlations, were non-directional in nature, whereas asymmetric correlations were multiple correlations. In order to understand the direction and relationship of the values in the current study, bivariate correlation analysis with a Pearson correlation matrix was utilized to examine how the dimensions of media literacy and communication practices were related to each other.

Regression Analysis

The correlations between the variables were explained using regression analysis. According to Chatterjee and Simonoff (2013), regression analysis is the process of identifying the statistical relationship between two or more variables. Regression analysis is used to forecast the connections and interrelationship between dependent and independent variables. Regression analysis is classified into two types: basic and multiple regressions. The following formula represents the basic relationship in a simple regression analysis.

$$Y = \alpha + \beta X$$

Where Y = the dependent variable; α = constant; β = the beta coefficient; and X = the independent variable.

For the robustness of empirical findings, multiple regression analysis requires several assumptions to be met. Multiple regression analysis takes into account more than one independent variable, allowing the magnitude and direction of the

association to be determined. The following formula represents the link between several regressions:

$$Y = + X_1 + X_2 + X_3 + X_4 + X_5$$

Where Y = the dependent variable; = the constant; = the beta; and X₁ – X₅ = the independent variables.

The current study used multiple regression analysis to determine the interrelationship between the dimensions of media literacy and communication behaviour in headteachers.

Reliability and Validity

In quantitative research, the terms reliability and validity are frequently used. It is also explored in the qualitative research paradigm. Because reliability and validity are positivist concepts, they must be reinterpreted for usage in a naturalistic approach. Statistical approaches are used to assess the research's reliability and validity. In quantitative data, validity can be addressed by the honesty, depth, richness, and scope of the data obtained, the participants' approach, the level of triangulation, and the researcher's objectivity. Validity of quantitative data can be improved through careful sampling, suitable instruments, and appropriate statistical analysis of the data. As a result, I did my best in this study to minimize invalidity and maximize validity.

One of the most significant aspects of quantitative research design is the reliability test. It assesses the consistency of data in the same or various groups and at the same or different points in time (Cohen et al., 2007). The instrument employed is regarded credible if the study obtains more or less identical responses from the same respondent throughout several time periods or obtains similar answers from randomly selected respondents. There are numerous statistical approaches available to assess

data reliability and internal consistency. Among these, the split half method and the alpha coefficient of consistency are the most commonly utilized (Best & Kahn, 2006).

There are many statistical tools available for measuring reliability and internal consistency of the data. I used Cronbach's alpha coefficient in my study to check the consistency of the instrument applied in the study as it is widely used to check reliability. The collected data were analyzed through SPSS. The reliability of media literacy and communication behavior was tested separately. The results are mentioned in tables:

Table 3.3

Cronbach's Alpha Coefficient of Media literacy

SN	Dimension of Media literacy	Cronbach's Alpha coefficient
1	Access	0.702
2	Retrieve	0.711
3	Understand Skills	0.701
4	Use/Communication Skills	0.713
5	Analyze Skills	0.705
6	Evaluation Skills	0.691
7	Create Skills	0.701

Table 3.4

Cronbach's Alpha Coefficient of Communication Behavior

SN	Dimension of Communication Behavior	Cronbach's Alpha coefficient
1	Leadership	0.712
2	Communication Style	0.716
3	Feedback	0.712
4	Task-Oriented Interaction	0.812
5	Social Interaction	0.758

6	Enthusiasm	0.789
7	Technical Task Uncertainty	0.712

As shown in the above tables 3.3 and 3.4, the values of Cronbach's alpha () for Media Literacy are; access: 0.702, retrieve: 0.711, Understand Skills: 0.701, Use/Communication Skills: 0.713, Analyze Skills: 0.705, Evaluation Skills: 0.691 and, Create Skills: 0.701. Likewise, for communication behavior, they are: Leadership: 0.712, Communication Style: 0.716, Feedback: 0.712, Task-Oriented Interaction: 0.812, Social Interaction: 0.758, Enthusiasm: 0.789, Technical Task Uncertainty: 0.712 . For an instrument to be used, its internal reliability coefficient-Cronbach's alpha () must be at least 0.7 (Cohen et al., 2018) to be considered as the accepted level. Thus, the condition for reliability was satisfied. As the alpha value of all dimensions was more than 0.7, the condition for reliability was satisfied. Pallant (2001) states that Alpha Cronbach's value above 0.6 is considered high reliability and acceptable index. So, the Cronbach's alpha for evaluation skills (0.691) is acceptable.

Another concern of the study was its validity. According to Creswell (2008), validity refers to whether or not the questionnaire measures what it is supposed to measure. Among the numerous types of validity, face, construct, content, and criterion validity are four primary validities that must be evaluated right from the start in quantitative research (Cohen et al., 2018). Face, construct, content, and criterion validity are all assessed during the research process (Babbie, 2001; Huck, 2012; Mohajan, 2017).

Content validity refers to the degree in which the content of a test or questionnaire covers the extent and depth of the topics it has intended to cover (Babbie, 2001). The content validity is ensured by incorporating all the dimensions of

the subject under study and applying valid measures. Mohajan (2017) stated that the content validity checks whether various items of the questionnaire cover all the aspects of the study. I have reviewed all the relevant literature and obtained advice from the subject experts, the practitioners and my supervisors to make sure that all the variables to measure the concept in question were included and content validity is ensured. As per the suggestions of the experts, necessary modifications of the questions were carried out. The final questionnaire was then used to collect data from the field.

Ethical Consideration

Ethics play a vital role in any kind of research. As such, to keep the research endeavor ethically sound, the study held different ethical issues with care. First, the purpose of the research was communicated clearly, and in doing so, the researcher was non-discriminative and non-biased as well. Second, the respondents were instructed not to use their true names in the questionnaire in order to retain their confidentiality. The data used and collected were used for the research purpose only. Third, it took care of the intellectual properties. Researchers must anticipate ethical difficulties that may occur during their investigations beginning from conceptualizing the proposal writing process (Creswell, 2011). I defined research participants, developed credibility with them, maintained research integrity, and dealt with new and difficult situations. Isreal and Hay (2006) explained that the researcher must define research participants, develop credibility and maintain research integrity. In this research, the honesty of schools' leaders and their secrecy were managed. The purpose of this research was clearly mentioned before collecting the data. The commitment done in front of respondents was fulfilled and the ethical aspects were taken seriously as a responsible researcher. The time boundary that was taken to

accomplish the research work was mentioned at the initial stage of data collection. Being a learning/student/researcher, the pros and cons of the research work were communicated properly to the supervisor or university. In doing so, all the data sources were cited and referenced in proper format as prescribed by the research committee. The research report was been developed in a standard APA format.

Chapter Summary

The research method used in the study was described in this chapter. It contained the overarching research concept as well as the rationale for using a quantitative methodology. It included the underlying research philosophy and the justification for the choice of a quantitative methodology. The methodologies for establishing the data's reliability and validity, as well as the ethical considerations in this study, were thoroughly explained. The importance of descriptive and inferential data analysis methodologies applicable for this research was also discussed in this chapter.

This chapter also covered study site, population, sampling, sampling procedures and sample size, instruments for survey, process of development of research tools and entire data collection procedures in detail. The procedures for determining the reliability and validity of the data, in addition to the ethical considerations in this study, were discussed in detail. This chapter also argued for the relevance of descriptive and inferential data analysis procedures appropriate for this study.

CHAPTER IV

MEDIA LITERACY SKILL AND COMMUNICATION BEHAVIOR OF HEADTEACHERS

This chapter aims to present, analyze and interpret data concerned with the media literacy skills and communication behavior of headteachers. In this study, both descriptive and inferential statistical analyses were performed, and data were analyzed based on the research questions. This chapter discusses how the sample data entered into the SPSS-16 with different codes for processing. Also, it discusses how the researcher then interpreted the result obtained from the mean, percentage, standard deviation, t-test, and ANOVA.

Statistical Analysis Procedures

The personal and school-related variables were analyzed using frequency, mean, and percentage. Besides this, crosstabs were also developed to analyze the frequency of different attributes of respondents. It contributed to exploring the statistics of a subset within those variables. The descriptive statistics (frequency, mean, percentage, standard deviation) was also applied to compute the level of media literacy (access, retrieve, understanding, communication, analyze, evaluate and create) and CB (leadership, communication style, feedback, task-oriented interaction, social interaction, enthusiasm, and technical task uncertainties) among school headteachers.

Frequencies of Background Variables

The analysis of the demographic factors of 170 headteachers is shown in the following table 1. The factors taken for the study were gender, ethnicity, age, marital

status, qualification, teaching experience, media training, and time spent for using media by headteachers.

Table 1

Socio-demography of Headteachers

Characteristics	Frequency(n)	Percent (%)
Age Group(n=170)		
Below 30 yrs	1	0.6
30-39yrs	16	9.4
40-49yrs	91	53.2
50 yrs and above	63	36.8
Gender		
Male	150	87.7
Female	21	12.3
Ethnicity		
Brahmin/Chhetri	121	70.8
Aadibashi/Janajati/Madhesi/ Dalit	50	29.2
Marital Status		
Married	167	97.7
Unmarried	4	2.3
Qualification		
Bachelor	42	24.6
Master	123	71.9
MPhil/PhD	6	3.5
Media Training		
Trained	7	4.1
Untrained	164	95.9

Table 1 consists of the data in relation to respondents' age, gender, ethnicity, marital status, qualification, and media training. The number of headteachers in between the age group 40-49 years was 91(53.2%) which is slightly higher in number than that of 50 years and above (36.8%). Very few (N=17, %=10) headteachers were below 40 years. It shows that the maturity and experienced teachers were only in the

leading position of a secondary level community school in Kathmandu valley. The study showed that very few young professionals were leading the community schools as the headteacher. While talking about gender, the male headteachers were dominantly more (87.7%) than those of female headteachers (12.3%) as shown in Table 1.

Moreover, the researcher categorized the head teachers' ethnicity into two categories like Brahmin/ Chhetri and Aadibashi, Janjaties, Madhesi, and Dalit. Out of 171 headteachers, one hundred twenty-one (70.8%) were Brahmin/Chhetri whereas the portion of Aadibashi, Janajati, Madheshi, and Dalit was (29.2%). Among them, the number of Dalit head teachers' participation was only (1.8%).

The teaching profession is itself the highly noblest (Rao, 2015) and intellectual work and it needs some certain educational qualifications. The teacher service commission determines 10+2 as the minimum educational qualification for doing a teaching job in school and bachelor for the headteacher but this study explored that most of the headteachers had a master level qualification (N = 123, % = 71.9) still consist of MPhil/PhD (N=6, %=3.5) as their extra educational qualification and they all belong to secondary level community schools. There are few headteachers (N = 42, % = 24.6) with Bachelor degree as their minimum educational qualification. This figure portrayed that some headteachers were updating their educational qualifications to improve their leadership skills and enhance knowledge.

Shown in Table 1, most of the headteachers (N=164, %=95.5) were unknown about the media and media training. Few of them (N=7, %=4.1) were trained about media-related content formally. As the training was not the compulsory provision for them, they attended the media related training for their own interest. This is because of a lack of training curricula related to media. But, on the other hand, most of the

headteachers (N= 139, %=81.3) were trained by different training related to their professional and leadership development.

Level of Media Literacy among Head Teachers

This section primarily focuses on exploring the level of ML. It was determined collectively through the access, retrieve skill, understand the skill, use/communication skill, analyze skill, evaluate skill and create skill respectively. The analysis was mostly focused on frequency, percentage, mean, and standard deviation (SD). The result is presented in Tables 2 and 3.

For identifying the ML, the researcher categorized the mean score in five levels of ML: Never, Seldom, Neutral, Generally, and always. Levels of ML were analyzed with head teachers' mean score of 1-1.8, 1.81-2.60, 2.61-3.40, 3.41-4.20, and 4.21-5.00 respectively.

The following criteria can be used in different studies such as; Drukpa (2010) and Joshi (2016). According to Best's (1977) criteria:

$$\begin{aligned} & \text{Higher score} - \text{Lower score/Number of levels} \\ & = (5-1)/5=0.80 \end{aligned}$$

Table 2

Understanding the Means of Media Literacy Criteria

Mean score	Level of Media Literacy
1.00-1.80	Never
1.81-2.60	Seldom
2.61-3.40	Neutral
3.41-4.20	Generally
4.21-5.00	Always

The data shows that the value ranges from 1.0 to 1.80 is denoted by never, 1.81 to 2.6 is by seldom, 2.61 to 3.4 by neutral, 3.41 to 4.2 by generally, and 4.21 to 5.0 by always.

Table 3

Level of ML among Schools Head Teachers

Dimensions	Mean	SD	Level of ML
Communication Behavior	4.1355	.32815	High
Access	4.0906	.38802	High
Retrieve	3.7466	.47772	Moderate
Understand Skills	3.6764	.45936	Moderate
Use/Communication Skills	3.9025	.56092	Moderate
Analyze Skills	3.4561	.55190	Moderate
Evaluation Skills	3.7452	.48652	Moderate
Create Skills	2.8468	.91222	Low
ML	3.6046	.31660	Moderate

From the results of table 2 and 3, the mean value of media literacy (3.60) lies in the class 3.41-4.20. It means, the school principals use media for general uses. For

example, they generally watch TV for information and news. They listened the radio, and read news-paper for information and news. They used their mobile for the news and information. The principals had uniform responses as the standard deviation is low that is closer to zero.

The expression of collected data in the above table indicates that the school headteachers have High, Moderate, and low levels of ML among all its components. The school headteachers reveal the moderate ML (Mean = 3.60, SD = 0.32) among them. Communication behavior has the highest mean score (= 4.13) among these seven ML components, indicating high ML. High level of communication behavior reflects that school headteacher considered this skill to solve the work-related problems in the school. Table 3 also corroborates the access (Mean = 4.09 and SD = 0.39).

The high level of communication behavior, as well as access, ensures that the headteachers were dedicated to ensuring the new information and also could make their subordinates have access to the source of media while executing their work in school. Besides these, retrieve skill consists of a 3.74 mean score and this score indicates the moderate level of ML among headteachers. It further assists to make meaning that the school headteachers have a medium level of retrieving digital data related to media. Not only the digital information but also the headteachers were habitual to retrieving the news related to their own political values. Despite this, the level of creative skills among school headteachers was comparatively lower than other dimensions of ML.

Practices of Media Literacy by Head Teachers

In this section, media literacy and communication behavior of head teachers were assessed in relation to head teachers' related variables. The relation of media

literacy of community school head teachers and their personal attributes are presented in the following sections.

Age and Media Literacy of HT

This section describes how age affects the media literacy behavior of headteachers in community schools. The effects of media literacy on the different age groups are shown in table 4.

The data of Table 4 shows that the knowledge of media literacy of the HT was different by their age group. The mean value of access (less than 40 years = 15.38, 40 to 49 years = 16.55, 50 and above = 16.35) indicated that the age from 40 to 49 access the media very well compared to other attributes of media literacy. Likewise, the mean value of media retrieve (less than 40 years = 10.69, 40 to 49 years = 11.21, 50 and above = 11.43) indicated that the age less than 40 retrieve the media very well compared to other attributes of media literacy.

Table 4

Age and Media Literacy of HT

Media Literacy		N	Mean	SD	f-Value	p-Value
Access	Less than 40 Years	17	15.38	2.60	2.697	0.048
	40-49 Years	91	16.55	1.42		
	50 and above	63	16.35	1.32		
Retrieve	Less than 40 Years	17	10.69	2.36	1.184	0.318
	40-49 Years	91	11.21	1.42		
	50 and above	63	11.43	1.12		
Understood	Less than 40 Years	17	21.19	4.55	2.135	0.098
	40-49 Years	91	22.53	2.50		
	50 and above	63	21.63	2.44		
Communication	Less than 40 Years	17	10.25	2.72	7.559	0.000
	40-49 Years	91	11.56	1.65		
	50 and above	63	12.27	1.03		
Analyze	Less than 40 Years	17	16.13	3.76	1.992	0.117

	40-49 Years	91	17.47	2.29		
	50 and above	63	17.73	2.00		
Evaluate	Less than 40 Years	17	21.56	4.07		
	40-49 Years	91	22.37	2.81	0.952	0.417
	50 and above	63	22.83	2.70		
Create	Less than 40 Years	17	13.06	5.60		
	40-49 Years	91	14.14	4.63	0.725	0.538
	50 and above	63	14.60	4.20		

The mean value of understood (less than 40 years = 21.19, 40 to 49 years = 22.53, 50 and above = 21.63) indicated that the age from 40 to 49 understood the media very well compared to other attributes of media literacy. Similarly, the mean value of communication (less than 40 years = 10.25, 40 to 49 years = 11.56, 50 and above = 12.27) indicated that the age greater than 50 years are practicing media communication very well compared to other attributes of media literacy.

The mean value of analysis (less than 40 years = 16.13, 40 to 49 years = 17.47, 50 and above = 17.73) indicated that the age greater than 50 years were practicing the media analysis very well compared to other attributes of media literacy by the HT of the community school. Likewise, the mean value of evaluation (less than 40 years = 21.56, 40 to 49 years = 22.37, 50 and above = 22.83) indicated that the age greater than 50 years were practicing the media to evaluate very well compared to other attributes of media literacy by the HT of the community school. In the same way, the mean value of creating (less than 40 years = 13.06, 40 to 49 years = 14.14, 50 and above = 14.60) indicated that the age greater than 50 years were practicing the media to create very well compared to other attributes of media literacy.

The test result of the media literacy shows that access ($f = 2.697$, $p = 0.048$), retrieve ($f = 1.184$, $p = 0.318$), understood ($f = 2.135$, $p = 0.098$), communication ($f =$

7.559, $p = 0.000$), analyze ($f = 1.992$, $p = 0.117$), evaluate ($f = 2.952$, $p = 0.417$), and create ($f = 0.725$, $p = 0.538$), which showed that there were statistically differences in access and communication attitude of media literacy among different age groups of HTs in community school of Nepal.

Gender and Media Literacy of HT

This section describes how gender affects the media literacy behavior of head teachers in community schools. The effects of media literacy by gender are presented in table 5.

The data presented in Table 6 indicates that the knowledge of media literacy of male HTs is good enough compared to female HTs in all media literacy behavior, i.e., access, retrieve, understood, communication, analyze, evaluate, and create.

Table 5

Gender and Media Literacy of HT

Media Literacy		N	Mean	SD	t Value	p-Value
Access	Male	150	16.55	1.18	19.004	0.000
	Female	21	15.05	2.84		
Retrieve	Male	150	11.30	1.30	2.172	0.142
	Female	21	10.81	2.16		
Understood	Male	150	22.34	2.49	13.695	0.000
	Female	21	20.05	3.67		
Communication	Male	150	11.77	1.55	1.873	0.173
	Female	21	11.24	2.45		
Analyze	Male	150	17.64	2.12	8.585	0.004
	Female	21	16.05	3.54		
Evaluate	Male	150	22.67	2.78	7.073	0.009
	Female	21	20.90	3.33		
Create	Male	150	14.43	4.43	2.197	0.140
	Female	21	12.86	5.31		

The mean value of the access (male = 15.55, female = 15.05) shows that the access attitude of the male HTs was good enough compared to female HTs in the community school of Nepal. Likewise, the mean value of the retrieve (male = 11.30, female = 10.81) shows that the retrieve skill of the male HT was good enough compared to female HTs in the community school of Nepal. In the same way, the mean value of the understood (male = 22.34, female = 20.05) shows that the media understanding of the male HTs was good enough compared to female HTs in the community school of Nepal.

The mean value of the communication (male = 11.77, female = 11.24) shows that the communication behavior of the male HTs was good enough compared to female HT in the community school of Nepal. Likewise, the mean value of the analysis (male = 17.64, female = 16.05) shows that the analysis attitude of the male HTs was good enough compared to female HTs in the community school of Nepal. Likewise, for evaluation, the mean value (male = 22.67, female = 20.9) shows that the access attitude of the male HTs was good enough compared to female HTs in the community school of Nepal. And for creation, the mean value is (male = 14.43, female = 12.86) shows that the media creation attitude of the male HTs is good enough compared to female HTs in the community school of Nepal.

The test result of the media literacy shows that access ($t = 19.004$, $p = 0.000$), retrieve ($t = 2.172$, $p = 0.124$), understood ($t = 13.695$, $p = 0.000$), communication ($t = 1.873$, $p = 0.173$), analyze ($t = 8.585$, $p = 0.004$), evaluate ($t = 7.073$, $p = 0.009$), and create ($t = 2.197$, $p = 0.14$) were statistically differences in access, understood, analyze and evaluate attitude of media literacy among male and female HTs in community school of Nepal.

Ethnicity and Media Literacy of HTs

This section describes how ethnicity affects the media literacy behavior of head teachers in community schools. The effect of media literacy by ethnicity is presented in table 6.

Table 6

Ethnicity and Media Literacy of HT

Media Literacy		N	Mean	SD	t Value	p-Value
Access	Brahmin/Chhetri	212	16.32	1.63	0.166	0.847
	Adibashi/Janajati/Madhese/Dalit	50	16.45	1.38		
Retrieve	Brahmin/Chhetri	212	11.12	1.51	1.595	0.206
	Adibashi/Janajati/Madhese/Dalit	50	11.55	1.23		
Understood	Brahmin/Chhetri	212	22.02	2.88	0.077	0.926
	Adibashi/Janajati/Madhese/Dalit	50	22.17	2.50		
Communication	Brahmin/Chhetri	212	11.63	1.81	0.565	0.570
	Adibashi/Janajati/Madhese/Dalit	50	11.87	1.36		
Analyze	Brahmin/Chhetri	212	17.37	2.38	0.230	0.795
	Adibashi/Janajati/Madhese/Dalit	50	17.60	2.46		
Evaluate	Brahmin/Chhetri	212	22.63	2.87	2.055	0.131
	Adibashi/Janajati/Madhese/Dalit	50	21.87	2.95		
Create	Brahmin/Chhetri	212	14.71	4.72	2.498	0.085
	Adibashi/Janajati/Madhese/Dalit	50	12.98	4.01		

The data presented in Table 6 indicates that the knowledge of media literacy of Adibashi/Janajati/Madhese/Dalit HTs was good enough compared to Brahmin/Chhetri HT in all media literacy behavior, i.e., access, retrieve, understood, communication, analyze, evaluate, and create. The mean value of the access (Brahmin/Chhetri = 16.32, Adibashi/Janajati/Madhese/Dalit = 16.45) shows that the access attitude of the Adibashi/Janajati/Madhese/Dalit HTs was good enough compared to Brahmin/Chhetri HT in the community school of Nepal. In the same

way, the mean value of the access (Brahmin/Chhetri = 11.12, Adibashi/Janajati/Madhese/Dalit = 11.55) shows that the media retrieve of the Adibashi/Janajati/Madhese/Dalit HT was good enough compared to Brahmin/Chhetri HTs in the community school of Nepal.

The mean value of the understood (Brahmin/Chhetri = 22.02, Adibashi/Janajati/Madhese/Dalit = 22.17) shows that the media understanding behavior of the Adibashi/Janajati/Madhese/Dalit HTs was good enough compared to Brahmin/Chhetri HT in the community school of Nepal. Similarly, for communication, the mean value (Brahmin/Chhetri = 11.63, Adibashi/Janajati/Madhese/Dalit = 11.87) shows that the communication behavior of Adibashi/Janajati/Madhese/Dalit HT was good enough compared to Brahmin/Chhetri HT in the community school of Nepal.

The mean value of the media analyzes (Brahmin/Chhetri = 17.37, Adibashi/Janajati/Madhese/Dalit = 17.60) shows that the analysis process of the Adibashi/Janajati/Madhese/Dalit HTs is good enough compared to Brahmin/Chhetri HT in the community school of Nepal. Likewise, the mean value of the evaluate (Brahmin/Chhetri = 22.63, Adibashi/Janajati/Madhese/Dalit = 21.87) and create (Brahmin/Chhetri = 14.71, Adibashi/Janajati/Madhese/Dalit = 12.98) shows that Brahmin/Chhetri are practicing very well in media evaluate and create process comparing to Adibashi/Janajati/Madhese/Dalit HTs in community school of Nepal.

The test result of the media literacy i.e., access ($t = 0.166$, $p = 0.847$), retrieve ($t = 1.595$, $p = 0.206$), understood ($t = 0.007$, $p = 0.926$), communication ($t = 0.565$, $p = 0.57$), analyze ($t = 0.23$, $p = 0.795$), evaluate ($t = 2.055$, $p = 0.131$), and create ($t = 2.498$, $p = 0.085$), showed that there was no statistically differences in access,

retrieve, understood, communication, analyze, evaluate and create attitude of media literacy by different ethnic group of HT in community school of Nepal.

Marital Status and Media Literacy of HTs

This section describes how marital status affects the media literacy behavior of head teachers in community schools. The effects of media literacy by marital status are presented in table 7.

Table 7

Marital Status and Media Literacy of HT

Media Literacy		N	Mean	SD	t Value	p-Value
Access	Married	167	16.38	1.50	0.637	0.426
	Unmarried	4	15.75	3.30		
Retrieve	Married	167	11.27	1.42	3.103	0.080
	Unmarried	4	10.00	1.41		
Understood	Married	167	22.09	2.77	0.923	0.338
	Unmarried	4	20.75	1.50		
Communication	Married	167	11.73	1.66	1.329	0.251
	Unmarried	4	10.75	2.63		
Analyze	Married	167	17.47	2.37	1.028	0.312
	Unmarried	4	16.25	2.87		
Evaluate	Married	167	22.47	2.90	0.100	0.752
	Unmarried	4	22.00	3.46		
Create	Married	167	14.26	4.54	0.190	0.664
	Unmarried	4	13.25	6.18		

The data presented in table 7 indicates that the knowledge of media literacy of married HTs is good enough compared to unmarried HTs in all media literacy behavior, i.e., access, retrieve, understood, communication, analyze, evaluate, and create. The mean value of the access (married = 16.38, unmarried = 15.75), retrieve (married = 11.27, unmarried = 10.00), understood (married = 22.09, unmarried =

20.75), communication (married = 11.73, unmarried = 10.75), analyze (married = 17.47, unmarried = 16.25), evaluate (married = 22.47, unmarried = 22.00) and create (married = 14.26, unmarried = 13.25) shows that married HTs are good enough in practicing media literacy in all dimensions compared to unmarried HTs in community school of Nepal.

The test result of the media literacy i.e., access ($t = 0.637$, $p = 0.426$), retrieve ($t = 3.103$, $p = 0.080$), understood ($t = 0.923$, $p = 0.338$), communication ($t = 1.329$, $p = 0.251$), analyze ($t = 1.028$, $p = 0.312$), evaluate ($t = 0.1$, $p = 0.752$), and create ($t = 0.19$, $p = 0.664$) showed that there was no statistically differences in access, retrieve, understood, communication, analyze, evaluate and create attitude of media literacy by marital status of HTs in community school of Nepal.

Qualification and Media Literacy of HT

This section describes how academic qualification affects the media literacy behavior of head teachers in community schools. The effects of media literacy by qualification are represented in table 8.

Table 8 shows that the knowledge of media literacy of the HTs was different by their academic qualification. The mean value of access (Bachelor = 16.10, Master = 16.5, MPhil/Ph.D.= 15.33) indicated that the academic qualification of having a Master's degree access the media very well compared to having an academic degree Bachelor and MPhil/Ph.D. Likewise, the mean value of retrieve (Bachelor = 10.79, Master = 11.37, MPhil/Ph.D.= 11.67) indicated that the academic qualification having MPhil/Ph.D. retrieve the media very well compared to having an academic degree Bachelor and master's degree.

The mean value of understood (Bachelor = 21.81, Master = 22.21, MPhil/Ph.D.= 20.67) indicated that the academic qualification of having a Master's

degree understood the media very well compared to having an academic degree of Bachelors and MPhil/Ph.D. Similarly, the mean value of communication (Bachelor = 11.45, Master = 11.81, MPhil/Ph.D.= 11.33) indicated that the academic qualification of having a Master's degree use media communication very well compared to having an academic degree Bachelors and MPhil/Ph.D.

Table 8

Qualification and Media Literacy of HT

Media Literacy		N	Mean	SD	F Value	p-Value
Access	Bachelor	42	16.10	2.15	2.497	0.085
	Master	123	16.50	1.13		
	MPhil/PhD	6	15.33	3.20		
Retrieve	Bachelor	42	10.79	1.52	2.981	0.053
	Master	123	11.37	1.39		
	MPhil/PhD	6	11.67	1.03		
Understood	Bachelor	42	21.81	2.95	1.127	0.326
	Master	123	22.21	2.57		
	MPhil/PhD	6	20.67	4.76		
Communication	Bachelor	42	11.45	2.10	0.871	0.420
	Master	123	11.81	1.54		
	MPhil/PhD	6	11.33	1.21		
Analyze	Bachelor	42	16.69	3.10	2.845	0.061
	Master	123	17.69	2.06		
	MPhil/PhD	6	17.67	2.16		
Evaluate	Bachelor	42	22.10	3.27	0.631	0.533
	Master	123	22.61	2.80		
	MPhil/PhD	6	21.83	2.48		
Create	Bachelor	42	22.46	2.90	1.845	0.161
	Master	123	13.17	5.12		
	MPhil/PhD	6	14.65	4.34		

The mean value of analysis(Bachelor = 16.69, Master = 17.69, MPhil/Ph.D.= 17.67) indicated that the academic qualification of having a Master's degree analyzes

the media very well compared to having an academic degree Bachelors and MPhil/Ph.D. Likewise, the mean value of understood (Bachelor = 22.10, Master = 22.61, MPhil/Ph.D.= 21.83) indicated that the academic qualification of having a Master's degree evaluates the media very well compared to having an academic degree Bachelors and MPhil/Ph.D. The mean value (Bachelor = 22.46, Master = 13.17, MPhil/Ph.D.= 14.65) showed that the academic qualification of having a Bachelor's degree creates the media very well compared to having an academic Master's MPhil/Ph.D. degree.

The test result of the media literacy by qualification i.e., access ($f = 2.497$, $p = 0.085$), retrieve ($f = 2.981$, $p = 0.053$), understood ($f = 1.127$, $p = 0.326$), communication ($f = 0.871$, $p = 0.420$), analyze ($f = 2.845$, $p = 0.061$), evaluate ($f = 0.631$, $p = 0.533$), and create ($f = 1.845$, $p = 0.161$) showed that there was statistically differences in media retrieve process of media literacy by the different academic qualification of HTs in community school of Nepal.

Media Training and Media Literacy of HTs

This section describes how media training affects the media literacy behavior of head teachers in community schools. Table 9 shows that the knowledge of media literacy of the HTs was different by their training of media. The mean value of access (trained = 16.34, untrained = 17.00) indicated that untrained HTs were practicing media literacy of access very well compared to trained HT in the community school of Nepal. Likewise, the mean value of retrieve (trained = 11.27, untrained = 10.43) indicated that trained HTs were practicing media literacy of retrieving very well compared to untrained HTs in the community school of Nepal

Table 9
Media Training and Media Literacy of HT

Media Literacy		N	Mean	SD	f Value	p-Value
Access	Trained	7	16.34	1.56	1.233	0.268
	Untrained	164	17.00	1.16		
Retrieve	Trained	7	11.27	1.36	2.357	0.127
	Untrained	164	10.43	2.64		
Understood	Trained	7	22.15	2.62	4.147	0.043
	Untrained	164	20.00	4.93		
Communication	Trained	7	11.75	1.59	2.567	0.111
	Untrained	164	10.71	3.15		
Analyze	Trained	7	17.46	2.34	0.253	0.616
	Untrained	164	17.00	3.42		
Evaluate	Trained	7	22.54	2.84	3.611	0.059
	Untrained	164	20.43	3.78		
Create	Trained	7	14.33	4.62	1.759	0.187
	Untrained	164	12.00	1.63		

The mean value of understood (trained = 22.15, untrained = 20.00) indicated that trained HTs were practicing media literacy of understood very well compared to untrained HTs in the community school of Nepal. Similarly, the mean value of communication (trained = 11.75, untrained = 10.71) indicated that trained HTs were practicing media literacy of communication very well compared to untrained HTs in the community school of Nepal.

The mean value of analysis (trained = 17.46, untrained = 17.00) indicated that trained HTs were practicing media literacy of analyzing very well compared to untrained HTs in the community school of Nepal. To evaluate the mean value (trained = 22.54, untrained = 20.43) showed that trained HTs were practicing media literacy of evaluating very well compared to untrained HTs in the community school of Nepal.

Likewise, the mean value of creating (trained = 14.33, untrained = 12.00) indicated that trained HTs were practicing media literacy of creating very well compared to untrained HTs in the community school of Nepal.

The test result of the media literacy i.e., access ($t = 1.233$, $p = 0.268$), retrieve ($t = 2.357$, $p = 0.127$), understood ($t = 4.147$, $p = 0.043$), communication ($t = 2.567$, $p = 0.111$), analyze ($t = 0.253$, $p = 0.616$), evaluate ($t = 3.611$, $p = 0.059$), and create ($t = 1.759$, $p = 0.187$) showed that there was understood behavior of media literacy by media training of HTs in community school of Nepal.

Relationship between Media Literacy and Communication Behavior

The CB is the collective form of leadership, communication style, feedback, task-oriented interaction, social interaction enthusiasm, and technical task uncertainties. For this purpose, the correlation between the predictors of media literacy and communication behavior of HTs in the community school was investigated using correlation analysis.

Table 10

Correlations between Media Literacy and Communication Behavior

Media Literacy	Communication Behavior						
	Leadership	CS	Feedback	TI	SI	Enthusiasm	TTU
Access	0.06	.29**	.27**	.27**	0.05	.16*	.18*
Retrieve	0.11	-0.01	0.04	.22**	-0.02	.17*	.16*
Understood	0.04	0.11	-0.12	-0.01	-0.02	.26**	.40**
Communication	0.10	.17*	.23**	.36**	0.11	0.11	-0.04
Analyze	0.08	.31**	.33**	.25**	0.06	.17*	.17*
Evaluate	.22**	0.01	0.03	.42**	0.12	.36**	.40**
Create	-0.01	-.16*	0.10	.23**	0.10	-0.05	-.24**

*: Significance at 0.005 Level, **: Significance at 0.001 Level

CS: Communication Style, TI: Task-Oriented Interaction, SI: Social Interaction, TTU: Technical Task Uncertainty

From the analysis of the correlation between media literacy and communication behavior as presented in table 10, Spearman's correlation coefficients between media literacy and communication behavior was low degree positive ($r = .057$). However, the result is significant ($p = .024 < .05$) at 5% level of significance. The correlation's findings show that there are correlations between all seven aspects of media literacy and seven dimensions of communication behavior at various levels, ranging from very low to moderate. (1) 0 to 0.2, extremely low correlation, (2) 0.2 to 0.4, low correlation, (3) 0.4 to 0.6, moderate correlation, (4) 0.6 to 0.8, strong correlation, and (5) 0.8 to 1 high correlation, according to Bartz (1999).

Bartz's (1999) study showed the relationship of leadership was low (.22) with evaluation. Likewise, the relationship of communication skill was low with access (.29) and analysis (.31); and very low with communication (.17) and creation (.16). In the same way, the relationship of feedback was low with access (.27), communication (.23), and analysis (.33). The relationship of the task of interaction was moderate with evaluate (.42); and low with access (.27), retrieve (.22), communication (.36), analyze (.25), and create (.23). There was no relationship between social interaction and dimensions of media literacy. The relationship between enthusiasms was low with understood (.26) and evaluates (.36); very low with access (.16), retrieve (.17), and analyze (.17). Likewise, the relationship of the technical task uncertainty was moderate with understood (.4), evaluate (.4); low with creating (.24); and very low with access (.18), retrieve (.16), and analyze (.17).

The regression analysis was also used to look at the impact of the head teachers' media literacy on their communication behavior. To investigate the role of media literacy, a multiple regression analysis was used (access, retrieve, understood, communication, analyze, evaluate and create) to communication behaviors

(leadership, community-style, feedback, task oriented interaction, social interaction, enthusiasm, and technical task uncertainty).

Table 11

Regression Analysis of Media Literacy and Communication Behaviour

Media Literacy	Leadership	CS	Feedback	TI	SI	Enthusiasm	TTU
Access	-0.21	1.87	2.71*	2.05*	0.08	0.06	0.06
Retrieve	0.24	-1.78	-0.79	-0.30	-1.32	0.24	0.76
Understood	-1.21	-1.62	-4.75*	-4.59*	-0.96	0.92	2.76*
Communication	0.95	3.37*	2.99*	3.36*	1.18	0.49	-1.18
Analyze	1.17	3.69*	5.35*	4.29*	1.17	1.38	0.53
Evaluate	2.87*	1.56	0.65	6.08*	1.61	4.11*	5.16*
Create	-1.21	-3.33*	-0.14	0.37	0.52	-1.50	-3.50*

CS: Communication Style, TI: Task-Oriented Interaction, SI: Social Interaction, TTU: Technical Task Uncertainty

Only one of the seven independent factors of media literacy, evaluate was found to be relevant for leadership at a 5% level of significance, according to the findings in Table 11. In the same way, communication, analysis, and creation were found significant with communication skills at a 5% level of significance. For feedback, it was found significant with access, understanding, communication, and analysis. Similarly, task-oriented interaction was found significant with access, understanding, communication, analysis, and evaluation at 5% of the significance level.

It was found that the social interaction was not found significant with none of the dimensions of media literacy. The Enthusiasm was found significant with evaluation at a 5% level of significance. Similarly, technical task uncertainty was found significant with understanding, evaluate and creating.

The model is offered in Table 13 for additional discussion after the significance has been confirmed. The R-square and non-standardized beta coefficients

were used to analyze the results. When the variables are in their raw form, unstandardized coefficients present a change that can be seen. When independent variables are integrated, the R-square is the amount of variance in dependent variables explained by them (Hair et al., 1998).

Table 12

Model Summary of Communication Behaviours

Dimension	R	R Square	Adjusted R Square	Std. Error of the Estimate
Leadership	.27 ^a	0.070	0.031	4.203
CS	.47 ^b	0.223	0.189	3.308
Feedback	.54 ^c	0.288	0.257	0.908
TI	.62 ^d	0.388	0.362	1.298
SI	.21 ^e	0.044	0.003	4.063
Enthusiasm	.42 ^f	0.176	0.141	0.977
TTU	.57 ^g	0.321	0.292	0.994

CS: Communication Style, TI: Task-Oriented Interaction, SI: Social Interaction, TTU: Technical Task Uncertainty

- a. Predictors: (Constant), Evaluate
- b. Predictors: (Constant), Communication, Analyze, Create
- c. Predictors: (Constant), Access, Understood, Communication, Analyze
- d. Predictors: (Constant), Access, Understood, Communication, Analyze, Evaluate
- e. Predictors: (Constant)
- f. Predictors: (Constant), Evaluate
- g. Predictors: (Constant), Understood, Evaluate, Create

The model of leadership presented in Table 12 presents $R=0.27$, $R^2=0.070$, and adjusted $R^2=0.031$. It is clear from the adjusted R^2 value that media evaluation encompasses the leadership variable as 3.1%. Thereby 96.9% explanation of the leadership has been undefined. However, 3.1% seems negligible value to define HTs leadership status due to different dimensions of media literacy. Likewise, for communication style, the value of $R=0.47$, $R^2=0.223$, and adjusted $R^2=0.189$ shows that media communication, analysis, and creation encompass the communication style

at 18.9%. It shows that 81.1% is undefined and the 18.9% of communication style is determined by the media literacy to the communication behavior of the HTs of community school of Nepal.

Table 12 indicates $R=0.54$, $R^2 = 0.288$, and modified $R^2 = 0.257$ for the feedback model. It is clear from the adjusted R^2 value that media access, understood, communication and analysis encompass the feedback variable as 25.7%. As a result, 74.3 percent of the feedback was left unspecified. However, given to the various elements of media literacy in the community school environment, 25.7 percent appears to be a notable result for defining HT feedback status. Similarly, Table 12 reveals $R=0.62$, $R^2 = 0.388$, and modified $R^2 = 0.362$ for the task-oriented interaction model. Media access, understood, communication, analysis, and evaluation encompass the task-oriented interaction variable as 36.2%. Thereby 63.8% explanation of the task-oriented interaction has been undefined. However, 36.2% seems remarkable value to define HT task-oriented interaction status due to different dimensions of media literacy in the community school context.

Table 12 reveals $R=0.21$, $R^2 = 0.044$, and modified $R^2 = 0.003$ for the social interaction model. Using the corrected R^2 value, it is clear that media literacy's involvement in social interaction is relatively small at only 0.3 percent, which is an insignificant number for the HTs. Likewise, the model of enthusiasm presented in Table 12 shows $R=0.42$, $R^2 = 0.176$, and adjusted $R^2 = 0.141$. Taking the value of adjusted R^2 , it is understood that media evaluation encompasses the enthusiasm variable as 14.1%. Thereby 85.9% explanation of the enthusiasm has been undefined. However, 14.1% seems remarkable value to define HTs' enthusiasm status due to different dimensions of media literacy in the community school context. Table 12 demonstrates that the model of technical task uncertainty has $R=0.57$, $R^2 = 0.321$, and

modified $R^2 = 0.292$. Using the corrected R^2 value, it's clear that media comprehend, evaluate, and develop the technical task uncertainty variable to the tune of 29.2 percent. As a result, 70.8 percent of the technical task uncertainty has remained undetermined. However, due to several variables of media literacy in the community school environment, 29.2 percent appears to be a notable result for defining HT s' technical task uncertainty status. The regression and residual values of communication behavior of the HTs in Table 13 are explained in the following section.

Table 13

Regression and Residual Values of Communication Behaviours

Dimension		Sum of Squares	df	Mean Square	F	Sig.
Leadership	Regression	218.15	7	31.16	1.76	.098 ^a
	Residual	2878.84	163	17.66		
	Total	3096.99	170			
CS	Regression	510.87	7	72.98	6.67	.000 ^b
	Residual	1783.76	163	10.94		
	Total	2294.63	170			
Feedback	Regression	54.22	7	7.75	9.40	.000 ^c
	Residual	134.28	163	0.82		
	Total	188.50	170			
TI	Regression	174.49	7	24.93	14.78	.000 ^d
	Residual	274.82	163	1.69		
	Total	449.31	170			
SI	Regression	123.64	7	17.66	1.07	.385 ^e
	Residual	2691.25	163	16.51		
	Total	2814.89	170			
Enthusiasm	Regression	33.26	7	4.75	4.98	.000 ^f
	Residual	155.45	163	0.95		
	Total	188.71	170			

	Regression	76.12	7	10.87	11.01	.000 ^g
TTU	Residual	161.04	163	0.99		
	Total	237.16	170			

CS: Communication Style, TI: Task-Oriented Interaction, SI: Social Interaction, TTU: Technical Task Uncertainty

- a. Predictors: (Constant), Evaluate
- b. Predictors: (Constant), Communication, Analyze, Create
- c. Predictors: (Constant), Access, Understood, Communication, Analyze
- d. Predictors: (Constant), Access, Understood, Communication, Analyze, Evaluate
- e. Predictors: (Constant)
- f. Predictors: (Constant), Evaluate
- g. Predictors: (Constant), Understood, Evaluate, Create

In Table 13, F test for Leadership is found no significance ($F = 1.75$, $p = 0.098$ ($>=5\%$)). This means the best-fit regression model with media variable evaluation cannot be developed. Likewise, the F test for communication style is found significant ($F = 6.67$, $p = 0.000$) ($< 5\%$). This shows that the best-fit regression model with media variables communication, analyze and create and output variable communication style can be developed. Similarly, the F test for feedback is found significance ($F = 9.40$, $p = 0.000$) ($< 5\%$). This shows that the best-fit regression model with media variables access, understood, communication, and analyze and output variable feedback can be developed. In the same way, the F test for task-oriented interaction is found significant ($F = 14.78$, $p = 0.000$) ($< 5\%$). This shows that the best-fit regression model with media variables access, understood, communication, analysis and evaluation, and output variable task-oriented interaction can be developed. For, social interaction, it is found no significance ($F = 1.07$, $p =$

0.385 ($\geq 5\%$). This means the best-fit regression model with media variable evaluation cannot be developed.

The F test for enthusiasm is found significant ($F = 4.98, p = 0.000$) ($< 5\%$).

This shows that the best-fit regression model with media evaluation and output variable enthusiasm can be developed. Similarly, the F test for technical task uncertainty is found significance ($F = 11.01, p = 0.000$) ($< 5\%$). This shows that the best-fit regression model with media understood, evaluate and create and output variable technical task uncertainty can be developed. Table 14 presents the result of the regression analysis for the t-test.

Table 14

Model Fit Coefficients Values of Communication Behaviours

Coefficient	Dimensions	Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig
Leadership	Constant (a)	12.13	4.44		2.73	0.007
	Evaluate	0.36	0.13	0.25	2.87	0.005
CS	Constant (b)	37.70	3.50		10.78	0.000
	Communication	0.63	0.19	0.29	3.37	0.001
	Analyze	0.44	0.12	0.29	3.69	0.000
	Create	-0.21	0.06	-0.26	-3.33	0.001
Feedback	Constant (c)	5.10	0.96		5.31	0.000
	Access	0.14	0.05	0.21	2.71	0.007
	Understood	-0.15	0.03	-0.38	-4.75	0.000
	Communication	0.15	0.05	0.24	2.99	0.003
	Analyze	0.18	0.03	0.40	5.35	0.000
TI	Constant (d)	3.21	1.37		2.34	0.021
	Access	0.15	0.07	0.14	2.05	0.042
	Understood	-0.20	0.04	-0.34	-4.59	0.000
	Communication	0.25	0.07	0.25	3.36	0.001
	Analyze	0.20	0.05	0.30	4.29	0.000
	Evaluate	0.24	0.04	0.43	6.08	0.000
SI	Constant (e)	4.05	4.30		0.94	0.347

Enthusiasm	Constant (f)	4.58	1.03		4.44	0.000
	Evaluate	0.12	0.03	0.33	4.11	0.000
TTU	Constant (g)	3.54	1.05		3.37	0.001
	Understood	0.09	0.03	0.22	2.76	0.006
	Evaluate	0.16	0.03	0.38	5.16	0.000
	Create	-0.07	0.02	-0.26	-3.50	0.001

CS: Communication Style, TI: Task-Oriented Interaction, SI: Social Interaction,

TTU: Technical Task Uncertainty

- a. Dependent Variable: Leadership
- b. Dependent Variable: CS
- c. Dependent Variable: Feedback
- d. Dependent Variable: TI
- e. Dependent Variable: SI
- f. Dependent Variable: Enthusiasm
- g. Dependent Variable: TTU

Table 14 shows the results of a t-test for CB regression coefficients with hypothesis. The coefficient of non-zero is significant, as shown in Table 14 (constant: t= 10.78, p-value = 0.000; communication: t= 3.37, p-value = 0.001; analyze: t= 3.69, p-value = 0.000; create: t= 3.33, p-value = 0.001). So, here's the model:

$$Y = S_A + S_B x_B + S_C x_C + S_D x_D + v_i$$

Where, y = CS, S_A = constant, S_B = coefficient of communication, x_1 = communication, S_C = coefficient of analyzing, x_2 = analyze, S_D = coefficient of creating, x_3 = create, and v_i error terms are significant.

If we plug the value from Table 14 into equation, we get the following CS model:

$$CS = 10.78 + 3.37 \text{ Communication} + 3.69 \text{ Analyze} + 3.33 \text{ Create} \dots\dots\dots (1)$$

Table 14 shows the results of a t-test for the regression coefficients of feedback with hypothesis. The coefficient of non-zero is important, as shown by the value in Table 14 (Constant: t= 5.31, p-value= 0.000; access: t= 2.71, p-value = 0.007,

understood: t= 4.75, p-value = 0.000, communication: t= 2.99, p-value = 0.003; analyze: t= 5.35, p-value = 0.000). So, the model:

$$Y = S_A + S_B x_B + S_C x_C + S_D x_D + S_E x_E + v \tag{ii}$$

Where, y = Feedback, S_0 = constant, S_1 = coefficient of access, x_1 = access, S_2 = coefficient of understood, x_2 = understood, S_3 = coefficient of communication, x_3 = communication, S_4 = coefficient of analyzing, x_4 = analyze, and v = error terms are significant.

If we plug the value from Table 14 into equation (ii), we get the following feedback model:

$$\text{Feedback} = 5.31 + 2.71 \text{ Access} + 4.75 \text{ Understood} + 2.99 \text{ Communication} + 5.35 \text{ Analyze} \dots \dots \dots (2)$$

Similarly, the data in Table 14 shows a t-test for the TI regression coefficients with hypothesis. The coefficient of non-zero is significant, as shown in Table 14 (constant: t= 2.34, p-value = 0.021; access: t= 2.05, p-value = 0.042; understood: t= 4.59, p-value = 0.000; communication: t= 3.36, p-value = 0.001; analyze: t= 4.29, p-value = 0.000; evaluate: t= 6.08, p-value = 0.000). So, the model:

$$Y = S_A + S_B x_B + S_C x_C + S_D x_D + S_E x_E + S_F x_F + v \tag{iii}$$

Where, y = TI, S_0 = constant, S_1 = coefficient of access, x_1 = access, S_2 = coefficient of understood, x_2 = understood, S_3 = coefficient of communication, x_3 = communication, S_4 = coefficient of analyzing, x_4 = analyze, S_5 = coefficient of evaluating, x_5 = evaluate and v = error terms are significant.

If we put the value of Table 14 in equation (iii), the model of feedback is shown as;

$$TI = 2.34 + 2.05 \text{ Access} + 4.59 \text{ Understood} + 3.36 \text{ Communication} + 4.29 \text{ Analyze} + 6.08 \text{ Evaluate} \dots \dots \dots (3)$$

A t-test for the regression coefficients of enthusiasm with the hypothesis is also included in Table. The coefficient of non-zero is significant, as shown in Table 14 (constant: $t = 4.44$, $p\text{-value} = 0.000$; evaluate: $t = 4.11$, $p\text{-value} = 0.000$). So, here's the model:

$$Y = S_A + S_B x_B + v_1 \dots \dots \dots v$$

Where, $y = \text{Enthusiasm}$, $S_A = \text{constant}$, $S_B = \text{coefficient of evaluate}$, $x_1 = \text{evaluate}$, and v error terms are significant.

If we plug the value from Table 14 into equation (iv), we get the following model of enthusiasm:

$$\text{Enthusiasm} = 4.44 + 4.11 \text{ Evaluate} \dots \dots \dots (4)$$

Similarly, Table 14 shows the results of a t-test for TTU regression coefficients with hypothesis. The coefficient of non-zero is significant, as shown in Table 14 (constant: $t = 3.37$, $p\text{-value} = 0.001$; understood: $t = 2.76$, $p\text{-value} = 0.006$; evaluate: $t = 5.16$, $p\text{-value} = 0.000$; create: $t = 3.5$, $p\text{-value} = 0.001$). So, here's the model:

$$Y = S_A + S_B x_B + S_C x_C + S_D x_D + v_1 \dots \dots \dots v$$

Where, $y = \text{TTU}$, $S_A = \text{constant}$, $S_B = \text{coefficient of understood}$, $x_1 = \text{understood}$, $S_C = \text{coefficient of evaluate}$, $x_2 = \text{evaluate}$, $S_D = \text{coefficient of create}$, $x_3 = \text{create}$ and v error terms are significant.

If we put the value from Table 14 into equation (v), we get the following TTU model:

$$\text{TTU} = 3.37 + 2.76 \text{ Understood} + 5.16 \text{ Evaluate} + 3.5 \text{ Create} \dots \dots \dots (5)$$

Test Statistics

The findings of this chapter suggest that HTs in Nepalese community schools have a moderate level of media literacy. ANOVA or t -test was performed to examine

the differences in media literacy with age, gender, ethnicity, marital status, qualification, and media training of the HTs. The test statistics show a significant relationship of age with media access and communication; access, understood, analyze and evaluate with gender; retrieve with qualification; and understood with media training. There exists a correlation between media literacy and communication behavior of the HTs of a community school. The multiple regressions identified the linear relationship of communication style with communication, analyze and create; feedback with access, understood, communication, and analyze; task-oriented interaction with access, understood, communication, analyze, and evaluate; enthusiasm with evaluating; and technical task uncertainty with understand, evaluate and create.

Chapter Summary

The statistical analysis approach to determine the level of media literacy was carried out in this chapter. The way of practicing media literacy by HTs was different by their demographic variables. The dimensions of media literacy and communication behavior were found correlated. The results of the regression analysis indicate that media literacy influence the communication behavior of HTs of community school of Nepal.

CHAPTER V

FINDINGS AND DISCUSSION

The findings in response to three research questions are discussed in this chapter. The chapter starts with a summary of the study's principle findings that answer the research questions. The first research question focused on measuring the level of media literacy of community schools' headteachers. The second research question aimed to examine the media literacy related with headteachers' personal characteristics. And, the third research question focused to correlate the headteachers' media literacy with their communication behavior. Following a presentation of the main findings, I addressed the relationship between media literacy and HT's communication practices. Also, this chapter discusses the study's conclusions in light of current events, relating them to national and international behaviors.

Findings of this Study

The purpose of this study was to find answers to three research questions. The results of each of these study topics are presented first in this section. The first study topic concerns the level of media literacy among the head teachers of a Nepalese community school. This study identified moderate level of the overall level of media literacy. According to Zhang et al. (2020), the media literacy education is the subject to the highest developmental emphasis in the individual European Union countries. For communication behavior, the level of media literacy was high, for access also it was high. Likewise, the level of retrieve understood, communication, analysis, and evaluation were moderate. In the case of creation skills, there was a low level of media literacy among the HTs. According to Levitskaya and Fedorov (2020), numerous studies prove that media education can give positive results in terms of

knowledge, skills and attitudes in terms of analysis and critical reflection of media and misinformation. So, the literature supported that with the lack of media literacy education in Nepalese school system, the creation skills of headteachers became low.

The second research question was related to the media literacy of HTs by their personal characteristics. This study found a significant relationship of age with media access and communication; access, understood, analyze and evaluate with gender; retrieve with qualification; and understood with media training. Age is an important factor in school administration as it influences the authority and experiences of the headteacher (Mbunde, 2018).

The third research question was related to the relationship between media literacy and the communication behavior of the headteachers. This study found that there exists a correlation between media literacy and communication behavior of the HTs of a community school. There was a statistically significant and positive strong correlation between head teachers' ICT literacy and ICT integration in human resource data management (Choge, 2019). The multiple regressions identified the linear relationship of communication style with communication, analyze and create; feedback with access, understood, communication, and analyze; task-oriented interaction with access, understood, communication, analyze, and evaluate; enthusiasm with evaluating; and technical task uncertainty with understand, evaluate and create.

Discussion of the Findings

This section begins with the level of media literacy, followed by their relationship to the headteacher's demographic factors. In addition, the regression model identified by the multiple regression analysis is explained in this section. The overall study and conceptual framework of this study was guided and conceptualized

by communication behavior and media literacy theory. Communication behavior theory analyzes information in multiple fields of social sciences and human skills concerning to interpersonal and intrapersonal communication. According to Mbunde (2018), the higher levels of education correlate with levels of productivity; qualification and experience enhance the head teachers' expert power, credibility, confidence and decisiveness in managerial practice. The study showed that the power of critical thinking after having higher level of educational qualification became stronger than leaders having lower level of educational qualification.

The findings of this study reveal that most of the secondary level school head teachers in community schools of Kathmandu valley are moderate in media literacy, and only a very small number of head teachers are literate with media. Cappello, Felini and Hobbs (2011) aligned with my findings. According to Cappello, Felini and Hobbs (2011), many developments in recent educational and media research may lead to this depoliticization / under theorization of media literacy education. Among them, two are particularly significant here: the discovery of the "active" audience and the rapid expansion of digital media in educational contexts. The head teachers are also the leaders of schools and they have a key role in leading the organization. This study shows that the high level of communication behavior helps them to solve work-related problems in school. According to Share, Mamikonyan, and Lopez (2019), the schools or the educational institutions are responsible for trainings. The new wave of teachers must be up to date, not just with the latest technology, but more importantly, with critical media literacy theory and pedagogy. Educational institutions like schools need prepare teachers and students to think and act critically with and about media and technology.

Despite the numerous benefits of media & information literacy for students in today's digital society, Gretter and Yadav (2018) suggested that the lack of teacher preparation in teaching media and information literacy skills creates a gap between the societal rationale for students becoming media literate and the sustainable preparation of teachers. According to Weninger (2017), media literacy in Singapore serves primarily as a policy tool aimed at optimizing the population's workforce value and regulating a rapidly developing communications landscape through various initiatives that emphasize skill and downplay creative expression. This study shows that the trained headteachers are practicing media literacy very well compared to untrained headteachers in the community school of Nepal. Weninger's findings (2017) also aligned with my findings. He highlighted that school-based media literacy programs in Singapore show potential in a way that teachers recognize the need for its inclusion as part of education.

This study shows that the maturity and experienced teachers were only in the leading position of a secondary level community school in Kathmandu valley. According to Rao (2015), the teaching profession is itself the highly noblest and intellectual work and it needs some certain educational qualifications. The study showed that very few young professionals were leading the community schools as the headteacher. This figure portrayed that some headteachers were updating their educational qualifications to improve their leadership skills and enhance knowledge.

This study showed that the media training was not compulsory for headteachers of community school of Nepal. But they have attended the media related training for their own interest. This is because of a lack of training curricula related to media. But, on the other hand, most of the headteachers were trained by different trainings related to their professional and leadership development. According to

Mbunde (2018), the problem solving techniques of headteachers in schools, who were involved in training, makes head teachers more effective and efficient in management.

This study showed that the level of communication behavior of headteachers of community school in Katmandu Valley is high. The high level of communication behavior reflects that they solve the work-related problems in the school. According to Tyler (2016), the high-performing schools leaders have good communication behaviour, which is aligned with my findings.

This study shows a significant relationship between the age of headteachers of community school in Kathmandu valley with media access and communication. The study also establishes the relationship among the parameters of media literacy like access, understood, analyze and evaluate with gender. Cappello, Felini and Hobbs (2011), aligned with this study. They agreed that the school leaders and communities, when grow up in the media, shape the set of skills. Cappello et al. (2011) further explained the relationship of media society with competencies of people. Similarly, the headteachers had a significant relationship of retrieving the media content with their qualification. The headteachers of community school of Kathmandu valley also had the significant relationship of understood with media training.

This study also explains the existence of a correlation between media literacy and communication behavior of the headteachers of a community schools. It identifies the linear relationship of communication style with communication, analyze and create. Jarvis (2012) explains media learning as lifetime phenomenon through which people develop skills. He also highlights the power of media knowledge that builds certain qualities and become more competent than before. The headteachers good enough in communication style can communicate with different media and analyze the media contents. Jarvis (2012) also aligned with this research. Jarvis (2012)

explains that the good communicator has the skill of analyzing media content as well. They also have good communication style that creates the media content in different media. There is also a linear relation of feedback with access, understood, communication, and analyze. The headteachers gives good feedback when they have access to different media.

This study furthers shows that the media literate headteachers with good understanding, communicating and, analyzing capacity produce good feedback. This also shows that the task-oriented interaction has linear relationship with access, understood, communication, analyze, and evaluate. It shows that the access, understood, communication, analyze and, evaluate parameters directly affect the task-oriented interaction of headteachers in community schools of Nepal. Acharya and Sharma (2022) aligned with this finding. They explains in terms of opportunities for studying interactions of technological developments and disruptions, (inter) disciplinarily, and sociopolitical transformations. It shows the strong relationship of enthusiasm with media evaluation, meaning that the headteachers who can evaluate the media are enthusiastic. Chang et al. (2011) aligned with my finding. Chang et al., (2011) elaborate that the media literacy helps to develop critical thinking skills. The technical task uncertainty, one of the major parameter of communication behaviour, has relationship with three parameter of media literacy i.e. understanding, evaluating and creating skills of headteachers in Nepal. Rady (2014) aligned with this finding. He explained that acquiring the awareness comes from learning media literacy skills to deal with media messages.

Level of Media Literacy

This study found the moderate level of the overall media literacy of the head teachers. Among the eight dimensions of the level of media literacy, the

communication behavior of head teachers in community schools was high. According to Choge (2019), there was a significant correlation between head teacher's ICT literacy and ICT integration in electronic communication and teaching and learning. Research conducted by Tyler (2016) found that high-performing schools leaders have good communication behavior. The head teachers are also the leaders of schools and they have a key role in leading the organization. The study shows that the high level of communication behavior helps them to solve work-related problems in school. According to Ruler (2018), there are three alternative ways to look at how this process works. To begin with, he considers communication to be a one-way process of meaning creation in which the sender tries to construct or reconstruct the meaning generated by the receiver. Second, communication is a two-way process of meaning building in which two or more individuals collaborate to create new meanings. Third is an omni-directional diachronic process, in which the attention is on the meaning's continual evolution. However, influencing the ideal outcomes for strategic communication are increasing information, changing or sustaining attitudes, and influencing behaviors toward concerns, products, or services (Benoit et al., 2015).

The access of headteachers towards media literacy is also high, meaning that the headteachers were dedicated to ensuring the new information and also could make their sub-ordinate have access to the source of media. In comparison to the other seven categories of media literacy, community school principals exhibit poor creative skills. Carlsson (2019) stated that the intricacies of modern society necessitate educated, talented, and critical citizens in a variety of sectors in order to maintain and grow freedom of expression, democracy, and social progress. According to the Pacific Policy Research Center (2010), creativity and innovation skill sets foster innovative thinking and the ability to collaborate creatively with others. While education has

traditionally focused on the essentials of excellent communication i.e., writing, and reading – the demands of social connections and the global economy necessitate a much broader range of communication and cooperation abilities.

Influences on Headteachers' Media Literacy Behavior to Reform Institution

This section describes the relation between media literacy and headteachers' personal characteristics. The test statistics reveal a significant relationship between age and media access and communication; access, understanding, analysis, and evaluation with gender; retrieval with qualification; and understanding with media training among six demographic variables. Mbunde (2018) clearly supported that the head teachers' administration and experience play a pivotal role in determining their attitudes and approaches. Not only the attitude but also their problem solving techniques in schools and participation in in-service training (Mbunde, 2018) makes head teachers more effective and efficient in management. There are definite implications of these human elements (age, qualification, and experiences) on managing knowledge in companies (Marosi& Katona, 2015), and this study is no exception. According to Nettlefold and Williams (2018), people over the age of 35 have more faith in print media than in social media. It's not about cynically criticizing the media or only looking for political objectives, propaganda, misrepresentations, and clichéd pictures. The research and studies show that gender has various ways of thinking and consuming media. Likewise, according to Levitskaya and Fedorov (2020), every day more and more people of different ages are getting involved in interactive multimedia processes. Access to information has become almost unlimited and in many more formats.

Similarly, an individual's qualifications matter when it comes to accessing and controlling media literacy practices at an institution (Cannon, 2016). The study also

underlined the practical's instrumental positioning; the focus of this investigation now shifts to formal media-making in schools and how it is frequently given as a sort of vocational training to practice media literacy in any institution. Media literacy is the desired aim of media education, not the consequence of the process of media education (Fedorov, 2003). As a result, media literacy is being utilized to change an institution in order to attain the institution's objective.

Contribution of Media Literacy to Head Teacher: Approach of Communication

This section describes the regression analysis-identified model of communication behavior. The study discovered a link between media literacy and the communicative behavior of a community school's HT. The multiple regressions revealed that communication style has a linear relationship with communication, analyze, and create; feedback has a linear relationship with access, understood, communication, and analyze; task-oriented interaction has a linear relationship with access, understood, communication, analyze, and evaluate; enthusiasm has a linear relationship with evaluating; and technical task uncertainty has a linear relationship with understand, evaluate, and create. This clarifies how the headteacher uses their media literacy expertise to improve their personal and professional abilities both within and outside of the classrooms.

Nowadays, there are no restrictions on who may access media. In some situations, media education is critical for practicing and improving media literacy. Today, media education is defined as the process of developing a person's personality via and through the use of media. As a result of this process, a person's media literacy allows them to actively use the resources of the information field of TV, radio, video, cinema, newspaper, and the Internet (Fedorov, 2010). In the educational setting, digital media is being employed as an alternative tool (Abulencia et al., 2013).

Students can use digital media to examine and expand their own ideas about and relationships with media (Gainer, 2010). Integrating media literacy teaching into a variety of courses is a good strategy to meet these educational objectives (Arke & Primack, 2009; Hobbs, 2011).

Leadership qualities are important in improving the headteacher's communication behavior in the school. Leadership, according to Chawla and Joshi (2010), is critical in establishing, developing, and managing organizational capacities through forming successful teams among a diverse workforce. Leadership, according to Jayasingam et al. (2010) may influence and encourage knowledge workers to actively contribute and engage in the creation, sharing, and use of knowledge. The importance of leaders is stressed by encouraging people to actively share and use their skills and expertise to develop new knowledge, which contributes to an organization's competitive advantage (Yang & Chen, 2007). As a result, media literacy is positioned as a way to confront the difficulty of media ideals clashing with the values of the media user's family, community, and religion.

Chapter Summary

The findings of the quantitative analysis of the data collected from the community school's headteachers were discussed in this chapter. The HTs' degree of media literacy was exhibited in this chapter. The influence of HTs' demographic characteristics on practicing media literacy was also examined in this chapter. Similarly, it demonstrated the link between media literacy and communication behavior of the community school's HTs.

CHAPTER VI

SUMMARY, CONCLUSION AND IMPLICATIONS

This chapter is the conclusion of this study. The researcher has presented the implications of this research in policy, school leadership, and further researches.

Summary

The way of practicing media literacy among headteachers in a community school differs from one to another. The dimensions of media literacy explain how the headteacher is practicing their knowledge of media literacy in their daily life in an educational context. The tool was contextualized after receiving the original researcher. The following three questions guided this research: (a) what is the level of media literacy of Head Teachers? (b) Does media literacy differ across the Head Teachers' personal characteristics and school-related variables? (c) How far does the media literacy of Head Teacher contribute to their communication behavior to the teachers? A thorough assessment of the literature on the issue was conducted in order to find answers to these questions. The research was conducted using post-positivist principles and a quantitative research approach guided by relevant literature and field encounters, the survey questionnaire, and a thorough examination of the literature.

This study identified the moderate level of the overall level of media literacy. For communication behavior, the level of media literacy was high. Likewise, the level of retrieve understood, communication, analysis, and evaluation were moderate. In the case of creation skills, HTs had a low level of media literacy. This study found a significant relationship of age with media access and communication; access, understood, analyze and evaluate with gender; retrieve with qualification, and understood with media training. This study found that there exists a correlation

between media literacy and communication behavior of the HT of the community school. The multiple regressions identified the linear relationship of communication style with communication, analyze and create; feedback with access, understood, communication, and analyze; task-oriented interaction with access, understood, communication, analyze, and evaluate; enthusiasm with evaluating; and technical task uncertainty with understand, evaluate and create.

Data were analysed using descriptive and inferential statistical methods. The frequency and proportion of each data type were employed in descriptive statistics to reveal the state of media literacy. The linear relationship between media literacy and communication behavior of the HT of the community school was discovered using multiple regressions.

Conclusion

The headteachers of community schools of Kathmandu valley have seven dimensions of media literacy; access, retrieve, understand skills, use/communication skills, analyze skills, evaluation skills, and creative skills. The school leadership, culture, environment, distinct academic qualification, the notion of media literacy skills, and communication behavior among the school systems rely on the practicing behavior and style of leadership among headteachers. Furthermore, the study has identified seven dimensions of communication behavior of headteacher; leadership, communication behavior, feedback, task-oriented interactions, social interaction, enthusiasm, and technical task uncertainty.

The pace of media literacy skills among headteachers is high. The study explored that the headteachers in community schools of Nepal were keen on using the available source of media and advanced technology related to media for teaching-learning purposes and for their own leadership development. They have recognized

the importance of media literacy by school-related stakeholders stressing a culture of information sharing among themselves, engagement in social events, and connections with professional networks that support instructional activities. Headteachers appreciate role of media in the teaching-learning process in the school system, writing and speaking to the public sphere, talking about the social and political developments in the country, and the confidence toward the media. They are also aware of evaluating the students by the knowledge of media-related dimensions and information technology for their career development.

The head teachers' academic qualification, age, gender, ethnicity, marital, status, and media training have influenced their leadership style and personal characteristics and engagement in communicating media-related matters to all the stakeholders. It is because of the differences in practices of using media sources among headteachers due to their access, knowledge of using the digital media, communication behavior, organizational leadership, training related to media, their way of thinking, and their academic qualification.

The media literacy skills and communication behavior of headteachers are interrelated. Involvement in different media literacy skills such as access to media sources, retrieving the information and news, understanding the content, communicating the ideas generated from the media, analyzing the content, evaluating its reliability and authenticity, and creating the news content makes headteachers more communicative. The communication behavior has its importance to generate communication and leadership style, feedback to school-related stakeholders, task-oriented and social interaction, and technical task uncertainty in the community schools of Nepal.

This interdependence of media literacy skills and communication behavior draws a relation between leadership style and media use, acquisition, creation, and transmission of information. This link is critical for the creation of new knowledge in Nepal's educational systems concerning the knowledge of media utilization process, acquiring reliable information, generating the ideas and dissemination process closely related to academic excellencies, way of leading academic institutions and ultimately the teaching-learning process in the school system. The relationship boosts the creativity and competitiveness among the school leaders and educational institutions.

Creativity enhances the leadership and institution. Consequently, the usage of information technology, knowledge of media skills, and communication behavior help to build a creative environment for educational excellence.

Implications of the Research

Media literacy directly impacts the personal and professional development of the headteacher of community schools. The media literacy skills of headteachers of community schools have direct implications on leadership development as well. The knowledge level of headteachers to a larger extent is determined by their current academic degree, age, information retrieval capacity through various media, and training. Policymakers, academic institutions, and school leaders may benefit from a better understanding of the intricate interrelationship between media literacy skills and communication behavior.

Implications for Policy

Because all kinds of academic policies are executed via them, headteachers are crucial actors in reforming the school system. In the media age, the entire existence of social institutions such as schools is dependent on the invention, discovery, and application of new information. Schools serve as a driving force for academic leaders'

innovations through the processes of media literacy and communication, production, and application. As the findings of this study suggest, the degree of media literacy abilities is a critical component in enhancing school academic achievement while also having a good influence on leadership and communication. In such a situation, schools require policies that encourage headteachers and other stakeholders to make the most of various types of media, including digital media. The researcher also discovered a substantial link between headteachers' media literacy abilities and their personal qualities. In this regard, policymakers can consider using the media in an appropriate way and the importance of media in this digital era. The influensive role of media on the school system including students, teachers, headteachers, and other school-related components of human capital demands the curriculum and training program related to media literacy in schools for academic excellence.

Implications for School Leaders

According to this study, the usage of media and how it is applied differs depending on the strengths and priorities of schools. Schools may use media to improve academic achievement, communication behavior, and the capacity to manage educational organizations by identifying their strengths and prioritizing their study areas. Appropriate media practices enable the development of confidence and creativity in instructional activities as well as the implementation of research findings for the benefit of schools and society as a whole. Increasing headteachers' media expertise leads to improve communication performance, which improves society's and nation's social and educational standing.

The survey also discovered that headteachers with a strong academic background has a positive impact on the media. Schools may provide training on how to use media and its effects on communication and leadership. Also, school may

provide training on the effectiveness of utilizing media to convey and distribute information to a larger audience. The research identified that the modern form of media plays a vital role to enhance the capability of headteachers concerning their communication behavior and leadership style. In this sense, the school administration might invest in media infrastructure to create a media-friendly atmosphere for students and instructors alike. For a better academic outcome, the school team should create a media compartment or center to undertake more media-related activity so that professionals can advise headteachers, teachers, and students to better impart explicit knowledge of how to use media.

The research emphasizes media as essential elements in the creation of new information, and the school might begin a variety of academic and non-academic activities, as well as their accessibility to improve communication among headteachers, instructors, and students. The leaders of schools may conduct media training; and make availability of media-related equipment for audio-video related materials so that headteacher, teachers, and students can adopt appropriate training to enhance their media-related learning activities in schools. These days, well-equipped media labs, media libraries, e-library, and other equipments like Television, Radio, camera, computers, etc. are considered as the foundation to learn about media. So, the school management is responsible for developing and building up such basic foundations in schools. Policy for citizen journalism and the use of their knowledge in synthesizing the news and information is mostly required these days.

Implications for Further Research

The findings served as a starting point for future study into the relationship between media literacy abilities and communication behavior. This study was done among the principals of community schools in the Kathmandu valley that offer

general education streams in humanities, education, management, and science to students in grades 1 through 12. Because this study focused primarily on the individual characteristics of headteachers, other researchers can expand on this work in broader situations.

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ANNEX I

Tools for Data Collection

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प्र ६ उ ,

म काठमाडौं विश्वविद्यालय स्कूल अफ एजुकेशन अन्तर्गत एम फिलको शोधार्थी हुँ। मैले आफ्नो शोधपत्र तयार गन सावजनिक विद्यालय अन्तर्गत माध्यमिक विद्यालयका प्रधानाध्यापकहरूसँग मिडिया साक्षरता र प्रधानाध्यापकहरूको संवाद एवं संचार आनीबानीका बारेमा सबक्ष प्रश्न क्ष पेशासँग सान्दर्भिक हुनेगरी र प्रधानाध्यापकहरूको नेतृत्व विकासमा टेवा पुऱ्याउने पवित्र उदेश्यका साथ सबक्षणका लागि तयार पारिएका तलका प्रश्नावलीमा आफ्नो स्वविवेक प्रयोग गन अनुरोध गर्दछु। तलका कथनहरूका पछाडि दिइएका अंकमा चिनो लगाएर सहयोग गर्नुहुनेछ भन्ने विश्वास लिएको छु। यहाँहरूको परिचय र यहाँहरूले दिएको उत्तरलाई गोप्य राखिनेछ र अध्ययन पश्चात् शोधपत्र काठमाडौं विश्वविद्यालयको पुस्तकालयमा राखिनेछ।

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मिडिया साक्षरता र संचार आनीबानी सम्बन्धी प्रश्नावली

1. मिडिया साक्षरता भन्नाले सूचना तथा संचार सम्बन्धी सामान्य ज्ञान भएको भन्ने बुझिन्छ ।
संचार माध्यमका बारेमा र यसबाट प्रेषित सामग्रीका बारेमा जानकारी भए नभएकोलाई समेत जनाउँछ ।
संचार आनीबानी भन्नाले कुनैपनि व्यक्तिले अरूसँग गन व्यक्तिगत तथा सामूहिक संवादका तरीका र

तल दिइएको संकेतको आधारमा आफूलाई मनपन अंकमा चिनो

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.म मेरो व्यक्तिगत विश्वाससँग मेल खाने सामाचारहरूमा बढी ध्यान केन्द्रित गर्छु।					
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.म विद्यालयको काममा प्रत्यक्ष रूपमा सूचना आदानप्रदान गदछु ।					
.म संचारलाई मेरो हसियत अभिवृद्धि गन माध्यमको रूपमा प्रयोग गदछु ।					
. मेरो अधिकार लादको लागि मेरो संवाद प्रयोग गदछु					
मिडिया साक्षरता र संचार आनीबानी सम्बन्धी मेरो अनुभव	(((((
सहभागीलाई समान ढंगले प्राथमिकता दिन्छु ।					
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.म काममा अरुसँग संवाद गदा					
प्रति					
कमजोरीको बारेमा सुझाव दिने गदछु ।					
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ANNEX II

Data for Description

	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
Media Literacy	171	-.933	.186	3.359	.369
Communication Behavior	171	.961	.186	14.383	.369
Access	171	-1.626	.186	6.086	.369
Retrieve	171	-.769	.186	2.047	.369
Understand Skills	171	-.508	.186	.548	.369
Use/Communication Skills	171	-1.178	.186	1.841	.369
Analyze Skills	171	.103	.186	-.056	.369
Evaluation Skills	171	-.554	.186	.141	.369
Create Skills	171	.206	.186	-.725	.369
Valid N (listwise)	171				